

SENATE AGENDA

Friday, January 12, 2018

2:30 p.m. – F210

1. APPROVAL OF THE AGENDA
2. ADOPTION OF THE MINUTES OF THE SENATE MEETING OF: November 10, 2017
3. BUSINESS ARISING FROM THE MINUTES
4. READING and DISPOSING of COMMUNICATIONS
5. QUESTION PERIOD
6. REPORTS of STANDING COMMITTEES and FACULTY or UNIVERSITY COUNCILS

SENATE EXECUTIVE COMMITTEE

MOTION 1: That the Report of the Senate Executive Committee dated December 4, 2017 be received.

MOTION 2: That the Report of the Senate Executive Committee dated January 9, 2018 be received.

PLANNING AND PRIORITIES COMMITTEE

MOTION 1: That the Report of the Planning and Priorities Committee dated November 24, 2017, be received.

MOTION 2: That Senate grant approval for the creation of a Department of Classical Studies and Modern Languages (merging of the Classical Studies, French, Spanish and Russian Programs).

MOTION 3: That the Report of the Planning and Priorities Committee dated December 15, 2017, be received.

UNDERGRADUATE STUDIES COMMITTEE

• November 29, 2017 Report

MOTION 1: That the Report of the Undergraduate Studies Committee, dated November 29, 2017 be received.

1. FACULTY OF APPLIED & PROFESSIONAL STUDIES

Criminology and Criminal Justice

- MOTION 2: That Senate approve the revision of the course title CRJS 3416 Aboriginal Legal Studies to Indigenous Legal Studies.
- MOTION 3: That Senate approve the removal of the registration restrictions for CRJS 2926 Forensic Science.
- MOTION 4: That Senate approve the creation of CRJS 3356 Vulnerable Populations.

Nursing

- MOTION 5: That Senate approve that NURS 1006 Professional Self Awareness be revised in the curriculum of the Collaborative BScN Program.
- MOTION 6: That Senate approve that NURS 1016 Nursing and Health be revised in the curriculum of the Collaborative BScN Program.
- MOTION 7: That Senate approve that NURS 1017 Aging and Health be revised in the curriculum of the Collaborative BScN Program.
- MOTION 8: That Senate approve that NURS 1026 Clinical Practicum: Nursing Healthy Individuals be revised in the curriculum of the Collaborative BScN Program.
- MOTION 9: That Senate approve that NURS 1027 Clinical Practicum: Nursing Older Adults be revised in the curriculum of the Collaborative BScN Program.
- MOTION 10: That Senate approve that NURS 1037 Health Assessment be revised in the curriculum of the Collaborative BScN Program.
- MOTION 11: That Senate approve that NURS 2007 Concepts in Mental Health Nursing be revised in the curriculum of the Collaborative BScN and RPN to BScN Bridging Program.
- MOTION 12: That Senate approve that NURS 2016 Health Challenges be revised in the curriculum of the Collaborative BScN and RPN to BScN Bridging Program.
- MOTION 13: That Senate approve that NURS 2026 Nursing Individuals experiencing Health Challenges be revised in the Collaborative BScN and RPN to BScN Bridging Program.
- MOTION 14: That Senate approve that NURS 2036 Development of Nursing Knowledge be added in the curriculum of the Collaborative BScN and RPN Bridging Program.
- MOTION 15: That Senate approve that NURS 2037 Pharmacology be revised in the curriculum of the Collaborative BScN and RPN Bridging Program.
- MOTION 16: That Senate approve that NURS 2047 Professional Foundations in Nursing be revised in the curriculum of the Collaborative BScN and RPN Bridging Program.

- MOTION 17: That Senate approve that NURS 2207 Clinical Practicum: Nursing Individuals experiencing Mental Health Challenges be added in the curriculum of the Collaborative BScN and RPN to BScN Bridging Program.
- MOTION 18: That Senate approve that NURS 2526 Pathophysiology be revised in the curriculum of the Collaborative BScN and RPN Bridging Program.
- MOTION 19: That Senate approve that NURS 3007 Community Health Nursing be revised in the curriculum of the Collaborative BScN and RPN to BScN Bridging Program.
- MOTION 20: That Senate approve that NURS 3017 Maternal Child Care be added in the curriculum of the Collaborative BScN and RPN to BScN Bridging Program.
- MOTION 21: That Senate approve that NURS 3027 Nursing Communities and Populations be revised in the curriculum of the Collaborative BScN and RPN Bridging Program.
- MOTION 22: That Senate approve that NURS 3116 Nursing Research 1 be added in the curriculum of the Collaborative BScN and RPN Bridging Program.
- MOTION 23: That Senate approve that NURS 3117 Nursing Research 2 be added in the curriculum of the Collaborative BScN and RPN Bridging Program.
- MOTION 24: That Senate approve that NURS 3217 Clinical Practicum: Maternal Child Nursing be added in the curriculum of the Collaborative BScN and RPN Bridging Program.
- MOTION 25: That Senate approve that NURS 4024 Clinical Practicum: Nursing Preceptorship be added in the curriculum of the Collaborative BScN and RPN Bridging Program.
- MOTION 26: That Senate approve that NURS 4026 Clinical Practicum: Advanced Clinical Practice be revised in the curriculum of the Collaborative BScN and RPN Bridging Program.
- MOTION 27: That Senate approve that NURS 4036 Complex Health Challenges be revised in the curriculum of the Collaborative BScN and RPN Bridging Program.
- MOTION 28: That Senate approve that NURS 4067 Principles of Management, Leadership and Change be added in the curriculum of the Collaborative BScN and RPN Bridging Program.
- MOTION 29: That Senate approve that NURS 4126 Transition to Professional Practice be added in the curriculum of the Collaborative BScN and RPN to BScN Bridging Program.
- MOTION 30: That Senate approve that NURS 4436 Advanced Studies in Aging and Health be added in the curriculum of the Collaborative BScN and RPN Bridging Program.

Social Work

- MOTION 31: That Senate approve the deletion of SWRK3305 Individual Practice Across the Life Span (6 credits) and replace it with two 3-credit courses: SWRK3356 Individual Practice Across the Life Span I (3 credits) and SWRK3357 Individual Practice Across the Life Span II (3 credits).

- MOTION 32: That Senate approve the minor changes to SWRK4206 Social Work Research.
- MOTION 33: That Senate approve that SWRK3406 Aboriginal Communities and Metis Nation be renamed SWRK3406 Indigenous Perspectives and Social Work Practice.
- MOTION 34: That Senate approve that SWRK4306 Aboriginal Wellness be renamed SWRK4306 Indigenous Wellness.
- MOTION 35: That Senate approve that SWRK4316 Aboriginal Child Welfare be renamed SWRK4316 Indigenous Child Welfare.
- MOTION 36: That Senate approve an increase in total contact hours for SWRK3505 Field Education I from 375 hours field education plus 6 hours field integration seminars to 375 hours field education plus 8 hours field integration seminars.
- MOTION 37: That Senate approve an increase in total contact hours for SWRK4605 Field Education II from 525 hours field education plus 6 hours field integration seminars to 525 hours field education plus 10 hours field integration seminars.
- MOTION 38: That Senate approve the following pre-requisites for SWRK3406, SWRK3506, SWRK3806, and SWRK3106: SWRK1007, SWLF1006, SWRK2006 and SWRK2106 or equivalents.
- MOTION 39: That Senate approve the following pre-requisites for all 4000 level courses: SWRK3505; SWRK3216; SWRK3406; SWRK3356; SWRK3357; SWRK3506; SWRK3806; SWRK3316; and SWRK3106.

2. FACULTY OF ARTS AND SCIENCE

Computer Science and Mathematics

- MOTION 40: That Senate approve a Minor in Physics.

English

- MOTION 41: That Senate approve that the prerequisite for ACAD 3006, Mentoring the Writer, be changed as follows:

Old prerequisite:

An overall average of 80%; and 54 credits completed including ACAD 1601.

New prerequisite:

An overall average of 75%; and 54 credits completed including ACAD 1601.

- MOTION 42: That Senate approve that ACAD 3006, Mentoring the Writer, be added to the list of courses cross-listed with ENGL and that, thus, the following sentence be added to the description: "This course may be credited toward English Studies."

French

- MOTION 43: That Senate approve that the course description for FRENCH 2707 Culture française/French Culture be modified as follows:

FREN 2707 Culture française

NEW COURSE DESCRIPTION: Les étudiants explorent les divers aspects de la culture française. Le contenu comprend l'étude de sujets variés tels que les écrivains, la musique, le théâtre, les événements culturels, la musique, les traditions culinaires et autres sujets au choix. Les étudiants développent une compréhension et une appréciation de la culture française au niveau mondial en participant à diverses activités.

*Students explore various aspects of French culture. The content includes the study of diverse subjects such as writers, music, theater, cultural events, culinary traditions and other topics. Students develop an understanding and appreciation of French culture at a global level by participating in various activities.

History

MOTION 44: That Senate approve the addition of HIST 2026: Major Themes in Historical Studies.

Religion and Cultures

MOTION 45: That Senate approve the addition of RLCT 3066 Religion, Spirituality and Social Justice to the Religions and Cultures curriculum.

• December 11, 2017 Report

MOTION 1: That the Report of the Undergraduate Studies Committee, dated December 11, 2017 be received.

1. FACULTY OF APPLIED & PROFESSIONAL STUDIES**Child and Family Studies**

MOTION 2: That Senate approve a non-substantive change – a course prerequisite alteration from the previous prerequisite of CHFS/PSYC 2026 to ‘any 54 credits completed’ for CHFS 4016/PSYC 4016, Program Evaluation and Outcomes Management, effective 2018/19.

2. FACULTY OF ARTS AND SCIENCE**Biology and Chemistry**

MOTION 3: That Senate consider Motions 5-7 as an omnibus motion.

MOTION 4: That Senate approve Motions 5-7 as an omnibus motion.

MOTION 5: That Senate approve that the prerequisites for BIOL/CHEM 3306, Enzymology, be changed as follows:
Old Prerequisite: CHEM 1006 and CHEM 1007
New Prerequisite: CHEM 1006, CHEM 1007 and BIOL2206/CHEM 2207 (Introduction to Biochemistry)

MOTION 6: That Senate approve that the lab component from BIOL 3007 (ENSC 3007) be removed.

MOTION 7: That Senate approve that the course description for BIOL 3007 (ENSC 3007) be modified.

Classics

MOTION 8: That Senate consider Motions 9-31 as an omnibus motion.

MOTION 9: That Senate approve Motions 9-31 as an omnibus motion.

MOTION 10: That Senate approve the addition of CLAS 2126 – *Latin and Greek for Scientific and Medical Terminology* - to the list of courses offered by the Classical Studies Program.

MOTION 11: That Senate approve the addition of CLAS 2016 – *Education in Ancient Greece and Rome* - to the list of courses offered by the Classical Studies Program.

MOTION 12: That Senate approve the addition of CLAS 2017 – *Ancient Myth and Religion* - to the list of courses offered by the Classical Studies Program.

MOTION 13: That Senate approve the addition of CLAS 2516 – *Art and Archaeology of Ancient Greece and Rome* - to the list of courses offered by the Classical Studies Program.

MOTION 14: That Senate approve the addition of CLAS 2326 – *Gods and Heroes: Epic Literature of Ancient Greece and Rome* - to the list of courses offered by the Classical Studies Program.

MOTION 15: That Senate approve the addition of CLAS 2327 – *Drama and Performance in Ancient Greece and Rome* - to the list of courses offered by the Classical Studies Program.

MOTION 16: That Senate approve the addition of CLAS 2336 – *The Ancient Novel* - to the list of courses offered by the Classical Studies Program.

MOTION 17: That Senate approve the addition of CLAS 2337 – *Ancient Rhetoric and Oratory: Persuasive Speech in Ancient Greece and Rome* - to the list of courses offered by the Classical Studies Program.

MOTION 18: That Senate approve the addition of CLAS 2436 – *The Rise and Fall of Democratic Athens* - to the list of courses offered by the Classical Studies Program.

MOTION 19: That Senate approve the addition of CLAS 2437 – *The Age of Empires: From Alexander the Great to the Roman Conquest* - to the list of courses offered by the Classical Studies Program.

MOTION 20: That Senate approve the addition of CLAS 2446 – *The Rise and Fall of the Roman Empire* - to the list of courses offered by the Classical Studies Program.

- MOTION 21: That Senate approve the addition of CLAS 2447 – *Famous Figures of the Ancient World* - to the list of courses offered by the Classical Studies Program.
- MOTION 22: That Senate approve the addition of CLAS 3016 – *Economy and Social Class in the Ancient World* - to the list of courses offered by the Classical Studies Program.
- MOTION 23: That Senate approve the addition of CLAS 3017 – *Warfare in the Ancient World* - to the list of courses offered by the Classical Studies Program.
- MOTION 24: That Senate approve the addition of CLAS 3316 – *Topics in the Literature of Ancient Greece and Rome* - to the list of courses offered by the Classical Studies Program.
- MOTION 25: That Senate approve the addition of CLAS 3436 – *Topics in the History of Ancient Greece and Rome* - to the list of courses offered by the Classical Studies Program.
- MOTION 26: That Senate approve the addition of CLAS 4436 – *Theory and Method in Classical Studies Research* - to the list of courses offered by the Classical Studies Program.
- MOTION 27: That Senate approve the addition of CLAS 3136 – *Advanced Latin Studies* - to the list of courses offered by the Classical Studies Program.
- MOTION 28: That Senate approve the addition of CLAS 3236 – *Advanced Studies in Ancient Greek* - to the list of courses offered by the Classical Studies Program.
- MOTION 29: That Senate approve the addition of CLAS 4116 – *Readings in Select Latin Authors* - to the list of courses offered by the Classical Studies Program.
- MOTION 30: That Senate approve the addition of CLAS 4117 – *Readings in Select Ancient Greek Authors*- to the list of courses offered by the Classical Studies Program.
- MOTION 31: That Senate approve changing the prerequisite for CLAS 4427 from CLAS 4416 or CLAS 4417 to CLAS 4436 – *Theory and Method in Classical Studies Research*.
- MOTION 32: That Senate consider Motions 34-37 as an omnibus motion.
- MOTION 33: That Senate approve Motions 34-37 as an omnibus motion for a Major Modification in the Classical Studies Program.
- MOTION 34: That Senate approve changing the degree requirements for a Honours Specialization (60 credits) in Classical Studies.

FROM:

Students must complete CLAS 1006 and CLAS 1007 with a minimum of 60% in each.
12 Credits from CLAS 1106, 1107, 2116, 2117 OR CLAS 1206, 1207, 2216, 2217
One of CLAS 2416 or 2417
One of CLAS 2426 or 2427
Two of CLAS 2306, 2307, 2316, 2317, 3326, and 3327

Six Credits of *CLAS 4416 and 4427* OR *CLAS 4417 and 4427* OR *CLAS 4495*
 An additional 24 Classical Studies credits at the upper level

TO:

1. Students must complete **BOTH** *CLAS 1006 – The Civilization of Ancient Greece* (3 cr.) **AND** *CLAS 1007 – The Civilization of Ancient Rome* (3 cr.) with a minimum of 60% in each.
2. **Both** *CLAS 3316 – Topics in the Literature of the Ancient World* (3 cr.) **AND** *CLAS 3436 – Topics in the History of Ancient Greece and Rome* (3 cr.)
3. **Both** *CLAS 4436 – Theory and Method in Classical Studies Research* (3 cr.) **AND** *CLAS 4427 – Honours Seminar in History and Culture* (3 cr.)
4. 18 credits in Ancient Greek Language and/or Latin.
5. An additional 24 credits in Classical Studies (or cross-listed) courses of which at least 6 credits (excluding *CLAS 3316* and *3436*) must be at the 3000 level.

MOTION 35: That Senate approve changing the degree requirements for a Specialization (54 credits) in Classical Studies.

FROM:

1. Students must complete *CLAS 1006* and *1007* with a minimum of 60% in each.
2. One of *CLAS 2416* and *CLAS 2417*
3. Two of *CLAS 2306, 2307, 2316, 2317, 3326, 3327*
4. Two of *CLAS 2006, 2007, 2406, 2407*
5. Three of *CLAS 3066, 3097, 3206, 3207, 3416, 3417*
6. An additional 21 Classical Studies (or cross-listed) upper year courses

TO: Students must complete **BOTH** *CLAS 1006 – The Civilization of Ancient Greece* (3 cr.) **AND** *CLAS 1007 – The Civilization of Ancient Rome* (3 cr.) with a minimum of 60% in each.

Both *CLAS 3316 – Topics in the Literature of the Ancient World* (3 cr.) **AND** *CLAS 3436 – Topics in the History of Ancient Greece and Rome* (3 cr.)

An additional 42 credits from upper year Classical Studies (or cross-listed) courses, of which 6 credits (excluding *CLAS 3316* and *3436*) must be at the 3000 level.

MOTION 36: That Senate approve changing the degree requirements for a Major Degree (36 credits) in Classical Studies.

FROM: Students must complete *CLAS 1006* and *1007* with a minimum of 60% in each
 One of *CLAS 2416* or *2417*
 One of *CLAS 2426* or *2427*
 Two of *CLAS 2306, 2307, 2316, 2317, 3326, 3327*
 An additional 18 upper year Classical Studies credits or cross-listed credits.

TO: Students must complete 3 credits from **both** CLAS 1006 – *The Civilization of Ancient Greece* (3 cr.) **and** CLAS 1007 – *The Civilization of Ancient Rome* (3 cr.) with a minimum of 60% in each.
Both CLAS 3316 – *Topics in the Literature of the Ancient World* (3 cr.) **AND** CLAS 3436 – *Topics in the History of Ancient Greece and Rome* (3 cr.)

An additional 24 upper year Classical Studies credits, of which 6 credits (excluding CLAS 3316 and 3436) must be at the 3000 level.

MOTION 37: That Senate approve changing the degree requirements for a Minor (18 credits) in Classical Studies.

FROM: A Minor in Classical Studies is available to students pursuing a program of study in a different discipline. Students will need to achieve a minimum 60% average in the 18 credits presented for the Minor. In addition to the requirements listed below.

Students must complete CLAS 1006 – *The Civilization of Ancient Greece* and CLAS 1007 – *The Civilization of Ancient Rome*.

Any 12 Credits of upper year courses in Classical Studies

TO: A Minor in Classical Studies is available to students pursuing a program of study in a different discipline. Students will need to achieve a minimum 60% average in the 18 credits presented for the Minor. In addition to the requirements listed below.

Students must complete CLAS 1006 – *The Civilization of Ancient Greece* and CLAS 1007 – *The Civilization of Ancient Rome*.

Any 12 upper year Classical Studies credits with at least 3 credits at the 3000 level.

MOTION 38: That Senate approve the banking of the following list of courses currently listed under Classical Studies in the Nipissing University Academic Calendar:

CLAS 2006 – *Myth and Religion in Ancient Greece*
 CLAS 2007 – *Myth and Religion in Ancient Rome*
 CLAS 2306 – *The Historians of Ancient Greece*
 CLAS 2307 – *The Historians of Ancient Rome*
 CLAS 2316 – *Introduction to Greek Literature in Translation*,
 CLAS 2406 – *Warfare in Ancient Greece*
 CLAS 2407 - *Warfare in Ancient Rome*
 CLAS 2416 – *The History of Ancient Greece*
 CLAS 2417 – *The History of Ancient Rome*
 CLAS 2426 – *Famous Figures in Ancient Greece*
 CLAS 2427 – *Famous Figures in Ancient Rome*
 CLAS 2506 – *Greek Art and Architecture*
 CLAS 3097 – *Women in the Roman World*
 CLAS 3116 – *Selected Latin Authors I*
 CLAS 3117 – *Selected Latin Authors II*
 CLAS 3126 – *Advanced Ancient Greek I: Prose*
 CLAS 3127 – *Advanced Ancient Greek II: Poetry*
 CLAS 3207 – *Slavery in the Roman World*
 CLAS 3326 – *Greek Drama and Theatre*

CLAS 3327 – Roman Comedy
CLAS 3416 – Topics in Greek History and Culture
CLAS 3417 – Topics in Roman History and Culture
CLAS 4106 – Advanced Reading in Latin Prose Authors
CLAS 4107 – Advanced Readings in Latin Poetry
CLAS 4416 – Selected Topics in Greek History and Culture
CLAS 4417 – Selected Topics in Roman History and Culture

MOTION 39: That Senate consider Motions 41-44 as an omnibus motion.

MOTION 40: That Senate approve Motions 41-44 as an omnibus motion.

MOTION 41: That Senate approve the cross-listing of the following Classical Studies course with FAVA as a credit towards the Fine Art History and Visual Studies Stream:
CLAS 2516 – *Art and Archaeology of Ancient Greece and Rome*.

MOTION 42: That Senate approve the cross-listing of the following Classical Studies courses with English: CLAS 2326 – *Gods and Heroes: Epic Literature in Ancient Greece and Rome*, CLAS 2327 – *Drama and Performance in Ancient Greece and Rome*, CLAS 2336 – *The Ancient Novel*, and CLAS 2337 – *Ancient Rhetoric and Oratory: Persuasive Speech in Ancient Greece and Rome*.

MOTION 43: That Senate approve the cross-listing of the following Classical Studies courses with program in Religions and Cultures: CLAS 2017 *Ancient Myth and Religion*.

MOTION 44: That Senate approve the cross-listing of the following Classical Studies courses with the program in History: CLAS 2436 – *The Rise and Fall of Democratic Athens*, CLAS 2437 – *The Age of Empires: From Alexander the Great to the Roman Conquest*, CLAS 2446 – *The Rise and Fall of the Roman Empire*, and CLAS 2447 – *Famous Figures of the Ancient World*.

Computer Science and Mathematics

MOTION 45: That Senate approve the addition of MATH 1011 – Quantitative Reasoning be approved.

- *During the discussion of this motion concerns were raised about giving university-level credit, towards any degree program requirement, for a grade 11 equivalent course.*

MOTION 46: That Senate approve that the prerequisites be added for MATH 1911 Finite Mathematics as follows.

Prerequisites:

MATH 1011 or MCR3U (Grade 11 Functions).

MOTION 47: That Senate approve that the prerequisites be added for MATH 1912 Elementary Calculus as follows

Prerequisites:

MATH 1011 or MCR3U (Grade 11 Functions).

Fine and Performing Arts

- MOTION 48: That Senate approve the Admissions Policy Proposal for graduates of advanced three-year diploma programs in Graphic Design.
- MOTION 49: That Senate consider Motions 51-57 as an omnibus motion.
- MOTION 50: That Senate approve Motions 51-57 as an omnibus motion.
- MOTION 51: That Senate approve the creation of a new course, FILM 2006 World Cinema be added to the Academic Calendar under FILM.
- MOTION 52: That Senate approve the creation of a new course, FILM 2206 Canadian Films be added to the Academic Calendar under FILM.
- MOTION 53: That Senate approve the creation of a new course, FILM 3106 The Director's Cinema be added to the Academic Calendar under FILM.
- MOTION 54: That Senate approve the creation of a new course, FILM 3206 Experimental Films be added to the Academic Calendar under FILM.
- MOTION 55: That Senate approve that FILM 2105 World Cinema be deleted.
- MOTION 56: That Senate approve that FILM 2845 The Director's Cinema be deleted.
- MOTION 57: That Senate approve that FAVA 2047 Sculpture II be deleted.

French

- MOTION 58: That Senate approve the creation of a new course FREN 3016– La traduction vers le français: une introduction/An Introduction to French Translation.

Gender Equality and Social Justice

- MOTION 59: That Senate consider Motions 61-64 as an omnibus motion.
- MOTION 60: That Senate approve Motions 61-64 as an omnibus motion for a Major Modification in the Gender Equality and Social Justice Program.
- MOTION 61: That Senate approve changing the degree requirements for an Honours Specialization in Gender Equality and Social Justice (GESJ) as outlined below:

From (Existing Requirements)

Students will need to achieve a minimum 70% average in the 60 credits presented for the Honours Specialization in Gender Equality and Social Justice.
Students must complete the required 6 credits of introductory GEND with a minimum grade of 60%.

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

GEND 1000 level		6 cr.
Group 1		6 cr.
Group 2		6 cr.
Group 3		6 cr.
GEND 3306	Ideas of Power	3 cr.
GEND 4005	Honours Essay or	6 cr.
GEND 4205	Honours Seminar	
GEND upper level courses or courses cross-listed with GEND		27 cr.

To (New Requirements)

Students will need to achieve a minimum 70% average in the 60 credits presented for the Honours Specialization in Gender Equality and Social Justice.

Students must complete the required 6 3 credits of introductory GEND with a minimum grade of 60%.

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

GEND 1000 level		6 3 cr.
Group 1		6 cr.
Group 2		6 cr.
Group 3		6 cr.
GEND 3306	Ideas of Power	3 cr.
GEND 4005	Honours Essay or	6 cr.
GEND 4205	Honours Seminar	
GEND upper level courses or courses cross-listed with GEND		27 30 cr.

MOTION 62: That Senate approve changing the degree requirements for a Specialization in Gender Equality and Social Justice (GESJ) as outlined below:

From (Existing Requirements)

Students will need to achieve a minimum 60% average in the 54 credits presented for the Specialization in Gender Equality and Social Justice.

Students must complete the required 6 credits of introductory GEND with a minimum grade of 60%.

Students must complete 120 credits including 54 credits in the Specialization as follows:

GEND 1000 level		6 cr.
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Group 1	6 cr.
Group 2	6 cr.
Group 3	6 cr.
GEND 3306 Ideas of Power	3 cr.
GEND upper level courses or courses cross-listed with GEND	27 cr.

To (New Program Requirements)

Students will need to achieve a minimum 60% average in the 54 credits presented for the Specialization in Gender Equality and Social Justice.

Students must complete the required 6 3 credits of introductory GEND with a minimum grade of 60%.

Students must complete 120 credits including 54 credits in the Specialization as follows:	
GEND 1000 level	6 3 cr.
Group 1	6 cr.
Group 2	6 cr.
Group 3	6 cr.
GEND 3306 Ideas of Power	3 cr.
GEND upper level courses or courses cross-listed with GEND	27 30 cr.

MOTION 63: That Senate approve changing the degree requirements for a Major in Gender Equality and Social Justice (GESJ) as outlined below:

From (Existing Program Requirements)

Students will need to achieve a minimum 60% average in the 36 credits presented for the Major in Gender Equality and Social Justice.

Students must complete the required 6 credits of introductory GEND with a minimum grade of 60%

Students must complete 36 credits in the Major as follows:	
GEND 1000 level	6 cr.
Group 1	6 cr.
Group 2	6 cr.
Group 3	6 cr.
*GEND upper level courses or courses cross-listed with GEND	12 cr.

*Students pursuing the Honours double major must also take [GEND 3306](#).

To (New Program Requirements)

Students will need to achieve a minimum 60% average in the 36 credits presented for the Major in Gender Equality and Social Justice.

Students must complete the required 63 credits of introductory GEND with a minimum grade of 60%

Students must complete 36 credits in the Major as follows:

GEND 1000 level	63 cr.
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Group 1	6 cr.
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Group 2	6 cr.
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Group 3	6 cr.
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*GEND upper level courses or courses cross-listed with GEND	1215 cr.
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*Students pursuing the Honours double major must also take [GEND 3306](#).

MOTION 64: That Senate approve the Major Modification for changing the degree requirements for a Minor in Gender Equality and Social Justice (GESJ) as outlined below:

From (Existing Program Requirements)

Students must complete 18 credits in Gender Equality and Social Justice as follows:

GEND 1000 level	6 cr.
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GEND upper level	12 cr.
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To (New Program Requirements)

Students must complete 18 credits in Gender Equality and Social Justice as follows:

GEND 1000 level	63 cr.
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GEND upper level	1215cr.
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MOTION 65: That Senate consider Motions 67-72 as an omnibus motion.

MOTION 66: That Senate approve Motions 67-72 as an omnibus motion.

MOTION 67: That Senate approve the creation of a new course, GEND 2376 Selected Topics in Kid Media be added to the Academic Program under GESJ.

- MOTION 68: That Senate approve the creation of a new course GEND 2286 Contagion be added to the Academic Calendar under GESJ.
- MOTION 69: That Senate approve the creation of a new course, GEND 3086 Women and HIV be added to the Academic Calendar under GESJ.
- MOTION 70: That Senate approve the creation of a new course, GEND 2067 HIV/AIDS, Health and Social Change be added to the Academic Calendar under GESJ.
- MOTION 71: That Senate approve that RLCT 2205 Sacred Cinema be cross listed with the GESJ program.
- MOTION 72: That Senate approve that GEND 3067 HIV/AIDS, Health and Social Change be deleted.

Non-Substantive:

That the name of the cross-coded course RLCT 2076 and GEND 2076 be aligned as Conflict and Conversion.

Geography/History

- MOTION 73: That Senate approve that a new fourth year course, GEOG-4326 Environmental Hydrology, be created.
- MOTION 74: That Senate approve that the existing third year course, GEOG-3096 Environmental Hydrology, be deleted.
- MOTION 75: That Senate consider Motions 77-79 as an omnibus motion.
- MOTION 76: That Senate approve Motions 77-79 as an omnibus motion.
- MOTION 77: That Senate approve that the new third year course, GEOG-3237 Global Environmental History, be created.
- MOTION 78: That Senate approve that the new third year course, HIST-3237 Global Environmental History, be created.
- MOTION 79: That Senate approve that GEOG-3237 Global Environmental History and HIST 3237 – Global Environmental History be cross-coded.
- MOTION 80: That Senate approve that GEOG-4977 Human Geography Field Camp be unbanked.

History

- MOTION 81: That Senate approve the banking of the following courses.

Courses:

HIST 4255 Victoria's Britain: Gender, Class and Culture in the Age of Empire
HIST 4495 Britain in the Twentieth Century
HIST 4505 Topics in Medieval History

- MOTION 82: That Senate approve to re-classify the History Breadth Requirement from Group II Social Science to Group I Humanities.

Psychology

- MOTION 83: That Senate consider Motions 85-88 as an omnibus motion.
- MOTION 84: That Senate approve Motions 85-88 as an omnibus motion.
- MOTION 85: That Senate approve the addition of PSY-2706 Evolutionary Psychology.
- MOTION 86: That Senate approve the creation of a new course, PSYC-3326: Hormones and Social Behaviour, be added to the Academic Calendar under PSYCHOLOGY.
- MOTION 87: That Senate approve the creation of a new course, PSYC-3517: Research Methods in Social Neuroendocrinology, be added to the Academic Calendar under PSYCHOLOGY.
- MOTION 88: That Senate approve that a non-substantive change – a course prerequisite alteration from the previous prerequisite of CHFS/PSYC 2026 to ‘any 54 credits completed’ – be approved for CHFS 4016/PSYC 4016, Program Evaluation and Outcomes Management, effective 2018/19.

Sociology/Anthropology

- MOTION 89: That Senate approve the creation of a new Certificate in Archaeological Monitoring (Non-Standalone).

3. SCHULICH SCHOOL OF EDUCATION**In-Service**

- MOTION 90: That Senate approve that the course EDUC 2545 Native Languages, Part II be added to the list of In-Service offerings.
- MOTION 91: That Senate approve that the following In-Service courses be banked:
- EDUC 1105 Primary Education, Part I
 - EDUC 1155 Music – Vocal (Primary/Junior), Part I
 - EDUC 1225 Teaching Students Who Are Deaf/Blind, Part I
 - EDUC 1295 Teaching Students Who Are Blind, Part I
 - EDUC 1335 Co-operative Education, Part I
 - EDUC 1495 Integration of Information and Computer Technology in Instruction, Part I
 - EDUC 2295 Teaching Students Who Are Blind, Part II
 - EDUC 2335 Co-operative Education, Part II
 - EDUC 2495 Integration of Information and Computer Technology in Instruction, Part II
 - EDUC 2645 Teaching Writing, Part II
 - EDUC 3155 Music – Vocal (Primary/Junior), Part III
 - EDUC 3295 Teaching Students Who Are Blind, Part III
 - EDUC 3335 Co-operative Education, Part III
 - EDUC 4000 Principal’s Course, Part I: The Principal as School Leader
 - EDUC 4010 Principal’s Course, Part II: The Principal and Change
 - EDUC 4785 Teaching Students with Intellectual Needs (giftedness)
 - EDUC 4790 Education in the Senior Division – French
 - EDUC 4875 Teaching Students with Communication Needs (Autism Spectrum Disorder)

Physical and Health Education

- MOTION 92: That Senate consider Motions 94-106 as an omnibus motion.
- MOTION 93: That Senate approve Motions 94-106 as an omnibus motion.
- MOTION 94: That Senate approve the creation of PHED-1037 Leadership and Professionalism.
- MOTION 95: That Senate approve the deletion of PHED-2037 Physical Activity and Sport Leadership.
- MOTION 96: That Senate approve the creation of PHED-2056 Injury Prevention and Care.
- MOTION 97: That Senate approve the deletion of PHED-3056 Injury Prevention and Care.
- MOTION 98: That Senate approve the deletion of PHED-4016 Injury Prevention and Care.
- MOTION 99: That Senate approve the creation of PHED-3113 Special Practical V.
- MOTION 100: That Senate approve the creation of PHED-3227 Special Practical VI.
- MOTION 101: That Senate approve the creation of PHED-3256 Advanced Injury Prevention and Care.
- MOTION 102: That Senate approve the deletion of PHED-4056 Advanced Injury Prevention and Care.
- MOTION 103: That Senate approve the creation of PHED-4104 Special Practical VII.
- MOTION 104: That Senate approve the creation of PHED-4126 Special Practical VIII.
- MOTION 105: That Senate approve the deletion of PHED-1027 Physical Activity and Sport Leadership.
- MOTION 106: That Senate approve that PHED-3086 Group Dynamics in Sport and Physical Activity be renumbered as PHED-4286, and that PHED-3086 be added as an antirequisite.

GRADUATE STUDIES COMMITTEE

- MOTION 1: That the Report of the Graduate Studies Committee, dated November 27, 2017 be received.
- MOTION 2: That Senate approve that the course SOCI 5417 Qualitative Analysis be cross-listed with Environmental Sciences/Studies.

Rationale:

The MES/MESc program places an emphasis on interdisciplinary studies and includes students who have graduated from a wide variety of undergraduate programs. Many of these students pursue research projects that involve qualitative analyses and others have a strong interest in learning these methods as a part of their training in the program. Given that we anticipate regular enrolment of MES/MESc students in this course, we suggest cross-listing SOCI 5417 with the Environmental Studies/Sciences program for reasons of efficiency and to facilitate this positive interaction between two of our graduate programs. The MA in Sociology approved this request at the graduate faculty meeting held on November 15th, 2017.

- MOTION 3: That Senate approve that the title and description of ENST 5326 Topics in Watershed Analysis and Modeling be changed as described below.

From:

Original name: Topics in Watershed Analysis and Modeling

Original Description:

A course that focuses on study of hydrologic processes, use of tools for watershed analysis, field data collection techniques, sampling and analysis of natural tracers (e.g. stable isotopes, hydrochemistry), use of data in the conceptualization and development of catchment models.

To:

Modified name: Topics in Environmental Hydrology

Revised Description:

Students will explore topics related to the study of hydrologic processes and linkages to water quality, including storage and movement of water, solutes and nutrients within varying landscapes and impacts of human activities. Field data collection, analytical techniques, environmental isotopes, and modeling approaches will be considered.

Rationale:

The description has been changed to reflect the content as delivered in recent offerings of the course, where students have largely explored hydrologic processes (that control storage and movement of water). Reference to ‘analysis of natural tracers (e.g. stable isotopes, hydrochemistry)’ is replaced with a more general reference to making ‘linkages with water quality’ (for example movement of solutes and nutrients). The final sentence offers a list of methods/approaches that will be considered consistent with the existing description, but revising wording to be more general and/or clarifying. For example ‘sampling and analysis of natural tracers’ is replaced with a more general ‘analytical techniques’, environmental isotopes – previously worded as stable isotopes is now more general and inclusive; revision to modeling approaches from ‘the conceptualization and development of catchment models’ is again more general, and less specific to a catchment.

7. OTHER BUSINESS

8. AMENDMENT of BY-LAWS

MOTION 1: That Senate approve that Article 9.4.1(a) Student Appeals Committee be amended as outlined below:

9.4.1 Individual Appeal Panels

- (a) Members (to be determined by the Student Appeals Committee):
 - (i) three (3) faculty members of the Student Appeals Committee from outside the appellant’s Faculty, with the two (2) members who have served longest on the Committee acting as Chair and Vice-Chair;
 - (ii) one (1) faculty member of the Student Appeals Committee from the appellant’s Faculty, but outside the appellant’s program area(s);
 - (iii) one (1) student member or graduate student member of the Student Appeals Committee from outside the appellant’s Faculty;
 - (iv) one (1) student member or graduate student member of the Student Appeals Committee from the appellant’s Faculty; and
 - (v) the Registrar.

* For individual graduate appeals, one graduate student member must be on the panel.

- MOTION 2: That Senate approve that Article 10.3.1 Graduate Studies Leave and Time Extensions Subcommittee be added to the Senate By-Laws as outlined below:
- (a) Members:
 - (i) Three graduate faculty members of the Faculty of Graduate Studies from different Programs, selected at large (one of whom will be elected Chair)
 - (ii) A quorum will comprise of all members of the committee
 - (iii) Meetings will be held a minimum of two times a year between September and June
 - (b) Terms of reference:
 - (i) To carry out Senate-approved graduate program policies of time extensions and leaves of absence.
 - (ii) To review and develop policies and procedures for leaves and time extensions

November 28, 2017 By-Laws and Elections Subcommittee Report

- **Notice of Motion** Article 10.3.2 Graduate Standing & Petitions Subcommittee be added to the Senate By-Laws as outlined below:

10.3.2 Graduate Standing & Petitions Subcommittee

- (a) Ex Officio Members:
 - (ii) the Registrar, (non-voting), who shall be chair; and
 - (iii) the Dean, or designate, of each Faculty.
- (b) Members Elected by Faculty Council:
 - (i) one (1) faculty Senator or non-Senator with Graduate Faculty status from each Faculty, one of whom shall be elected by the Committee to serve as Vice-Chair; and
 - (ii) one (1) graduate student representative from a PhD Program;
 - (iii) two (2) graduate student representatives from a Masters Program
- (c) Terms of Reference:
 - (i) to periodically review the University's policies and criteria with respect to defining and assessing graduate academic standing, and make recommendations to the Graduate Studies Committee as necessary and appropriate, for conveyance to Senate;
 - (ii) to consider and rule on petitions by graduate students for exceptions to University academic regulations*;
 - (iii) where it appears that graduate degree program requirements or other academic regulations are giving us rise to otherwise avoidable student petitions, to draw this to the attention of the Graduate Studies Committee or other individuals for further consideration and possible action;
 - (iv) through the degree audit process, to identify graduating students who are eligible for consideration for major graduate academic awards and to forward this information to those charged with making final selections;
 - (v) to rule on the admissibility of candidates who fail to meet normal University admission requirements, but who, in the opinion of the Registrar, deserve special consideration; and
 - (vi) to deal with such other matters as may be assigned from time to time by the Graduate Studies Committee or by Senate.

* decisions in (ii) are final and may not be appealed

- **Notice of Motion** Article 9.1 Senate Executive Committee be amended as outlined below:

(Amendment in bold):

9.1 Senate Executive Committee (EXEC)

- (a) *Ex Officio* Members:
 - (i) the President, who shall be Chair;
 - (ii) the PVPAR, or designate, who shall be Vice-Chair;
 - (iii) the Academic Deans, or their designates;
 - (iv) the Speaker; and
 - (v) the Deputy Speaker.
- (b) Members Elected by Faculty Council:
 - (i) one (1) tenured or tenure-track faculty Senator* from each Faculty elected by Senate; and
 - (ii) one (1) student Senator from the NUSU Executive.

*tenured faculty preferred
- (c) Terms of Reference:
 - (i) to call Senate meetings and prepare the agendas of Senate;
 - (ii) to approve Senate minutes for circulation prior to adoption;
 - (iii) to manage the workflow of Senate and its committees/subcommittees in order that business is carried out in an expeditious and timely fashion;
 - (iv) to ensure that Senate By-Laws are followed and that Senate decisions are properly recorded, transmitted and implemented;
 - (v) to consider, for approval and conveyance to Senate, reports and recommendations of the By-Laws & Elections Subcommittee and Honorary Degrees Subcommittee;
 - (vi) when required, to exercise Senate's authority and act on Senate's behalf during the Senate summer recess period, with the understanding that all such actions shall be reported at the September meeting of Senate;
 - (vii) **the Senate Executive may act on behalf of Senate when quorum of Senate cannot be established, or when the regularly scheduled Senate meeting is delayed, to deal with any urgent matter that is within the responsibility of Senate, with the understanding that all such actions will be reported at the next meeting of Senate;**
 - (viii) to approve degree audits for all undergraduate students who have applied to graduate, and to recommend all candidates to Senate for the conferring of undergraduate degrees, diplomas and certificates;
 - (ix) meetings at which candidates for honorary degrees are discussed shall be conducted *in camera* and considered strictly confidential; and
 - (x) to deal with such other matters as may be assigned from time to time by Senate.

December 19, 2017 By-Laws and Elections Subcommittee Report

- **Notice of Motion** that references to the Academic Deans in the Senate By-Laws be amended as outlined below:

(Amendment in bold):

General Definitions

- 1.1 (m) "Dean" means the Dean of an academic faculty or the Dean of Graduate Studies and Research of the University:

Senate Membership and Terms of Office

2.1 *Ex Officio* Senators

- (a) The following shall be *ex officio* voting members of Senate:
- (i) the President;
 - (ii) the Provost Vice President Academic and Research;
 - (iii) The Vice President responsible for Finance and Administration
 - (iv) ~~the Academic Deans~~ **Dean of the Schulich School of Education;**
 - (v) **the Dean of Applied and Professional Studies;**
 - (vi) **the Dean of Arts & Science;**
 - (vii) **the Dean of Graduate Studies and Research;**
 - (viii) the Registrar;
 - (ix) the Executive Director, Library Services; ~~and~~

9.1 Senate Executive Committee (EXEC)

- (a) *Ex Officio* Members:
- (i) the President, who shall be Chair;
 - (ii) the PVPAR, or designate, who shall be Vice-Chair;
 - (iii) ~~the Academic Deans, or their designates~~ **Dean of the Schulich School of Education, or designate;**
 - (iv) **the Dean of Applied and Professional Studies, or designate;**
 - (v) **the Dean of Arts & Science, or designate;**
 - (vii) **the Dean of Graduate Studies and Research, or designate;**
 - (vii) the Speaker; and
 - (viii) the Deputy Speaker.

9.2 Planning and Priorities Committee (PPC)

- (a) *Ex Officio* Members:
- (i) the PVPAR, or designate, who shall be Chair;
 - (ii) one (1) representative chosen by and from the Board of Governors;
 - (iii) ~~the Academic Deans, or their designates~~ **Dean of the Schulich School of Education, or designate;**
 - (iv) **the Dean of Applied and Professional Studies, or designate;**
 - (v) **the Dean of Arts & Science, or designate;**
 - (vi) **the Dean of Graduate Studies and Research, or designate;**
 - (vii) the Registrar (non-voting); and
 - (viii) the Executive Director of Library Services, or designate (non-voting).

9.3 Undergraduate Studies Committee (USC)

- (a) *Ex Officio* Members:
- (i) PVPAR, or designate, (Chair) (non-voting)
 - (ii) ~~the Academic Deans, or their designates~~ **Dean of the Schulich School of Education, or designate;**
 - (iii) **the Dean of Applied and Professional Studies, or designate;**
 - (iv) **the Dean of Arts & Science, or designate; and**
 - (v) the Registrar, or designate.
 - one of the Deans, on a rotating basis shall be Vice-Chair

9.3.1 Undergraduate Standing & Petitions Subcommittee (S&P)

- (a) *Ex Officio* Members:
- (i) the Registrar, (non-voting), who shall be Chair; and
 - (ii) ~~the Academic Deans, or their designates~~ **Dean of the Schulich School of Education, or designate;**

- (iii) **the Dean of Applied and Professional Studies, or designate;**
- (iv) **the Dean of Arts & Science, or designate.**

9.5 Teaching & Learning Committee (T&L)

- (a) *Ex Officio* Members:
 - (i) ~~the Academic Deans, or their designates~~ **Dean of the Schulich School of Education, or designate;**
 - (ii) **the Dean of Applied and Professional Studies, or designate;**
 - (iii) **the Dean of Arts & Science, or designate; and,**
 - (iv) the Executive Director of Library Services, or designate (non-voting)
 - **one of the Deans shall be Chair.**

10.1 Research Council (RC)

- (a) Membership:
 - Voting Members:
 - (i) ~~the Academic Deans including the~~ Dean of Graduate Studies and Research who shall be Chair; and
 - (ii) the Dean of the Schulich School of Education;**
 - (iii) the Dean of Applied and Professional Studies;**
 - (iv) the Dean of Arts & Science;**
 - (v)** Six (6) Faculty members, elected by Senate for a minimum two (2) year term, to include: one (1) faculty member from each Faculty representing the Tri-Council disciplines as follows: 1 CIHR, 1 NSERC, 1 SSHRC, two (2) remaining faculty, and one (1) Canada Research Chair or Indigenous Education Chair; and
 - (vi)** One (1) student representative from a Graduate program.

10.3 Graduate Studies Committee (GSC):

- (a) Members:
 - (i) the Dean of Graduate Studies and Research, or designate, Chair (non-voting)
 - (ii) the Registrar or designate (non-voting)
 - (iii) the Executive Director of Library Services or designate (non-voting)
 - (iv) ~~the Deans of all Faculties, or designate~~ **Dean of the Schulich School of Education, or designate;**
 - (v) **the Dean of Applied and Professional Studies, or designate;**
 - (vi) **the Dean of Arts & Science, or designate;**
 - (vii) Graduate Coordinators / Graduate Chairs from each graduate program, or designate
 - (viii) 1 graduate student from each level of graduate studies
 - (ix) 1 graduate student Senator (non-voting).

Non-substantive change provided for informational purposes:

In order to better reflect the terms of reference, the Planning and Priorities Committee (PPC) has requested to be renamed the Academic Quality Assurance and Planning Committee. The By-Laws and Elections Subcommittee approved this request.

9. ELECTIONS

10. REPORTS FROM OTHER BODIES

- A. (1) Board of Governors

- (2) Alumni Advisory Board
- (3) Council of Ontario Universities (Academic Colleague)
- (4) Joint Board/Senate Committee on Governance

B. Reports from Senate members participating on other university-related committees

11. NEW BUSINESS

12. ANNOUNCEMENTS

- (a) President
- (b) Provost and Vice-President Academic and Research
- (c) Vice-President Finance and Administration
- (d) Dean of the Faculty of Applied and Professional Studies
- (e) Dean of the Faculty of Arts and Science
- (f) Dean of the Schulich School of Education
- (g) Dean of Graduate Studies and Research
- (h) Student Representative
- (i) Others

13. ADJOURNMENT

Nipissing University
Minutes of the Academic Senate Meeting
November 10, 2017
2:30 p.m. – Room F210

MEMBERS PRESENT:

A. Vainio-Mattila (Vice-Chair), C. Sutton, M. Tuncali, D. Iafrate,
N. Black

A. Armenakyan, L. Chen, L. Manankil-Rankin, P. Millar, M.
Sullivan

R. Breton, A. Burke, N. Colborne, B. Kelly, L. Kruk, G. McCann,
P. Nosko, S. Renshaw, K. Srigley, D. Tabachnick, H. Teixeira, T.
Vassilev, A. Weeks

J. Allison, C. Hachkowski, B. Hatt, T. Horton, M. Parr, C. Ricci,
W. Richardson, G. Sharpe, T. Sibbald

C. Cho

N. Allaire

J. Zimbalatti

S. Dunstall, C. Allen, T. Somerville, K. Walker, A. Higgins

ABSENT WITH REGRETS:

M. DeGagné, J. McAuliffe, C. Richardson, R. Vanderlee

S. Connor, R. Gendron, A. Karassev, K. Lucas, T. Parkes

G. Rickwood

O. Pokorny

T. Curry

S. McArthur

S. Lamorea, J. Brunet, C. Tremblay

APPROVAL OF THE AGENDA OF THE SENATE MEETING OF: November 10, 2017

MOTION 1: Moved by K. Srigley, seconded by L. Kruk that the agenda of the Senate meeting of
November 10, 2017 be approved.

CARRIED

ADOPTION OF THE MINUTES OF THE SENATE MEETING OF: October 20, 2017

MOTION 2: Moved by D. Iafrate, seconded by D. Tabichnick that the minutes of the Senate meeting of October 20, 2017 be adopted with revisions.
CARRIED

BUSINESS ARISING FROM THE MINUTES

In response to a question from the October 20, 2017 Senate meeting regarding the role and function of the Senate Executive Committee in making decisions on Senate's behalf concerning the approval of graduates, the following Motions for retroactive approval of the Report on Graduation Applicants dated October 11, 2017 were presented:

MOTION 3: Moved by D. Iafrate, seconded by N. Colborne that Senate consider the receipt of the Report on Graduation Applicants dated October 11, 2017.
CARRIED

MOTION 4: Moved by D. Iafrate, seconded by A. Burk that Senate receive the Report on Graduation Applicants dated October 11, 2017.
CARRIED

MOTION 5: Moved by D. Iafrate, seconded by L. Chen that Senate grant approval to graduate the students listed in the Report on Graduation Applicants dated October 11, 2017.
CARRIED

QUESTION PERIOD

The NUSU Vice-President of Communications requested an update regarding the Ontario college faculty strike. The Vice-President Finance & Administration advised that the Dean of Applied and Professional Studies has been in constant communication with the Canadore College School of Nursing to mitigate disruptions wherever possible.

REPORTS OF STANDING COMMITTEES AND FACULTY OR UNIVERSITY COUNCILS**SENATE EXECUTIVE COMMITTEE**

MOTION 6: Moved by A. Vainio-Mattila, seconded by N. Colborne that Senate receive the Report of the Senate Executive Committee dated November 2, 2017.
CARRIED

UNDERGRADUATE STUDIES COMMITTEE

MOTION 7: Moved by A. Vainio-Mattila, seconded by L. Chen that the Report of the Undergraduate Studies Committee, dated October 16, 2017 be received.
CARRIED

FACULTY OF APPLIED AND PROFESSIONAL STUDIES**School of Human and Social Development**

- MOTION 8: Moved by M. Tuncali, seconded by N. Colborne that Senate approve the banking of SWLF 4005: Research Essay
CARRIED.
- MOTION 9: Moved by M. Tuncali, seconded by D. Tabachnick that Senate approve the addition of the following to the regulations for the SWLF.SSW Collaborative Degree-Diploma Program: A maximum of 6 credits of cross-listed courses may count toward an Honours Specialization in Social Welfare and Social Development with a Social Service Worker diploma.
CARRIED

FACULTY OF ARTS AND SCIENCE

- MOTION 10: Moved by M. Tuncali, seconded by N. Colborne that Senate approve Motions 11 through 14 as outlined as an omnibus Motion.
CARRIED
- MOTION 11: Moved by M. Tuncali, seconded by N. Colborne that Senate approve that the course description for ENGL 3487, Topics in Poetic Genres, be modified as follows:
Old description:
This course examines the conventions of, and developments within, a specific literary genre through a literary period or across literary history. Genres are drawn from British, Canadian, American and other literatures. Specific genres and associated course content vary from year to year.
New description:
Students examine the conventions of, and developments within, a specific poetic genre through a literary period or across literary history. Genres are drawn from British, Canadian, American and other literatures. Specific genres and associated course content vary from year to year.
- MOTION 12: Moved by M. Tuncali, seconded by N. Colborne that Senate approve that the course description for ENGL 3496, Topics in Dramatic Genres, be modified as follows:
Old description:
This course examines the conventions of, and developments within, a specific literary genre through a literary period or across literary history. Genres are drawn from British, Canadian, American and other literatures. Specific genres and associated course content vary from year to year.
New description:
Students examine the conventions of, and developments within, a specific dramatic genre through a literary period or across literary history. Genres are drawn from British, Canadian, American and other literatures. Specific genres and associated course content vary from year to year.
- MOTION 13: M. Tuncali, seconded by N. Colborne that Senate approve that the course description for ENGL 3497, Topics in Prose Genres, be modified as follows:
Old description:
This course examines the conventions of, and developments within, a specific literary genre through a literary period or across literary history. Genres are drawn from British,

Canadian, American and other literatures. Specific genres and associated course content vary from year to year.

New description:

Students examine the conventions of, and developments within, a specific prose genre through a literary period or across literary history. Genres are drawn from British, Canadian, American and other literatures. Specific genres and associated course content vary from year to year.

MOTION 14: M. Tuncali, seconded by N. Colborne that Senate approve that the course description for ENGL 2616, Topics in Visual

Storytelling, be modified as follows:

Old description:

Students examine the unique ways in which visual texts create and tell stories. Visual literacy and the relationship between image and text inform the approach of this course, which introduces students to the study of visual texts, and the relationship between text and image. Students can expect at least 50% of the course material to be drawn from forms such as the graphic novel and illustrated books. Specific content varies from year to year.

New description:

Students examine the unique ways in which visual texts create and tell stories. Visual literacy and the relationship between images, static or moving, and narrative inform the approach of this course. Specific content varies from year to year.

CARRIED

Gender and Equality and Social Justice

MOTION 15: Moved by M. Tuncali, seconded by S. Renshaw that Senate approve the deletion of GEND 1025 Introduction to Gender Equality and Social Justice.

CARRIED

Religions and Cultures

MOTION 16: Moved by M. Tuncali, seconded by S. Renshaw that Senate approve Motions 17 through 24, except for Motion 22, as outlined as an omnibus Motion.

CARRIED

MOTION 17: Moved by M. Tuncali, seconded by S. Renshaw that Senate approve that the anti-requisite RLCT 1025, Introduction to World Religions, be removed from the courses RLCT 2146, From Gurus to Shamans and Beyond, and RLCT 2147, From G-d to Allah and Beyond.

MOTION 18: Moved by M. Tuncali, seconded by S. Renshaw that Senate approve that the current title of RLCT 2046, Global Spiritualities:

Eastern Traditions in the Contemporary World, be changed to RLCT 2046, Global Spiritualities: Religious Traditions in the Contemporary World.

MOTION 19: Moved by M. Tuncali, seconded by S. Renshaw that Senate approve that RLCT 2146, From Gurus to Shamans and Beyond, be changed to RLCT 2146, World Religions: Eastern Traditions.

MOTION 20: Moved by M. Tuncali, seconded by S. Renshaw that Senate approve that RLCT 2147, From G-d to Allah and Beyond, be changed to RLCT 2147, World Religions: Western Traditions.

MOTION 21: Moved by M. Tuncali, seconded by S. Renshaw that Senate approve that RLCT 3116/GEND 3116, The Curse of the Fallen Woman: Women and Western Traditions, be changed to RLCT 3116/GEND 3116, Women and Western Religions.

MOTION 22: Moved by M. Tuncali, seconded by G. McCann that Senate **withdraw** the Motion RLCT 3216, Is God Dead? Faith in the Modern World, be changed to RLCT 3216, Atheism, Skepticism and Religious Faith.

MOTION WITHDRAWN - CARRIED

MOTION 23: Moved by M. Tuncali, seconded by S. Renshaw that Senate approve that RLCT 3206, The Religious Animal, be changed to RLCT 3206, Theories of Religion.

MOTION 24: Moved by M. Tuncali, seconded by S. Renshaw that Senate approve that RLCT 3507, Greening Religion: Nature, Spirituality and Activism, be changed to RLCT 3507, Religion and the Environment.
CARRIED

PLANNING AND PRIORITIES COMMITTEE

MOTION 25: Moved by A. Vainio-Mattila, seconded by A. Armenakyan that the Report of the Planning and Priorities Committee dated October 27, 2017, be received.
CARRIED

OTHER BUSINESS

The Provost provided a PowerPoint presentation on Quality Assessment. This presentation with some revisions was also presented at the October 27 PPC meeting. The processes and timelines that should be followed were discussed, and it was reported that the issues are currently being mapped out so that a framework can be developed. Nipissing's annual report on major modifications was recently submitted to the Council on Quality Assurance. The Provost suggested that major modifications be added to the wording of the Senate motions so that they are more easily identified. PPC members were in agreement that a smaller, nimbler internal review committee of 4-5 people be formed and invited faculty with an interest or a skill set to put their names forward. A question was asked how Indigenization fits in with Quality Assessment. The Provost advised that Indigenization is important and needs to be thought about and included when protocols are being developed.

AMENDMENT OF BY-LAWS

MOTION 26: Moved by D. Tabachnick, seconded by D. Iafrate that Senate approve that Article 10.3 Graduate Studies Council (GSC) be renamed to the Graduate Studies Committee (GSC).
CARRIED

MOTION 27: Moved by D. Tabachnick, seconded by A. Burk, that Senate approve the attached revised Senate By-Laws document.
CARRIED

The By-Laws and Elections Subcommittee approved the following non-substantive change to Article 9.3.1(a)(i) Undergraduate Standing & Petitions Subcommittee (S&P):

- (a) Ex Officio Members: (change in bold):
 - (i) the Registrar, (non-voting) **or designate**, who shall be Chair;

The Senate Budget Advisory Committee membership and terms of reference were provided as a Notice of Motion at the October 20, 2017 Senate meeting. The following amendments highlighted in bold were proposed:

Ex-Officio Members:

Provost, Vice-President Academic & Research (**non-voting**), **who shall be chair**

Vice-President, Finance and Administration (**non-voting**)

~~Academic Dean~~

Members Elected by Senate or Faculty Council:

Three Faculty Senators **or non-Senators** (~~one from each faculty~~)*

NUSU Representative

*** tenure or tenure track Faculty Senators preferred**

MOTION 28: Moved by D. Tabachnick, seconded by N. Colborne that Senate approve the amendments to the Senate Budget Advisory Committee membership.

CARRIED

OBJECTION - 1

- **Notice of Motion** Student Appeals Committee revision of Article 9.4.1(a) be amended as outlined below:

9.4.1 Individual Appeal Panels

(a) Members (to be determined by the Student Appeals Committee):

- three (3) faculty members of the Student Appeals Committee from outside the appellant's Faculty, with the two (2) members who have served longest on the Committee acting as Chair and Vice-Chair;
- one (1) faculty member of the Student Appeals Committee from the appellant's Faculty, but outside the appellant's program area(s);
- one (1) student member or graduate student member of the Student Appeals Committee from outside the appellant's Faculty;
- one (1) student member or graduate student member of the Student Appeals Committee from the appellant's Faculty; and
- the Registrar.

*** For individual graduate student appeals, one graduate student member must be on the panel.**

The Speaker requested that *individual graduate student* be read out and added to the Notice of Motion to be voted on at the December 8, 2017 Senate meeting.

- **Notice of Motion** Graduate Studies Leave and Time Extensions Subcommittee 10.3.1 be added as outlined below:

10.3.1 Graduate Studies Leave and Time Extensions Subcommittee

(a) Members:

- Three graduate faculty members of the Faculty of Graduate Studies from different Programs, selected at large (one of whom will be elected Chair)
- A quorum will comprise of all members of the committee
- Meetings will be held a minimum of two times a year between September and June

(b) Terms of reference:

- To carry out Senate-approved graduate program policies of time extensions and leaves of absence.
- To review and develop policies and procedures for leaves and time extensions

ELECTIONS

- Elect one at large non-Senator for the Planning & Priorities Committee
Nomination received from the Schulich School of Education for Dr. Kristina Karvinen
K. Karvinen - ACCLAIMED
- Elect one Senator to fill a Faculty of Arts & Science vacancy
Nomination received from Arts & Science Faculty Council for Dr. Ali Hatef
A. Hatef - ACCLAIMED

REPORTS FROM OTHER BODIESBoard of Governors

On behalf of the Board of Governors, Senator Zimbalatti provided an update from the November 9 Board meeting: Fran Couchie was welcomed as the newest Board member; two student callers from the successful fundraising campaign were introduced; the Provost reported on IQAP; the VP Finance and Administration provided an update on the college faculty strike, staff awards and the turf field; the Assistant VP Students gave an update on individualized student exams and the 25 Anniversary Celebrations; the Dean of Arts & Science reported on NIFTY (Nipissing Institute for Television & Innovation); the Dean of Applied and Professional Studies reported on new hires; the Director of Institutional Research and Planning provided an enrollment update and the Manager of Marketing and Communications provided an extensive report of how NU and the community work together. Senator Zimbalatti also provided an update on the University anthem advising that it would soon be ready for release.

NEW BUSINESS

- MOTION 29: Moved by A. Vainio-Mattila, seconded by T. Horton that Senate move in camera to bring forward three new names to be added to the ongoing Senate List for consideration to receive an honorary degree.
CARRIED
- MOTION 30: Moved by A. Vainio-Mattila, seconded by T. Horton that Senate approve the three names provided in camera to be added to the ongoing Senate List for consideration to receive an honorary degree.
CARRIED
- MOTION 31: Moved by A. Vainio-Mattila, seconded by S. Renshaw that Senate move out of camera.
CARRIED

A request was made to provide an up-to-date report of the list of Senate approved names for consideration to receive an Honorary Degree.

ANNOUNCEMENTS

The Provost and Vice-President Academic and Research thanked everyone that attended the Provost's Meet & Greet, and advised that she had recently attended a meeting of the Ontario Council of University Research and a meeting of the National Vice-Presidents' Academic Council. She also advised that Universities Canada recently launched their public commitment to work together and collaborate with

community organizations, business leaders and governments to reduce barriers to equity, diversity and inclusivity on campus and in society. An event was also attended to sign an MOU partnership with the North Bay Science Festival.

The Vice-President Finance and Administration advised that the Annual Service Awards Ceremony had recently been held celebrating the contributions of employees who have passed their 5, 10, 15, 20, 25, 30 and 40 year milestones. Dr. Matti Saari was honoured for his 40 years of service and Dan St. Georges and Marney Leclerc were recognized as the recipients of the 2017 Staff Awards for Exceptional Performance and/or Service. She was also pleased to advise that President DeGagné was recently recognized during question period in the House of Commons as one of thirteen recipients of the 2018 Indspire Awards. Dr. DeGagné is being honoured with this national award for his public service work. The Indspire Awards Ceremony will be held in Winnipeg on March 23.

Senator Somerville provided an update on the new Student Centre and advised that a meeting will be held with NU and lawyers to secure potential financing. Upcoming events included the men's volleyball partnership "the Movember Matches" with proceeds donated to the NUSU Movember Team. He also advised of the NU Lakers Break the Ice on Mental Health events, "NU Listens" and "Do it for Daron" sponsored by Nipissing's Sports Marketing class to raise funds and awareness for Mental Health Services. As well, NUSU is continuing to work with the Military Resource Centre and encourages all members of the Nipissing Community to participate in the free Mental Health First Aid for the Veteran Community course. Adam Higgins was introduced as the new Graduate Student representative.

ADJOURNMENT

Senate was adjourned at: 4:30 p.m.

Original signed by:

.....
A. Vainio-Mattila (Vice-Chair)

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

NIPISSING UNIVERSITY

REPORT OF THE SENATE EXECUTIVE COMMITTEE

December 4, 2017

There was a meeting of the Senate Executive on November 30, 2017.

The following members participated:

M. DeGagné (Chair), A. Vainio-Mattila, J. McAuliffe, C. Richardson, M. Tuncali, R. Vanderlee, B. Hatt, N. Colborne, J. Allison, P. Millar, A. Weeks, S. Landriault (Recording Secretary, n-v)

Regrets: S. Lamorea

The purpose of the meeting was to set the agenda for the December 8, 2017 Senate meeting.

In Business arising from the Senate Minutes of November 10, 2017, the Senate Chair requested that the amended Motion regarding the change of membership of the Senate Budget Advisory Committee be struck from the December 8, 2017 Senate Agenda as the amended Motion is out of order.

The Report of the Planning and Priorities Committee dated November 24, 2017 will be included in the Senate Agenda. The Report includes a Motion for the approval of the creation of a Department of Classical Studies and Modern Languages (merging of the Classical Studies, French, Spanish and Russian programs).

The Report of the By-Laws and Elections Subcommittee dated November 28, 2017 was provided to the Senate Executive. It was advised that a Motion to amend Article 9.4.1 Individual Appeals Panel and a Motion to add Article 10.3.1 Graduate Studies Leave and Time Extensions Subcommittee will be included in the Senate Agenda. They appeared as Notices of Motion in the November 10, 2017 Senate Agenda. A Notice of Motion will be included in the Senate Agenda regarding the addition of the Graduate Standing and Petitions Subcommittee. Due to an error in the October 3 By-Laws and Elections Subcommittee Report the Motion read that the By-Laws and Elections Subcommittee accept the Graduate Studies Committee membership and terms of reference as presented. The Motion should have read that the By-Laws and Elections Subcommittee accept the Graduate Standing and Petitions Subcommittee membership and terms of reference as presented. A Notice of Motion will be included in the Senate Agenda regarding the proposed revision of Article 9.1(c)(vi) of the Senate Executive Committee.

MOTION 1: Moved by M. DeGagné, seconded by C. Richardson that the Senate Executive approves the December 8, 2017 Senate Agenda.
CARRIED

Respectfully submitted,
Original signed by:
M. DeGagné
Chair
Senate Executive Committee

MOTION 1: That Senate receive the Report of the Senate Executive dated December 4, 2017.

NIPISSING UNIVERSITY

REPORT OF THE SENATE EXECUTIVE COMMITTEE

January 9, 2018

There was a meeting of the Senate Executive on January 9, 2018.

The following members participated:

M. DeGagné (Chair), A. Vainio-Mattila, J. McAuliffe, C. Richardson, M. Tuncali, R. Vanderlee, B. Hatt, N. Colborne, S. Lamorea, S. Landriault (Recording Secretary, n-v)

Regrets: J. Allison, P. Millar, A. Weeks

The purpose of the meeting was to set the agenda for the January 12, 2018 Senate meeting.

As the December 8, 2017 Senate meeting was adjourned due to a lack of quorum, in Business Arising from the Minutes of November 10, 2017, the Senate Chair will speak to the amended Motion regarding the change of membership of the Senate Budget Advisory Committee.

A discussion took place regarding announcements made at the December 8, 2017 Senate meeting. The Senate Executive was in agreement that if a Senate meeting is adjourned due to a lack of quorum announcements pertaining to the business of the university should not be discussed. Announcements of a timely and topical nature may be discussed but will not be recorded. The Senate Speaker will make an announcement at the start of the meeting advising that Senate meetings as well as Senate committee, subcommittee and council meetings should follow this rule. Further discussion regarding the use of a consent agenda, written reports from administration and Question Period will take place at the February 1, 2018 Senate Executive meeting. Please forward your suggestions and feedback to the Senate Secretary prior to January 30.

The Reports of the Planning and Priorities Committee dated November 24, 2017 and December 15, 2017 were provided to the Senate Executive for inclusion in the Senate Agenda.

The Reports of the Undergraduate Studies Committee dated November 29, 2017 and December 11, 2017 were provided to the Senate Executive for inclusion in the Senate Agenda.

The Report of the Graduate Studies Committee dated November 27, 2017 was provided to the Senate Executive for inclusion in the Senate Agenda.

The Reports of the By-Laws and Elections Subcommittee dated November 28, 2017 and December 19, 2017 were provided to the Senate Executive for inclusion in the Senate Agenda.

The Dean of Applied and Professional Studies requested that two final motions for the BSW program that are required for next year's program requirements as well as Quality Assurance be considered under New Business on the January 12, 2018 Senate Agenda. The Undergraduate Studies Committee will hold an electronic vote and the Report will be forwarded to the Senate Secretary by Thursday, January 11 at noon. Hard copies as well as electronic copies of the motions and rationales will be provided.

MOTION 1: Moved by M. DeGagné, seconded by C. Richardson that the Senate Executive approves the January 12, 2018 Senate Agenda.
CARRIED

Respectfully submitted,
Original signed by:
M. DeGagné
Chair
Senate Executive Committee

MOTION 1: That Senate receive the Report of the Senate Executive dated January 9, 2018.

**Report of the
PLANNING AND PRIORITIES COMMITTEE**

Friday, November 24, 2017

The second meeting of the Planning and Priorities Committee was held on Friday, November 24, 2017. The following members were in attendance:

COMMITTEE MEMBERS:

Arja Vainio-Mattila (Chair)	Blaine Hatt	Carlo Ricci (Skype)
Carole Richardson	Adam Higgins	Katrina Srigley
Murat Tuncali	Debra Iafrate	John Vitale (Skype)
Rick Vanderlee	Alex Karassev	Janet Zimbalatti
Nancy Black	Tysina Mein	
Steven Cairns (Skype)	Reehan Mirza	

Regrets: Jim McAuliffe, Anahit Armenakyan, Cory Tremblay, Kaitlyn Walker

Guest: Richard Wenghofer

Recording Secretary: S. Landriault

After reviewing and discussing the proposal, members approved recommending to Senate the creation of a Department of Classical Studies and Modern Languages (merging of the Classical Studies, French, Spanish and Russian Programs).

The Provost provided a progress report on Quality Assurance. She advised that a meeting with Cindy Robinson, Manager of Quality Assurance and John Pierce, Chair of the Audit Committee and one of the auditors that worked on the NU Desk Audit, has been scheduled for November 27. The letter of instruction to the Deans to initiate the review process and the make-up of the internal review committee were also discussed. A motion regarding the composition of the internal review committee will be sent out to PPC members to vote electronically following the meeting.

The membership of the Ad Hoc Working Group on Quality Assurance was discussed. Alex Karassev, Louela Manankil-Rankin, Beverley Beattie and Nancy Black have expressed an interest. The Director of Institutional Research and Planning, Stephen Tedesco will also be a member of the working group. The Provost's office will try to arrange the first meeting in December.

Respectfully submitted,



Arja Vainio-Mattila, PhD
Chair, Planning and Priorities Committee

Motion 1: That the Report of the Planning and Priorities Committee dated November 24, 2017, be received.

Motion 2: That Senate grant approval for the creation of a Department of Classical Studies and Modern Languages (merging of the Classical Studies, French, Spanish and Russian Programs).

Motion: 3: Moved by B. Hatt, seconded by C. Richardson notwithstanding the fact that we are revising the self-study manual for cyclical reviews, the composition of the Internal Review Committee for the time being will be as follows:

- 1) Dean of the School in which the review unit resides;
- 2) 2-5 faculty members from the review unit;
- 3) 1-2 faculty members from outside the review unit;
- 4) At least one student, or alumnus, representing the review unit;
- 5) Up to 2 additional members selected by 1-4 above.

The Internal Review Committee will select its Chair who will be the compiler of the Self-Study Report.

CARRIED

Motion: That PPC approve and recommend to academic senate the creation of a new department, *The Department of Classical Studies and Modern Languages*, by merging the Classical Studies, French, Spanish, and Russian programs.

Rationale: Currently the programs in French, Spanish, and Russian are administered directly by the Office of the Dean of Arts and Science making it difficult for these programs to be fairly and impartially represented to the detriment of these very programs. Moreover, Classical Studies, which has offered a full Specialized Honours program in Classics since 2010, remains a program owing to the current faculty complement. By merging Classical Studies with the language programs currently on offer at Nipissing, official departmental status can be conferred on all of the aforementioned programs to the benefit of each. Such mergers are certainly not unprecedented at Nipissing. The programs in Philosophy, Political Science, and Economics share a single departmental structure.

The proposed merger is, moreover, a logical fit. As a discipline Classical Studies is heavily engaged in the study of language (Latin and ancient Greek), philology, and linguistics. French and Spanish in particular, as Romance languages, are derived largely from Latin, and the merging of these programs would allow the newly formed department to pool the resources of the French, Spanish, Russian, and Classical Studies programs in order to create new degree programs and areas of study for Nipissing students without necessitating any additional resources. For example, by merging these programs into a single department it becomes possible to develop a degree program in *Romance Languages and Literature* out of already existing courses. Students have repeatedly expressed a desire for a full degree in languages, however, this is not possible in French and Spanish under the current structure. A degree in Romance languages would make it possible to meet student demand for a full language degree immediately and without any additional resources, no doubt resulting in increased enrollment in all the language courses currently offered. With increased enrollment across all the language courses it would then become possible to expand the number and variety of courses offered in Spanish and French so as to turn them into fully-fledged stand-alone degree programs in their own right. In the case of French in particular, the fact that at Nipissing, a northern institution in a region with a high Franco-Ontarian population, does not offer a degree in French is especially regrettable.

At present, both Spanish and French are ancillary to the Faculty of Education, providing 'teachables' in French and Spanish for students enrolled in teacher training. But while the intent of this motion would be to continue to offer languages as teachable subjects to Education students, the proposed merger would also allow Nipissing's language programs to expand into other growth areas in order to meet current student demand and create new demand. For example there is a demand for certified translators in business, government, and NGOs. Translators in Canada are certified by the *Canadian Translators, Terminologists, and Interpreters Council*. By aligning our language curricula so as to allow students to prepare for these certification exams, we would be affording Nipissing students career opportunities they are at present denied. In addition, preliminary discussions have been initiated with Lakehead University to share resources (i.e. utilizing asynchronous alternative delivery to make Latin, Greek, and Spanish taught at Nipissing available to Lakehead students in exchange for Nipissing students

having access to courses in Italian and German at Lakehead), thus expanding the number and variety of language courses offered to students at both institutions. Finally, full degree programs in languages would allow students enrolled in other professional programs such as Business or Nursing to acquire the second language skills necessary to make them more competitive in employment markets after graduation.

In order to grow in this way the language programs at Nipissing require formal representation to advocate for them. Yet at present neither Spanish nor French have any full-time faculty with a Ph.D. Rather both programs are run by part-time faculty without doctoral degrees and administered directly by the Office of the Dean of Arts and Science. This motion is intended to remedy this issue. Departmental status will afford all of the aforementioned programs better institutional representation, academic oversight, and provide suitable quality assurance, since Classical Studies has one full-time tenured faculty member (who could advocate for languages and provide academic oversight) and one LTA. At present Classical Studies, French, and Spanish have a collective enrollment of 67.4 FTE's. Such numbers would make this new department healthy and robust, and with the plans outlined above, we believe that we can expand the number of FTE's well beyond this figure.

**Report of the
PLANNING AND PRIORITIES COMMITTEE**

Friday, December 15, 2017

The third meeting of the Planning and Priorities Committee was held on Friday, December 15, 2017. The following members were in attendance:

COMMITTEE MEMBERS:

Arja Vainio-Mattila (Chair)	Steven Cairns (Skype)	Carlo Ricci (Skype)
Carole Richardson	Blaine Hatt	Katrina Srigley
Murat Tuncali	Debra Iafrate	Janet Zimbalatti
Anahit Armenakyan	Kristina Karvinen	
Nancy Black	Reehan Mirza	

Regrets: Jim McAuliffe, Rick Vanderlee, Alex Karassev, John Vitale, Adam Higgins, Tysina Mein, Cory Tremblay, Kaitlyn Walker

Recording Secretary: S. Landriault

The Provost provided a progress report on Quality Assurance. She advised that a productive meeting was held with Quality Council on November 27. Following the meeting a letter was received from Quality Council detailing what is required. The Provost suggested that it might be helpful to rename the Planning and Priorities Committee so that it clearly identifies that its duties include Quality Assurance. The Provost informed that meetings have been held with the Deans as well as the Registrar and the Director of Institutional Research and Planning and that work is currently being done to implement a table which outlines reviews in progress and imminent reviews. The table will indicate when reports are due and if reports are missing. Missing reports have been tracked and letters sent to the Deans' offices. The Provost has requested that missing reports be submitted by January 19 so they can be presented at the January 26 PPC meeting for inclusion in the February 9 Senate agenda. A follow-up meeting is scheduled with Quality Council on January 3.

The role, function, name and terms of reference of the Planning & Priorities Committee were discussed. Article 9.2 of the Senate By-Laws outlining the membership and terms of reference of the Planning and Priorities Committee (PPC) was provided and reviewed. The current terms of reference state that PPC engages in academic planning, approval of new programs and Quality Assurance so the name of the committee should also reflect this. The Provost suggested that we take a look at other universities' terms of reference regarding QA and also ask for feedback at our next Senate meeting. Following discussion, PPC members agreed that in order to better reflect the terms of reference, the Planning and Priorities Committee be renamed the Quality Assurance and Academic Planning Committee.

Motion 1: Moved by M. Tuncali, seconded by B. Hatt that the Planning and Priorities Committee approve that the Planning and Priorities Committee be renamed the Quality Assurance and Academic Planning Committee.
CARRIED

Motion 2: Moved by M. Tuncali, seconded by B. Hatt that the Planning and Priorities Committee approve a friendly amendment to revise the name of the Quality Assurance and Academic Planning Committee to the Academic Quality Assurance and Planning Committee.
CARRIED

Senator Hatt advised that the Planning and Priorities Committee is a Senate committee therefore this change must be made in the Senate By-Laws. The Motion will be forwarded on to the By-Laws and Elections Subcommittee and then forwarded on to Senate for information purposes.

It was noted that the Executive Director of Library Services and the Registrar's positions are currently non-voting members. The Provost advised that when the terms of reference are reviewed the structure of the membership can be compared with other Senate committees and discussed further. The importance of equal balance of administration, faculty and students will be taken into account and will be a part of the discussion.

Respectfully submitted,



Arja Vainio-Mattila, PhD
Chair, Planning and Priorities Committee

Motion 1: That the Report of the Planning and Priorities Committee dated December 15, 2017, be received.

**Report of the
Undergraduate Studies Committee**

November 29, 2017

The meeting of the **Undergraduate Studies Committee** was held on Wednesday, November 29, 2017, at 1:00 pm in F214. The following members attended:

Carole Richardson (Acting Chair)	Rick Vanderlee	Murat Tuncali
Crystal Pigeau (Registrar's Designate)	Lanyan Chen	Tony Parkes
Laurie Peachey	Dan Walters	

Jane Hughes, Recording Secretary

Absent with Regrets: Arja Vainio-Mattila, Debra Iafrate, Chris Hachkowski, Astrid Steele, Tysina Mein, Cory Tremblay, Kaitlyn Walker

Guests: Ali Hatef, Karey McCullough, Cameron McFarlane, Vivian Papaiz, Anne Wagner

Subcommittee Reports:

The Reports of the Undergraduate Services and Awards Subcommittee dated: November 2, 2017 and the Undergraduate Standing and Petitions Subcommittee dated October 19 and November 7, 2017 was received.

The Undergraduate Studies Committee received and discussed changes from the Faculty of Applied and Professional Studies and the Faculty of Arts and Science. 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. Carole Richardson (Acting Chair)
Dean, Schulich School of Education

MOTION 1: That Senate receive the Report of the Undergraduate Studies Committee, dated November 29, 2017.

1. FACULTY OF APPLIED & PROFESSIONAL STUDIES

Criminology and Criminal Justice

- MOTION 2: That Senate approve the revision of the course title CRJS 3416 Aboriginal Legal Studies to Indigenous Legal Studies.
- MOTION 3: That Senate approve the removal of the registration restrictions for CRJS 2926 Forensic Science.
- MOTION 4: That Senate approve the creation of CRJS 3356 Vulnerable Populations.

Nursing

- MOTION 5: That Senate approve that NURS 1006 Professional Self Awareness be revised in the curriculum of the Collaborative BScN Program.
- MOTION 6: That Senate approve that NURS 1016 Nursing and Health be revised in the curriculum of the Collaborative BScN Program.
- MOTION 7: That Senate approve that NURS 1017 Aging and Health be revised in the curriculum of the Collaborative BScN Program.
- MOTION 8: That Senate approve that NURS 1026 Clinical Practicum: Nursing Healthy Individuals be revised in the curriculum of the Collaborative BScN Program.
- MOTION 9: That Senate approve that NURS 1027 Clinical Practicum: Nursing Older Adults be revised in the curriculum of the Collaborative BScN Program.
- MOTION 10: That Senate approve that NURS 1037 Health Assessment be revised in the curriculum of the Collaborative BScN Program.
- MOTION 11: That Senate approve that NURS 2007 Concepts in Mental Health Nursing be revised in the curriculum of the Collaborative BScN and RPN to BScN Bridging Program.
- MOTION 12: That Senate approve that NURS 2016 Health Challenges be revised in the curriculum of the Collaborative BScN and RPN to BScN Bridging Program.
- MOTION 13: That Senate approve that NURS 2026 Nursing Individuals experiencing Health Challenges be revised in the Collaborative BScN and RPN to BScN Bridging Program.
- MOTION 14: That Senate approve that NURS 2036 Development of Nursing Knowledge be added in the curriculum of the Collaborative BScN and RPN Bridging Program.
- MOTION 15: That Senate approve that NURS 2037 Pharmacology be revised in the curriculum of the Collaborative BScN and RPN Bridging Program.
- MOTION 16: That Senate approve that NURS 2047 Professional Foundations in Nursing be revised in the curriculum of the Collaborative BScN and RPN Bridging Program.
- MOTION 17: That Senate approve that NURS 2207 Clinical Practicum: Nursing Individuals experiencing Mental Health Challenges be added in the curriculum of the Collaborative BScN and RPN to BScN Bridging Program.

- MOTION 18: That Senate approve that NURS 2526 Pathophysiology be revised in the curriculum of the Collaborative BScN and RPN Bridging Program.
- MOTION 19: That Senate approve that NURS 3007 Community Health Nursing be revised in the curriculum of the Collaborative BScN and RPN to BScN Bridging Program.
- MOTION 20: That Senate approve that NURS 3017 Maternal Child Care be added in the curriculum of the Collaborative BScN and RPN to BScN Bridging Program.
- MOTION 21: That Senate approve that NURS 3027 Nursing Communities and Populations be revised in the curriculum of the Collaborative BScN and RPN Bridging Program.
- MOTION 22: That Senate approve that NURS 3116 Nursing Research 1 be added in the curriculum of the Collaborative BScN and RPN Bridging Program.
- MOTION 23: That Senate approve that NURS 3117 Nursing Research 2 be added in the curriculum of the Collaborative BScN and RPN Bridging Program.
- MOTION 24: That Senate approve that NURS 3217 Clinical Practicum: Maternal Child Nursing be added in the curriculum of the Collaborative BScN and RPN Bridging Program.
- MOTION 25: That Senate approve that NURS 4024 Clinical Practicum: Nursing Preceptorship be added in the curriculum of the Collaborative BScN and RPN Bridging Program.
- MOTION 26: That Senate approve that NURS 4026 Clinical Practicum: Advanced Clinical Practice be revised in the curriculum of the Collaborative BScN and RPN Bridging Program.
- MOTION 27: That Senate approve that NURS 4036 Complex Health Challenges be revised in the curriculum of the Collaborative BScN and RPN Bridging Program.
- MOTION 28: That Senate approve that NURS 4067 Principles of Management, Leadership and Change be added in the curriculum of the Collaborative BScN and RPN Bridging Program.
- MOTION 29: That Senate approve that NURS 4126 Transition to Professional Practice be added in the curriculum of the Collaborative BScN and RPN to BScN Bridging Program.
- MOTION 30: That Senate approve that NURS 4436 Advanced Studies in Aging and Health be added in the curriculum of the Collaborative BScN and RPN Bridging Program.

Social Work

- MOTION 31: That Senate approve the deletion of SWRK3305 Individual Practice Across the Life Span (6 credits) and replace it with two 3-credit courses: SWRK3356 Individual Practice Across the Life Span I (3 credits) and SWRK3357 Individual Practice Across the Life Span II (3 credits).
- MOTION 32: That Senate approve the minor changes to SWRK4206 Social Work Research.

- MOTION 33: That Senate approve that SWRK3406 Aboriginal Communities and Metis Nation be renamed SWRK3406 Indigenous Perspectives and Social Work Practice.
- MOTION 34: That Senate approve that SWRK4306 Aboriginal Wellness be renamed SWRK4306 Indigenous Wellness.
- MOTION 35: That Senate approve that SWRK4316 Aboriginal Child Welfare be renamed SWRK4316 Indigenous Child Welfare.
- MOTION 36: That Senate approve an increase in total contact hours for SWRK3505 Field Education I from 375 hours field education plus 6 hours field integration seminars to 375 hours field education plus 8 hours field integration seminars.
- MOTION 37: That Senate approve an increase in total contact hours for SWRK4605 Field Education II from 525 hours field education plus 6 hours field integration seminars to 525 hours field education plus 10 hours field integration seminars.
- MOTION 38: That Senate approve the following pre-requisites for SWRK3406, SWRK3506, SWRK3806, and SWRK3106: SWRK1007, SWLF1006, SWRK2006 and SWRK2106 or equivalents.
- MOTION 39: That Senate approve the following pre-requisites for all 4000 level courses: SWRK3505; SWRK3216; SWRK3406; SWRK3356; SWRK3357; SWRK3506; SWRK3806; SWRK3316; and SWRK3106.

2. FACULTY OF ARTS AND SCIENCE

Computer Science and Mathematics

- MOTION 40: That Senate approve a Minor in Physics.

English

- MOTION 41: That Senate approve that the prerequisite for ACAD 3006, Mentoring the Writer, be changed as follows:

Old prerequisite:

An overall average of 80%; and 54 credits completed including ACAD 1601.

New prerequisite:

An overall average of 75%; and 54 credits completed including ACAD 1601.

- MOTION 42: That Senate approve that ACAD 3006, Mentoring the Writer, be added to the list of courses cross-listed with ENGL and that, thus, the following sentence be added to the description: "This course may be credited toward English Studies."

French

- MOTION 43: That Senate approve that the course description for FRENCH 2707 Culture française/French Culture be modified as follows:

FREN 2707 Culture française

NEW COURSE DESCRIPTION: Les étudiants explorent les divers aspects de la culture française. Le contenu comprend l'étude de sujets variés tels que les écrivains, la musique, le théâtre, les événements culturels, la musique, les traditions culinaires et autres sujets au choix. Les étudiants développent une compréhension et une appréciation de la culture française au niveau mondial en participant à diverses activités.

*Students explore various aspects of French culture. The content includes the study of diverse subjects such as writers, music, theater, cultural events, culinary traditions and other topics. Students develop an understanding and appreciation of French culture at a global level by participating in various activities.

History

MOTION 44: That Senate approve the addition of HIST 2026: Major Themes in Historical Studies.

Religion and Cultures

MOTION 45: That Senate approve the addition of RLCT 3066 Religion, Spirituality and Social Justice to the Religions and Cultures curriculum.

SUPPORTING DOCUMENTATION



**Report of the
Undergraduate Services and Awards Subcommittee**

November 2, 2017

There was a meeting of the UNDERGRADUATE SERVICES AND AWARDS Subcommittee on Thursday, November 2, 2017.

PRESENT: Carole Richardson (Chair), Andrea Parolin, Casey Philips, Ken McClellan, Debra Iafrate, Dan Walters, Terry Campbell, Kaitlyn Walker

ABSENT WITH REGRETS: Tanya Lukin-Linklater, Cooper Allen, Cory Tremblay, Louela Manankil-Rankin

GUESTS: Jennifer Mercer

1. Appeals Heard:

	APPROVED	DENIED
Scholarship Renewals	1	1

Respectfully Submitted,

Carole Richardson, Chair
Undergraduate Services and Awards Subcommittee

MOTION 1: That the Report of the Undergraduate Services and Awards Subcommittee dated November 2, 2017 be received.



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

October 19, 2017

There was a meeting of the UNDERGRADUATE STANDING AND PETITIONS Subcommittee held on October 19, 2017.

PRESENT: Debra Iafrate, Carole Richardson, Pavlina Radia, Anahit Armenakyan,
Logan Hoehn, John Vitale

ABSENT WITH REGRETS: Rick Vanderlee, Cooper Allen, Cory Tremblay, Kaitlyn Walker

GUESTS: Crystal Pigeau, Ken McLellan

1. Petitions Heard: 4

	APPROVED	DENIED
Admission/Readmission	0	0
Late Registration	0	0
Late Withdrawal	2	0
Degree Requirements Waived/Altered	2	0

Respectfully Submitted,

A handwritten signature in black ink, appearing to read 'Debra Iafrate', written over a large, stylized loop.

Debra Iafrate, Chair
Undergraduate Standing and Petitions Subcommittee

MOTION 1: That the Report of the Undergraduate Standing and Petitions Subcommittee dated October 19, 2017 be received.



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

November 7, 2017

There was a meeting of the UNDERGRADUATE STANDING AND PETITIONS Subcommittee on Tuesday, November 7, 2017.

PRESENT: Crystal Pigeau (Registrar's Designate), Pavlina Radia, Carole Richardson, Rick Vanderlee, Anahit Armenakyan, Logan Hoehn, Kaitlyn Walker

ABSENT WITH REGRETS: John Vitale, Cooper Allen, Cory Tremblay

GUESTS: Heather Brown, Dana Mackfall

1. Petitions Heard: 6

	APPROVED	DENIED
Admission/Readmission	0	1
Late Registration	0	0
Late Withdrawal	3	0
Degree Requirements Waived/Altered	1	0
Remove Course(s) from Transcript	0	1

Respectfully Submitted,

A handwritten signature in black ink, appearing to read 'Debra Iafrate', written in a cursive style.

Debra Iafrate, Chair
Undergraduate Standing and Petitions Subcommittee

MOTION 1: That the Report of the Undergraduate Standing and Petitions Subcommittee dated November 7, 2017 be received.



School of Criminology and Criminal Justice

Course changes Fall 2017

Course name modification, adding new course

Modifying a Course (non substantive change)

Motion 1: That the Undergraduate Studies Committee recommend to Senate the revision of the course title CRJS 3416 Aboriginal Legal Studies to Indigenous Legal Studies.

CRJS 3416 Aboriginal Legal Studies: The School of Criminology and Criminal Justice requests that a minor wording change occur in the course title for CRJS 3416 and be changed from Aboriginal Legal Studies to Indigenous Legal Studies. This name change more accurately reflects the terminology that is now most often used to describe First Nations, Inuit, and Metis people in Canada.

Motion 2: That the Undergraduate Studies Committee recommend to Senate the removal of the registration restrictions for CRJS 2926 Forensic Science.

CRJS 2926 Forensic Science: The School of Criminology and Criminal Justice requests the removal of the enrollment restriction, which currently allows CRJS students only to register. The removal of the registration restriction will allow the growing number of non-CRJS students interested in the course to register without requiring the instructor to provide special permission.

Adding a Course

Motion 3: That the Undergraduate Studies Committee recommend to Senate the creation of CRJS 3356 Vulnerable Populations

CRJS 3356 Vulnerable Populations: This course has been taught as CRJS 3926 Special Topics in Criminal Justice since 2015. Because of the popularity of this course it is recommended that it be added as a stand-alone course and as part of the list of Criminal Justice electives.

MOTION: That the Undergraduate Studies Committee recommend to Senate the creation of CRJS 3356 Vulnerable Populations

A) Descriptive Data:

Course Code	CRJS 3356
Course Title	Vulnerable Populations
Course Credits	<input type="checkbox"/> X3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other Click here to specify
Course Description	Students examine vulnerability as it pertains to the criminal justice system. Students learn about major vulnerable populations, such as; young persons, older people, and persons from diverse cultural and linguistic backgrounds, persons with mental illness, addictions, autism, intellectual disabilities, the homeless and Indigenous persons. Students examine the nature of the vulnerability, and discuss how the criminal justice system traditionally responds to this vulnerability.
Course Prerequisite	
Course Corequisite	Click here to enter Course Corequisite
Antirequisite	CRJS 3926 If taken between 2015 and 2017
Restriction	Click here to enter Restriction
Instructional Method	<input type="checkbox"/> X lecture <input type="checkbox"/> tutorial <input type="checkbox"/> laboratory work <input type="checkbox"/> studio work <input type="checkbox"/> private study <input type="checkbox"/> service learning <input type="checkbox"/> seminar <input type="checkbox"/> clinical practice <input type="checkbox"/> practical work <input type="checkbox"/> online delivery <input type="checkbox"/> independent study
Hours of contact time expected per week	3
Hours of contact time expected per term	36
Program Implications (ie. Does this program belong to a Group or Stream?)	Does this course have program implications? <input type="checkbox"/> X Yes <input type="checkbox"/> No If yes, please specify: This course will be added to the Criminology and Criminal Justice Studies stream elective lists
Course Grouping or Stream	Does this course belong to a Group or Stream? <input type="checkbox"/> X Yes <input type="checkbox"/> No If yes, please specify: This course will be added to the list of electives for Criminology and Criminal Justice Studies students.
Cross-Listing	<input type="checkbox"/> Cross-Listed - this course may be credited towards Click here to enter cross-listing information
Learning Outcomes (6-8 points, visible, measurable and in active voice)	Students who successfully complete this course will demonstrate <ul style="list-style-type: none"> • A better understanding of how persons may be vulnerable when interacting with the criminal justice system • A better understanding of the indicators of vulnerability in persons who have contact with the criminal justice system • Basic knowledge of the current issues and problems related to

	<p>responding to vulnerable populations</p> <ul style="list-style-type: none">• Basic knowledge of the appropriate response to vulnerable persons as front-line criminal justice staff• Basic knowledge of how focusing on vulnerability impacts on the traditional police role and that of front-line criminal justice staff
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Collaborative BScN Program and
RPN to BScN On-campus Bridging Program Curriculum Revisions

Oct. 18, 2017

Preamble:

- The Collaborative BScN Program and RPN to BScN On-campus Bridging Program faculty and staff engaged in an extensive curriculum assessment process over the past 3 years. Throughout this process, consultations were made with the Dean, Registrar, an external curriculum expert (Dr. Ellen Rukholm), Academic Advising, as well as Program Managers within the School of Nursing at Nipissing University as well as Canadore College. This assessment was undertaken in response to Canadian Association of Schools of Nursing (CASN) accreditation recommendations, College of Nurses of Ontario (CNO) standards, and the current state of the health care environment today.
- As a result of this assessment, it was decided to revise the current curriculum. Five (5) themes were subsequently threaded throughout the curriculum, namely; family nursing, palliative and end-of-life care, cultural competency, digital health, and interprofessional education. As well, enhancements were made to the research and preparation for practice components in the curriculum.
- The attached course templates reflect the revisions to the Collaborative BScN Program and RPN to BScN On-campus Bridging Programs.
- The Collaborative BScN Program and RPN to BScN On-campus Bridging Programs are fully accredited and consistently receive high reviews from CASN. Therefore, these revisions are considered adjustments and updates to the programs; they do not alter the philosophical underpinnings, curricular framework, or vision and mission of the programs' scope.
- All revisions are indicated in red.
- Adhering to the policy for course revisions set out by Nipissing University, no courses will be deleted at this time. As the 'new' curriculum unfolds over the next few years and students progress through the program, courses will be banked. After being banked for 5 years, they will be deleted in accordance to academic and institutional processes.
- How these revisions affect other Nursing programs within the School of Nursing have been explored extensively with Academic Advising and the Office of the Registrar and this is reflected in the templates that are being submitted to Senate for approval.

COURSE TEMPLATE

MOTION: That the Undergraduate Studies Committee (USC) recommend to Senate that **NURS 1006 Professional Self Awareness** be **revised** in the curriculum of the Collaborative BScN Program.

A) Descriptive Data:

Course Code	NURS 1006
Course Title	Professional Self Awareness
Course Credits	<input checked="" type="checkbox"/> 3 credits
Course Description	In this course, students participate in the development of their own professional self <i>in the context of health care in Canada</i> . Students are introduced to fundamental principles and expectations of health care providers in Ontario, with an emphasis on being an effective member of a diverse and comprehensive health care team. Professional communication, a key nursing process, is explored to include: scholarly writing, therapeutic communication, and therapeutic relationship building.
Course Prerequisite	none
Course Corequisite	none
Antirequisite	none
Restriction	Enrollment in the Collaborative BScN Program
Instructional Method	<input checked="" type="checkbox"/> lecture <input type="checkbox"/> tutorial <input type="checkbox"/> laboratory work <input type="checkbox"/> studio work <input type="checkbox"/> private study <input type="checkbox"/> service learning <input type="checkbox"/> seminar <input type="checkbox"/> clinical practice <input type="checkbox"/> practical work <input type="checkbox"/> online delivery <input type="checkbox"/> independent study
Hours of contact time expected per week	3 hrs of lecture per week
Hours of contact time expected per term	36
Program Implications	Does this course have program implications? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, please specify: click here to specify
Course Grouping or Stream	Does this course belong to a Group or Stream? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please specify: Collaborative BScN Program
Cross-Listing	<input type="checkbox"/> Cross-Listed - this course may be credited towards Click here to enter cross-listing information
Learning Outcomes (6-8 points, visible, measurable and in active voice)	Students who successfully complete this course will demonstrate: Course Learning Outcomes: 1. An understanding of personal values and beliefs, and how they influence our perceptions and understandings.

COURSE TEMPLATE

	<ol style="list-style-type: none">2. An awareness of the relationship between self and other, including the influence of personal experience and knowledge on one's perception and understandings.3. Scholarly communication/writing within the process of becoming a critically thinking professional.4. An understanding of the role of the nurse within the context of the interprofessional health care team.5. Knowledge of professional regulations that guide nursing practice.6. An understanding of principles of therapeutic communication.7. Basic knowledge for the building of therapeutic relationships8. Basic knowledge for the building of developing professional relationships with peers/colleagues.
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B) Statement of Need:

This course has been revised to include an update to the course description and the learning outcomes. It is to be implemented in the collaborative nursing program curriculum commencing Fall 2018.

COURSE TEMPLATE

MOTION: That the Undergraduate Studies Committee (USC) recommend to Senate that **NURS 1016 Nursing and Health** be **revised** in the curriculum of the Collaborative BScN Program.

A) Descriptive Data:

Course Code	NURS 1016
Course Title	Nursing and Health
Course Credits	<input checked="" type="checkbox"/> 3 credits
Course Description	Students are introduced to nursing knowledge within the context of the Canadian healthcare system. The BScN Curriculum framework is used to inform the exploration of relevant concepts, theories, and practices.
Course Prerequisite	None
Course Corequisite	None
Antirequisite	None
Restriction	Enrollment in the Collaborative BScN Program
Instructional Method	<input checked="" type="checkbox"/> lecture <input type="checkbox"/> tutorial <input type="checkbox"/> laboratory work <input type="checkbox"/> studio work <input type="checkbox"/> private study <input type="checkbox"/> service learning <input type="checkbox"/> seminar <input type="checkbox"/> clinical practice <input type="checkbox"/> practical work <input type="checkbox"/> online delivery <input type="checkbox"/> independent study
Hours of contact time expected per week	3 hrs of lecture per week
Hours of contact time expected per term	36
Program Implications	Does this course have program implications? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, please specify: click here to specify
Course Grouping or Stream	Does this course belong to a Group or Stream? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please specify: Collaborative BScN Program
Cross-Listing	<input type="checkbox"/> Cross-Listed - this course may be credited towards Click here to enter cross-listing information
Learning Outcomes (6-8 points, visible, measurable and in active voice)	Students who successfully complete this course will demonstrate: <ol style="list-style-type: none"> 1. An understanding of the program curriculum framework dimensions (context, processes, perspectives) 2. Knowledge of the contexts within which people experience health (person, nurse, environment, health). 3. An understanding of the processes of critical thinking, caring, communication, and change. 4. Knowledge of the perspectives of health promotion, protection, restoration, and maintenance, across the life span. 5. An understanding of the ‘nursing process’ as an approach to plan and provide care 6. An awareness of the nurse’s role in the teaching/learning process related to patient education.

COURSE TEMPLATE

	7. Knowledge of family structure, functions, processes, and a model of family assessment.
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B) Statement of Need:

This course has been revised to include an update to the course description and the learning outcomes. It is to be implemented in the collaborative nursing program curriculum commencing Fall 2018.

COURSE TEMPLATE

MOTION: That the Undergraduate Studies Committee (USC) recommend to Senate that **NURS 1017 Aging and Health** be **revised** in the curriculum of the Collaborative BScN Program.

A) Descriptive Data:

Course Code	NURS 1017
Course Title	Aging and Health
Course Credits	<input checked="" type="checkbox"/> 3 credits
Course Description	In this course, students learn about caring for the older adult by examining aging as part of the life process. The students focus on principles of healthy aging, through the study of health promotion, protection, maintenance, and restoration.
Course Prerequisite	NURS 1016 with a minimum grade of 60%
Course Corequisite	NURS 1027 , NURS 1037 and BIOL 2707
Antirequisite	none
Restriction	Enrollment in the Collaborative BScN Program
Instructional Method	<input checked="" type="checkbox"/> lecture <input type="checkbox"/> tutorial <input type="checkbox"/> laboratory work <input type="checkbox"/> studio work <input type="checkbox"/> private study <input type="checkbox"/> service learning <input type="checkbox"/> seminar <input type="checkbox"/> clinical practice <input type="checkbox"/> practical work <input type="checkbox"/> online delivery <input type="checkbox"/> independent study
Hours of contact time expected per week	3 hrs of lecture per week
Hours of contact time expected per term	36
Program Implications	Does this course have program implications? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, please specify: click here to specify
Course Grouping or Stream	Does this course belong to a Group or Stream? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please specify: Collaborative BScN Program
Cross-Listing	<input type="checkbox"/> Cross-Listed - this course may be credited towards Click here to enter cross-listing information
Learning Outcomes (6-8 points, visible, measurable and in active voice)	Students who successfully complete this course will demonstrate: <ol style="list-style-type: none"> 1. Beginning knowledge of theories of aging. 2. Describe health promotion, protection, restoration, and maintenance strategies for common health issues for older adults. 3. An understanding of the teaching/learning considerations in working with older adults. 4. An awareness of cultural perspectives and diversity in aging. 5. An understanding of advocacy when addressing the needs of older adults. 6. Knowledge of transitional issues and events for older adults, as they experience changes in their independence.

COURSE TEMPLATE

	<p>7. An introductory knowledge of family structure, functions, processes, and a model of family assessment and interventions in the context of the older adult.</p> <p>8. Knowledge of the principles of palliative and end of life care.</p>
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B) Statement of Need:

This course has been revised to include an update to the course description and the learning outcomes. It is to be implemented in the collaborative nursing program curriculum commencing Winter 2019.

COURSE TEMPLATE

MOTION: That the Undergraduate Studies Committee (USC) recommend to Senate that **NURS 1026 CLINICAL PRACTICUM: NURSING HEALTHY INDIVIDUALS** be **revised** in the curriculum of the Collaborative BScN Program.

A) Descriptive Data:

Course Code	NURS 1026
Course Title	Clinical Practicum: Nursing Healthy Individuals
Course Credits	<input checked="" type="checkbox"/> 3 credits
Course Description	<i>In this course students are introduced to the art and science of nursing through focused observations in real clinical settings, and learning fundamental nursing skills in the laboratory setting.</i>
Course Prerequisite	none
Course Corequisite	none
Antirequisite	none
Restriction	Enrollment in the Collaborative BScN Program
Instructional Method	<input checked="" type="checkbox"/> lecture <input type="checkbox"/> tutorial <input checked="" type="checkbox"/> laboratory work <input type="checkbox"/> studio work <input type="checkbox"/> private study <input type="checkbox"/> service learning <input checked="" type="checkbox"/> seminar <input checked="" type="checkbox"/> clinical practice <input type="checkbox"/> practical work <input type="checkbox"/> online delivery <input type="checkbox"/> independent study
Hours of contact time expected per week	1 hr lecture, 2 hr laboratory practice, 5hr clinical practice per week = 8 hrs of clinical per week
Hours of contact time expected per term	96 hours
Program Implications	Does this course have program implications? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, please specify: click here to specify
Course Grouping or Stream	Does this course belong to a Group or Stream? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please specify: Collaborative BScN Program
Cross-Listing	<input type="checkbox"/> Cross-Listed - this course may be credited towards Click here to enter cross-listing information
Learning Outcomes (6-8 points, visible, measurable and in active voice)	Students who successfully complete this course will demonstrate: <ol style="list-style-type: none"> 1. Recognition of the application of caring and practices professionally with guidance within legislative and ethical parameters. 2. The ability to observe and reflect (with guidance) on therapeutic relationships and/or partnership between nurses and clients. 3. An ability to identify and perform nursing actions that co-create health and wellbeing with simulated clients.

COURSE TEMPLATE

	<p>4. With guidance, utilization of the nursing process to safely and competently assist the simulated client to identify and meet common health goals through the perspectives of health promotion, protection, restoration, and maintenance.</p> <p>5. An ability to participate in interprofessional collaboration and recognizes the various roles of the health care team and communicates with selected members.</p> <p>6. A beginning understanding and application of the critical thinking process.</p> <p>7. Recognition of the role of research in contributing to evidence based nursing practice.</p> <p>8. An awareness of the process of change and the values and roles within nursing leadership.</p>

B) Statement of Need:

This course has been revised to include an update to the course description and the learning outcomes. It is to be implemented in the collaborative nursing program curriculum commencing Fall 2018.

COURSE TEMPLATE

MOTION: That the Undergraduate Studies Committee (USC) recommend to Senate that **NURS 1027 Clinical Practicum: Nursing Older Adults** be **revised** in the curriculum of the Collaborative BScN Program.

A) Descriptive Data:

Course Code	NURS 1027
Course Title	Clinical Practicum: Nursing Older Adults
Course Credits	<input checked="" type="checkbox"/> 3 credits
Course Description	In this course students actively participate in developing fundamental nursing knowledge and skills through learning in the laboratory, the simulation and clinical practice setting. An intentional focus is placed on the health care needs of the older adult.
Course Prerequisite	BIOL 1011, BIOL 2706, NURS 1006, 1016, 1026
Course Corequisite	NURS 1017 , NURS 1037
Antirequisite	none
Restriction	Enrollment in the Collaborative BScN Program
Instructional Method	<input checked="" type="checkbox"/> lecture <input type="checkbox"/> tutorial <input checked="" type="checkbox"/> laboratory work <input type="checkbox"/> studio work <input type="checkbox"/> private study <input type="checkbox"/> service learning <input checked="" type="checkbox"/> seminar <input checked="" type="checkbox"/> clinical practice <input type="checkbox"/> practical work <input type="checkbox"/> online delivery <input type="checkbox"/> independent study
Hours of contact time expected per week	1hr lecture, 3 hr lab, and 10 hr clinical per week =14hrs/week
Hours of contact time expected per term	168 hrs
Program Implications	Does this course have program implications? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, please specify: click here to specify
Course Grouping or Stream	Does this course belong to a Group or Stream? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please specify: Collaborative BScN Program
Cross-Listing	<input type="checkbox"/> Cross-Listed - this course may be credited towards Click here to enter cross-listing information
Learning Outcomes <i>(6-8 points, visible, measurable and in active voice)</i>	Students who successfully complete this course will demonstrate: 1. Recognition of the application of caring and practices professionally with guidance within legislative and ethical parameters. 2. With guidance, the development of a therapeutic relationship and/or partnership with individuals and their families . 3. With guidance co-creates health and well- being with individuals and their families .

COURSE TEMPLATE

	<p>4. With guidance, utilization of the nursing process to safely and competently assist the individuals and their families to identify and meet common health goals through the perspectives of health promotion, health protection, health restoration and health maintenance.</p> <p>5. Participation in interprofessional collaboration and recognizes the various roles of the health care team and communicates with selected members.</p> <p>6. A beginning understanding and application of the critical thinking process.</p> <p>7. Recognition of the role of research in contributing to evidence based nursing practice.</p> <p>8. An awareness of the process of change and the values and roles within nursing leadership.</p>

B) Statement of Need:

This course has been revised to include an update to the course description and the learning outcomes. It is to be implemented in the collaborative nursing program curriculum commencing Winter 2019.

COURSE TEMPLATE

MOTION: That the Undergraduate Studies Committee (USC) recommend to Senate that **NURS 1037 Health Assessment** be **revised** in the curriculum of the Collaborative BScN Program.

A) Descriptive Data:

Course Code	NURS 1037
Course Title	Health Assessment
Course Credits	<input checked="" type="checkbox"/> 3 credits
Course Description	Students will focus on the assessment of healthy individuals. Students will learn to gather health assessment data, conduct a health assessment using an organized approach, and use appropriate physical examination techniques. Students will simulate health assessments in the laboratory setting. By the end of the course, students will be able to conduct a holistic health assessment.
Course Prerequisite	<u>BIOL 2706</u>
Course Corequisite	<u>NURS 1017</u> , <u>NURS 1027</u> and <u>BIOL 2707</u>
Antirequisite	Click here to enter Antirequisite
Restriction	Enrollment in the Collaborative BScN Program
Instructional Method	<input checked="" type="checkbox"/> lecture <input type="checkbox"/> tutorial <input checked="" type="checkbox"/> laboratory work <input type="checkbox"/> studio work <input type="checkbox"/> private study <input type="checkbox"/> service learning <input type="checkbox"/> seminar <input type="checkbox"/> clinical practice <input type="checkbox"/> practical work <input type="checkbox"/> online delivery <input type="checkbox"/> independent study
Hours of contact time expected per week	3 hrs of lecture per week
Hours of contact time expected per term	36
Program Implications	Does this course have program implications? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, please specify: click here to specify
Course Grouping or Stream	Does this course belong to a Group or Stream? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please specify: Collaborative BScN Program
Cross-Listing	<input type="checkbox"/> Cross-Listed - this course may be credited towards Click here to enter cross-listing information
Learning Outcomes (6-8 points, visible, measurable and in active voice)	Students who successfully complete this course will demonstrate: 1. Knowledge and skills required to complete a physical assessment. 2. An ability to describe a systematic approach for assessing psychosocial status. 3. An ability to utilize the perspectives of health promotion, protection, maintenance or restoration in the process of completing a health assessment. 4. An ability to utilize appropriate terminology to document findings.

COURSE TEMPLATE

	<ol style="list-style-type: none">5. An ability to assess various body systems using the techniques of inspection, palpation, percussion, and auscultation.6. How the nurse uses the processes of caring, communication, and critical thinking while completing a health assessment.7. An ability to conduct a culturally competent holistic health assessment using an organized approach.
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B) Statement of Need:

This course has been revised to include an update to the course description and the learning outcomes. It is to be implemented in the collaborative nursing program curriculum commencing Winter 2019.

COURSE TEMPLATE

MOTION: That the Undergraduate Studies Committee (USC) recommend to Senate that **NURS 2007 Concepts in Mental Health Nursing** be **revised** in the curriculum of the Collaborative BScN and RPN to BScN Bridging Program.

A) Descriptive Data:

Course Code	NURS 2007
Course Title	Concepts in Mental Health Nursing
Course Credits	<input checked="" type="checkbox"/> 3 credits
Course Description	Students learn the theory and practice of effective communication, with emphasis on therapeutic relationships and cultural competency . Students explore concepts, such as empathy , assertiveness, and conflict resolution. Students review assessment of individuals with mental health concerns and strategies for intervening to assist these individuals to achieve recovery .
Course Prerequisite	All NURS courses at the 1000 level with a minimum grade of 60% or SAT, <u>BIOL 1011</u> and <u>BIOL 2707</u> ; or enrollment in the RPN to BScN Program.
Course Corequisite	NURS 2207 (newly named clinical course)
Antirequisite	NSGD 2007
Restriction	Enrollment in the Collaborative BScN or RPN to BScN On-Campus Bridging Program
Instructional Method	<input checked="" type="checkbox"/> lecture <input type="checkbox"/> tutorial <input type="checkbox"/> laboratory work <input type="checkbox"/> studio work <input type="checkbox"/> private study <input type="checkbox"/> service learning <input type="checkbox"/> seminar <input type="checkbox"/> clinical practice <input type="checkbox"/> practical work <input type="checkbox"/> online delivery <input type="checkbox"/> independent study
Hours of contact time expected per week	3 hrs of lecture per week
Hours of contact time expected per term	36
Program Implications	Does this course have program implications? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, please specify: click here to specify
Course Grouping or Stream	Does this course belong to a Group or Stream? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please specify: Collaborative BScN Program
Cross-Listing	<input type="checkbox"/> Cross-Listed - this course may be credited towards Click here to enter cross-listing information
Learning Outcomes (6-8 points, visible, measurable and in active voice)	Students who successfully complete this course will demonstrate: <ol style="list-style-type: none"> 1. Knowledge of relevant government legislation, regulatory body guidelines, standards and new developments in mental health nursing practice. 2. An awareness of personal beliefs, feelings, attitudes and skills,

COURSE TEMPLATE

	<p>which influence one's ability to establish a therapeutic relationship with an individual suffering from mental illness.</p> <ol style="list-style-type: none">3. An ability to define psychiatric-mental health nursing and examine the emergence of mental health nursing in Canada.4. An ability to discuss the etiologies, clinical signs and symptoms, treatment modalities, pharmacotherapeutics, and nursing care of the individual with various mental health concerns, which includes but not limited to schizophrenia, major depressive disorders, anxiety, suicide, personality disorders and dementia.5. An ability to identify various assessment and intervention strategies, best practice guidelines, and nursing standards, based on appropriate theory in order to develop client and family focused plans of care.6. An understanding of the role of the mental health nurse in the promotion of mental health and the prevention of mental illness and addictions, using cultural competency and safety.7. Knowledge of concepts of interprofessional collaboration.
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B) Statement of Need:

This course has been revised to include an update to the course title, description, and the learning outcomes. It is to be implemented in the collaborative nursing program curriculum commencing Fall 2019.

COURSE TEMPLATE

MOTION: That the Undergraduate Studies Committee (USC) recommend to Senate that **NURS 2016 Health Challenges** be **revised** in the curriculum of the Collaborative BScN and RPN to BScN Bridging Program.

A) Descriptive Data:

Course Code	NURS 2016
Course Title	Health Challenges
Course Credits	<input checked="" type="checkbox"/> 3 credits
Course Description	In this course, students learn the concepts relevant to the care of individuals experiencing or at risk for health challenges. Students learn to develop a patient-focused, family-centered and an interprofessional approach to caring for individuals with common health conditions. Emphasis is placed on the nursing process, evidence-informed care, and critical thinking.
Course Prerequisite	All NURS courses at the 1000 level with a minimum grade of 60% or SAT, <u>BIOL 1011</u> and <u>BIOL 2707</u> ; or enrollment in the RPN to BScN Program.
Course Corequisite	NURS 2026, NURS 2526
Antirequisite	NSGD 2016
Restriction	Enrollment in the Collaborative BScN or RPN to BScN On-Campus Bridging Program
Instructional Method	<input checked="" type="checkbox"/> lecture <input type="checkbox"/> tutorial <input type="checkbox"/> laboratory work <input type="checkbox"/> studio work <input type="checkbox"/> private study <input type="checkbox"/> service learning <input type="checkbox"/> seminar <input type="checkbox"/> clinical practice <input type="checkbox"/> practical work <input type="checkbox"/> online delivery <input type="checkbox"/> independent study
Hours of contact time expected per week	3 hrs of lecture per week
Hours of contact time expected per term	36
Program Implications	Does this course have program implications? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, please specify: click here to specify
Course Grouping or Stream	Does this course belong to a Group or Stream? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, please specify: Collaborative BScN Program
Cross-Listing	<input type="checkbox"/> Cross-Listed - this course may be credited towards Click here to enter cross-listing information
Learning Outcomes (6-8 points, visible, measurable and in active voice)	Students who successfully complete this course will demonstrate: 1. An awareness of the experience of individuals living with common disease processes and health challenges. 2. An understanding of the nurse's role in health promotion, protection, maintenance and restoration as well as palliative and end-of-life care when working with individuals experiencing

COURSE TEMPLATE

	<p>common disease processes and health challenges.</p> <ol style="list-style-type: none">3. An understanding of the influence of specific health challenges on individuals and their families within the contexts of health and environment, from a culturally competent lens.4. Knowledge of the acute care health system, including the interprofessional team, and the nurse's leadership role within the care team.5. An awareness of teaching/learning strategies related to common health challenges and disease processes.6. An understanding of the principles of evidence-informed practice and available resources.7. Demonstrates an awareness of the use of information and communication technologies in the delivery of care.
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B) Statement of Need:

This course has been revised to include an update to the course description and the learning outcomes. It is to be implemented in the collaborative nursing program curriculum commencing Fall 2019.

COURSE TEMPLATE

MOTION: That the Undergraduate Studies Committee (USC) recommend to Senate that **NURS 2026 Nursing Individuals experiencing Health Challenges** be revised in the Collaborative BScN and RPN to BScN Bridging Program.

A) Descriptive Data:

Course Code	NURS 2026
Course Title	Old: Clinical Practicum – Nursing in the Acute Care Setting New: Clinical Practicum: Nursing Individuals Experiencing Health Challenges
Course Credits	<input checked="" type="checkbox"/> 3 credits
Course Description	In this nursing practice course, students integrate the four processes of caring, critical thinking, communication, and change in the context of individuals experiencing health challenges. Students approach nursing care from the perspective of restoration and maintenance of health.
Course Prerequisite	All NURS courses at the 1000 level with a minimum grade of 60% or SAT, <u>BIOL 1011</u> and <u>BIOL 2707</u> ;
Course Corequisite	NURS 2016, NURS 2526
Antirequisite	NURS 2106, NSGD 2106
Restriction	Enrollment in the Collaborative BScN program
Instructional Method	<input type="checkbox"/> lecture <input type="checkbox"/> tutorial <input checked="" type="checkbox"/> laboratory work <input type="checkbox"/> studio work <input type="checkbox"/> private study <input type="checkbox"/> service learning <input type="checkbox"/> seminar <input checked="" type="checkbox"/> clinical practice <input type="checkbox"/> practical work <input type="checkbox"/> online delivery <input type="checkbox"/> independent study
Hours of contact time expected per week	Two hours of laboratory work and twelve hours of clinical practice per week for one term = 14 hrs/week
Hours of contact time expected per term	168 hrs
Program Implications	Does this course have program implications? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, please specify:
Course Grouping or Stream	Does this course belong to a Group or Stream? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please specify: Collaborative BScN Program
Cross-Listing	<input type="checkbox"/> Cross-Listed - this course may be credited towards
Learning Outcomes (6-8 points, visible, measurable and in active voice)	Students who successfully complete this course will demonstrate: <ol style="list-style-type: none"> 1. Recognition of the application of caring and practices professionally with guidance within legislative and ethical parameters. 2. With guidance, the development of a therapeutic relationship and/or partnership with individuals and their families. 3. With guidance co-creates health and well- being with individuals and their families.

COURSE TEMPLATE

	<ol style="list-style-type: none">4. With guidance, utilization of the nursing process to safely and competently assist the individuals and their families to identify and meet common health goals through the perspectives of health promotion, health protection, health restoration and health maintenance.5. Participation in interprofessional collaboration and recognizes the various roles of the health care team and communicates with selected members.6. A beginning understanding and application of the critical thinking process.7. Recognition of the role of research in contributing to evidence based nursing practice.8. An awareness of the process of change and the values and roles within nursing leadership.
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B) Statement of Need:

This course has been revised to include an update to the course title, description, and the learning outcomes. It is to be implemented in the collaborative nursing program curriculum commencing Fall 2019.

COURSE TEMPLATE

MOTION: That the Undergraduate Studies Committee (USC) recommend to Senate that **NURS 2036 Development of Nursing Knowledge** be **added** in the curriculum of the Collaborative BScN and RPN Bridging Program.

A) Descriptive Data:

Course Code	NURS 2036
Course Title	Development of Nursing Knowledge
Course Credits	<input checked="" type="checkbox"/> 3 credits
Course Description	Students explore the creation and evolution of nursing knowledge and its development and application to all domains of the nursing profession. The metaparadigm of nursing, and relevant concepts in nursing theories, are examined.
Course Prerequisite	All NURS courses at the 1000 level with a minimum grade of 60% or SAT, BIOL 1011, BIOL 2707, SOCI 1016, or enrollment in the RPN to BScN Program.
Course Corequisite	none
Antirequisite	NURS 3006, NSGD 3006
Restriction	Enrollment in the Collaborative BScN or RPN to BScN On-Campus Bridging Program
Instructional Method	<input checked="" type="checkbox"/> lecture <input type="checkbox"/> tutorial <input type="checkbox"/> laboratory work <input type="checkbox"/> studio work <input type="checkbox"/> private study <input type="checkbox"/> service learning <input type="checkbox"/> seminar <input type="checkbox"/> clinical practice <input type="checkbox"/> practical work <input type="checkbox"/> online delivery <input type="checkbox"/> independent study
Hours of contact time expected per week	3 hrs of lecture per week
Hours of contact time expected per term	36
Program Implications	Does this course have program implications? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, please specify: click here to specify
Course Grouping or Stream	Does this course belong to a Group or Stream? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please specify: Collaborative BScN Program
Cross-Listing	<input type="checkbox"/> Cross-Listed - this course may be credited towards Click here to enter cross-listing information
Learning Outcomes (6-8 points, visible, measurable and in active voice)	Students who successfully complete this course will demonstrate: <ol style="list-style-type: none"> 1. An understanding of the nature of knowledge and philosophy as it related to nursing science. 2. An awareness of history and the theoretical underpinning of nursing knowledge. 3. An awareness of the applicability of nursing knowledge to evidence-informed practice. 4. An understanding of the process of multiple ways of knowing and

COURSE TEMPLATE

	<p>creation of new nursing knowledge.</p> <p>5. An understanding of the terminology involved in nursing theory and knowledge development.</p> <p>6. Analysis and critique of nursing concepts, models, and theories.</p> <p>7. An ability to identify the contributions of other disciplines to nursing knowledge.</p>
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B) Statement of Need:

New course to be implemented in the revised collaborative nursing program curriculum commencing Fall 2019

COURSE TEMPLATE

MOTION: That the Undergraduate Studies Committee (USC) recommend to Senate that **NURS 2037 Pharmacology** be **revised** in the curriculum of the Collaborative BScN and RPN Bridging Program.

A) Descriptive Data:

Course Code	NURS 2037
Course Title	Pharmacology
Course Credits	<input checked="" type="checkbox"/> 3 credits
Course Description	Students examine nursing pharmaco-therapeutics related to body systems. Students learn drug classifications and how they relate to human disease. Students review the usual dosage, mechanisms of action, contraindications, adverse effects, and the nursing implications of specific medications.
Course Prerequisite	All NURS courses at the 1000 level with a minimum grade of 60% or SAT; BIOL 1011 and BIOL 2707
Course Corequisite	Click here to enter Course Corequisite
Antirequisite	Click here to enter Antirequisite
Restriction	Enrollment in the Collaborative BScN or RPN to BScN On-Campus Bridging Program
Instructional Method	<input checked="" type="checkbox"/> lecture <input type="checkbox"/> tutorial <input type="checkbox"/> laboratory work <input type="checkbox"/> studio work <input type="checkbox"/> private study <input type="checkbox"/> service learning <input type="checkbox"/> seminar <input type="checkbox"/> clinical practice <input type="checkbox"/> practical work <input type="checkbox"/> online delivery <input type="checkbox"/> independent study
Hours of contact time expected per week	3 hrs of lecture per week
Hours of contact time expected per term	36
Program Implications	Does this course have program implications? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, please specify: click here to specify
Course Grouping or Stream	Does this course belong to a Group or Stream? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please specify: Collaborative BScN Program
Cross-Listing	<input type="checkbox"/> Cross-Listed - this course may be credited towards Click here to enter cross-listing information
Learning Outcomes (6-8 points, visible, measurable and in active voice)	Students who successfully complete this course will demonstrate: <ol style="list-style-type: none"> 1. An ability to identify and explain principles of pharmacology. 2. Knowledge of legal and ethical aspects of medication administration. 3. An ability to describe the biopsychosocial issues around pharmacology. 4. An ability to describe the drug classification systems.

COURSE TEMPLATE

	<ol style="list-style-type: none">5. Knowledge of the effects of drugs on body systems.6. An ability to explain the common mechanisms of action, indications, contraindications and nursing implications of specific drugs within each classification.7. Knowledge of interprofessional collaboration and informational systems and technologies to support quality care.
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B) Statement of Need:

This course has been revised to include an update to the course description and the learning outcomes. It is to be implemented in the collaborative nursing program curriculum commencing Fall 2019.

COURSE TEMPLATE

MOTION: That the Undergraduate Studies Committee (USC) recommend to Senate that **NURS 2047 Professional Foundations in Nursing** be **revised** in the curriculum of the Collaborative BScN and RPN Bridging Program.

A) Descriptive Data:

Course Code	NURS 2047
Course Title	Professional Foundations in Nursing
Course Credits	<input checked="" type="checkbox"/> 3 credits
Course Description	The students continue to develop their professional self-concept by exploring historical, cultural, socio-political, and philosophical perspectives. Students explore legal and ethical foundations of professional practice, including human rights and professional regulation.
Course Prerequisite	All NURS courses at the 1000 level with a minimum grade of 60% or SAT, BIOL 1011 and BIOL 2707; or enrollment in the RPN to BScN Program.
Course Corequisite	none
Antirequisite	NURS 1007, NSGD 2047
Restriction	Enrollment in the Collaborative BScN or RPN to BScN On-Campus Bridging Program
Instructional Method	<input checked="" type="checkbox"/> lecture <input type="checkbox"/> tutorial <input type="checkbox"/> laboratory work <input type="checkbox"/> studio work <input type="checkbox"/> private study <input type="checkbox"/> service learning <input type="checkbox"/> seminar <input type="checkbox"/> clinical practice <input type="checkbox"/> practical work <input type="checkbox"/> online delivery <input type="checkbox"/> independent study
Hours of contact time expected per week	3 hrs of lecture per week
Hours of contact time expected per term	36
Program Implications	Does this course have program implications? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, please specify: click here to specify
Course Grouping or Stream	Does this course belong to a Group or Stream? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please specify: Collaborative BScN Program
Cross-Listing	<input type="checkbox"/> Cross-Listed - this course may be credited towards Click here to enter cross-listing information
Learning Outcomes (6-8 points, visible, measurable and in active voice)	Course Learning Outcomes: Students who successfully complete this course will demonstrate: 1. An understanding of the ethical underpinnings of nursing practice. 2. Knowledge of the concepts of ethical decision-making within the context of evidence informed nursing practice . 3. Knowledge of the relationship between nursing practice and

COURSE TEMPLATE

	<p>confidentiality, privacy and information systems, human rights, laws and torts, and informed consent.</p> <ol style="list-style-type: none">4. An ability to interpret the mandate and responsibilities of the College of Nurses of Ontario (CNO), as well as the function of other provincial and national regulatory bodies in nursing.5. An examination of CNO Practice Standards/Guidelines.6. Knowledge of the development and scope of professional nursing organizations at the provincial, national and international level.7. Knowledge of the roles and responsibilities of interprofessional collaboration and its impact on the health care delivery system.8. An examination of ethical and legal issues that include but are not limited to palliative and end-of-life care
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B) Statement of Need:

This course has been revised to include an update to the course description and the learning outcomes. It is to be implemented in the collaborative nursing program curriculum commencing Winter 2020.

COURSE TEMPLATE

MOTION: That the Undergraduate Studies Committee (USC) recommend to Senate that **NURS 2207 Clinical Practicum: Nursing Individuals experiencing Mental Health Challenges** be **added** in the curriculum of the Collaborative BScN and RPN to BScN Bridging Program.

A) Descriptive Data:

Old Course Code	NURS 2028
New Course Code	NURS 2207
Course Title	Old: Clinical Practicum: Nursing in Specialty Settings: Mental Health New: Clinical Practicum: Nursing Individuals Experiencing Mental Health Challenges
Course Credits	<input checked="" type="checkbox"/> New: 3 credits Old: 1.5 credits
Course Description	Students apply their knowledge and skills to assist individuals and families experiencing mental health challenges, in their recovery process. A major focus is on the building of therapeutic relationships/alliances with individuals, families and the interprofessional care team.
Course Prerequisite	All NURS courses at the 1000 level with a minimum grade of 60% or SAT, or enrollment in the RPN to BScN Program; BIOL 1011, BIOL 2707, SOCI 1016.
Course Corequisite	NURS 2007
Antirequisite	NURS 2027, NSGD 2028, NURS 2028
Restriction	Enrollment in the Collaborative BScN or RPN to BScN On-Campus Bridging Programs
Instructional Method	<input checked="" type="checkbox"/> lecture <input type="checkbox"/> tutorial <input checked="" type="checkbox"/> laboratory work <input type="checkbox"/> studio work <input type="checkbox"/> private study <input type="checkbox"/> service learning <input checked="" type="checkbox"/> seminar <input checked="" type="checkbox"/> clinical practice <input checked="" type="checkbox"/> practical work <input type="checkbox"/> online delivery <input type="checkbox"/> independent study
Hours of contact time expected per week	14 hours per week for 12 weeks
Hours of contact time expected per term	168
Program Implications	Does this course have program implications? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please specify: compulsory course
Course Grouping or Stream	Does this course belong to a Group or Stream? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please specify: Collaborative BScN Program
Cross-Listing	<input type="checkbox"/> Cross-Listed - this course may be credited towards Click here to enter cross-listing information

COURSE TEMPLATE

<p>Learning Outcomes <i>(6-8 points, visible, measurable and in active voice)</i></p>	<p>Students who successfully complete this course will demonstrate:</p> <ol style="list-style-type: none">1. A utilization of caring skills to practice professionally with minimal guidance within legislative and common ethical parameters.2. With minimal guidance, the ability to develop therapeutic relationships and/or partnerships with individuals and their families.3. With minimal guidance, knowledge of Co-creating health and well- being with individuals and their families.4. With minimal assistance, utilization of the nursing process to assist individuals and their family members across the lifespan to identify and meet common goals through the perspectives of health promotion, health protection, health restoration and health maintenance.5. Participation in interprofessional collaboration and communicates effectively with appropriate team members6. Utilization of critical thinking skills to apply selected principles and theories in nursing practice.7. With minimal guidance, knowledge of relevant research reports to support nursing practice.8. A beginning leadership role when working with individual clients.
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B) Statement of Need:

Course outline was developed from a previous course and now includes greater emphasis of cultural competencies, and family components. This course is transitioning from a 6-week course to a 12-week course and is scheduled to be initiated for Fall 2019.

COURSE TEMPLATE

MOTION: That the Undergraduate Studies Committee (USC) recommend to Senate that **NURS 2526 Pathophysiology** be **revised** in the curriculum of the Collaborative BScN and RPN Bridging Program.

A) Descriptive Data:

Course Code	NURS 2526	
Course Title	Pathophysiology	
Course Credits	<input checked="" type="checkbox"/> 3 credits	
Course Description	Students explore the pathophysiology of common health challenges throughout the life process. Students examine the etiology, pathogenesis, clinical manifestations, diagnostics, and management of diseases and health challenges.	
Course Prerequisite	All NURS courses at the 1000 level with a minimum grade of 60% or SAT; BIOL 1011 and BIOL 2707	
Course Corequisite	NURS 2016, NURS 2026	
Antirequisite	Click here to enter Antirequisite	
Restriction	Enrollment in the Collaborative BScN or RPN to BScN On-Campus Bridging Programs	
Instructional Method	<input checked="" type="checkbox"/> lecture <input type="checkbox"/> tutorial <input type="checkbox"/> laboratory work <input type="checkbox"/> studio work <input type="checkbox"/> private study <input type="checkbox"/> service learning <input type="checkbox"/> seminar <input type="checkbox"/> clinical practice <input type="checkbox"/> practical work <input type="checkbox"/> online delivery <input type="checkbox"/> independent study	
Hours of contact time expected per week	3 hrs of lecture per week	
Hours of contact time expected per term	36	
Program Implications	Does this course have program implications? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, please specify: click here to specify	
Course Grouping or Stream	Does this course belong to a Group or Stream? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please specify: Collaborative BScN Program	
<u>Cross-Listing</u>	<input type="checkbox"/> Cross-Listed - this course may be credited towards Click here to enter cross-listing information	
Learning Outcomes (6-8 points, visible, measurable and in active voice)	Students who successfully complete this course will demonstrate: <ol style="list-style-type: none"> 1. Knowledge of common disease or health challenges that affect each of the major body systems. 2. Knowledge of epidemiology and pathophysiology within the contexts of racial variations, health, and environment. 3. Application of the pathophysiology experienced by the individual with the disease or health challenge. 	

COURSE TEMPLATE

	<ol style="list-style-type: none">4. Knowledge of interprofessional roles related to diagnosis and management of diseases and health challenges.5. An ability to relate the specific health challenges to the perspectives of health promotion, health protection, health maintenance, and health restoration.
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B) Statement of Need:

This course has been revised to include an update to the course description and the learning outcomes. It is to be implemented in the collaborative nursing program curriculum commencing Fall 2019.

COURSE TEMPLATE

MOTION: That the Undergraduate Studies Committee (USC) recommend to Senate that **NURS 3007 Community Health Nursing** be **revised** in the curriculum of the Collaborative BScN and RPN to BScN Bridging Program.

A) Descriptive Data:

Course Code	NURS 3007
Course Title	Community Health Nursing
Course Credits	<input checked="" type="checkbox"/> 3 credits
Course Description	Students examine community health nursing with an emphasis on the processes of caring, communication, critical thinking, and change within the context of groups, communities, and populations. Students expand their understanding of the concept of nursing through the perspectives of health promotion, health protection, and illness/injury prevention. In addition, students explore concepts of interprofessional collaboration.
Course Prerequisite	All BScN courses at the 2000-level with a minimum grade of 60% or SAT, or all RPN to BScN courses at the 2000-level with a minimum grade of 60% or SAT; BIOL 2116, SOCI 1016
Course Corequisite	NURS 3027
Antirequisite	NSGD 3007
Restriction	Enrollment in the Collaborative BScN or RPN to BScN On-Campus Bridging Programs
Instructional Method	<input checked="" type="checkbox"/> lecture <input type="checkbox"/> tutorial <input type="checkbox"/> laboratory work <input type="checkbox"/> studio work <input type="checkbox"/> private study <input type="checkbox"/> service learning <input type="checkbox"/> seminar <input type="checkbox"/> clinical practice <input type="checkbox"/> practical work <input type="checkbox"/> online delivery <input type="checkbox"/> independent study
Hours of contact time expected per week	3 hrs of lecture per week
Hours of contact time expected per term	36
Program Implications	Does this course have program implications? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, please specify: click here to specify
Course Grouping or Stream	Does this course belong to a Group or Stream? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please specify: Collaborative BScN Program
Cross-Listing	<input type="checkbox"/> Cross-Listed - this course may be credited towards Click here to enter cross-listing information
Learning Outcomes (6-8 points, visible, measurable and in active voice)	Students who successfully complete this course will demonstrate: 1. An understanding of concepts significant to population health promotion nursing in the community, including health determinants, cultural competency , health promotion, population health, health protection, illness prevention, injury

COURSE TEMPLATE

	<p>prevention, primary health care, and public health.</p> <ol style="list-style-type: none">2. An ability to explore the development of community health nursing in Canada and demonstrate understanding of how the Community Health Nursing Standards guide evidence-informed practice.3. An ability to identify populations at risk using information and communication systems and technologies.4. Utilization of critical thinking skills to analyze a theoretical nursing approach to population health promotion nursing.5. Knowledge of the perspectives of health maintenance, rehabilitation, and palliation in community health nursing.6. An ability to explore advocacy through health promoting activities, policy development and policy promotion.7. An understanding of interprofessional approaches for building partnerships and community collaboration.
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B) Statement of Need:

This course has been revised to include an update to the course description and the learning outcomes. It is to be implemented in the collaborative nursing program curriculum commencing Fall 2020.

COURSE TEMPLATE

MOTION: That the Undergraduate Studies Committee (USC) recommend to Senate that **NURS 3017 Maternal Child Care** be **added** in the curriculum of the Collaborative BScN and RPN to BScN Bridging Program.

A) Descriptive Data:

Course Code	NURS 3017 (formally 2017)
Course Title	Old: Concepts in Maternity and Pediatric Nursing New: Maternal Child Care
Course Credits	<input checked="" type="checkbox"/> 3 credits
Course Description	Using a family-centered approach, students explore the perspectives of health promotion, health protection, health maintenance and restoration, as they relate to perinatal, neonatal and pediatric populations. Emphasis is placed on the nursing process, evidence-informed care, critical thinking, and cultural competency.
Course Prerequisite	All NURS courses at the 2000-level with a minimum grade of 60% or SAT, or enrolment in the RPN to BScN Program
Course Corequisite	NURS 3217 (Clinical Practicum: Maternal Child Nursing)
Antirequisite	NURS 2017, NSGD 2017
Restriction	Enrollment in the Collaborative BScN or RPN to BScN On-Campus Bridging Programs
Instructional Method	<input checked="" type="checkbox"/> lecture <input type="checkbox"/> tutorial <input type="checkbox"/> laboratory work <input type="checkbox"/> studio work <input type="checkbox"/> private study <input type="checkbox"/> service learning <input type="checkbox"/> seminar <input type="checkbox"/> clinical practice <input type="checkbox"/> practical work <input type="checkbox"/> online delivery <input type="checkbox"/> independent study
Hours of contact time expected per week	3 hrs of lecture per week
Hours of contact time expected per term	36
Program Implications	Does this course have program implications? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, please specify: click here to specify
Course Grouping or Stream	Does this course belong to a Group or Stream? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please specify: Collaborative BScN Program
Cross-Listing	<input type="checkbox"/> Cross-Listed - this course may be credited towards Click here to enter cross-listing information
Learning Outcomes (6-8 points, visible, measurable and in active voice)	Students who successfully complete this course will demonstrate: <ol style="list-style-type: none"> 1. An ability to describe the nurse's teaching and caring roles in promoting fetal and maternal health. 2. Knowledge of the nurse's role in promoting nutritional health. 3. Knowledge in caring for the individual and family during the perinatal period. 4. Analysis of ethical and legal issues related to perinatal and

COURSE TEMPLATE

	<p>pediatric nursing care pregnancy, birth, and childhood.</p> <ol style="list-style-type: none">5. An ability to distinguish the unique needs of children and their families in the application of nursing care and information and communication technologies.6. An ability to describe the nurses teaching and caring roles in promoting child health.7. Knowledge of perinatal and pediatric health challenges, including palliative and end-of-life care.8. Cultural competency in their understanding and response to the individual's expectations and needs.
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B) Statement of Need:

New course to be implemented in the revised collaborative nursing program curriculum in the 5th semester commencing Fall 2020.

COURSE TEMPLATE

MOTION: That the Undergraduate Studies Committee (USC) recommend to Senate that **NURS 3027 Nursing Communities and Populations** be **revised** in the curriculum of the Collaborative BScN and RPN Bridging Program.

A) Descriptive Data:

Course Code	NURS 3027
Course Title	Nursing Communities and Populations
Course Credits	<input checked="" type="checkbox"/> 3 credits
Course Description	Students apply and enhance their knowledge and skills related to community health nursing through working with registered nurses and interprofessional care team members in a community organization or population. Students focus on aspects of community health nursing, population health, health promotion, health protection, and illness/injury prevention.
Course Prerequisite	All NURS courses at the 2000-level with a minimum grade of 60% or SAT, or all RPN to BScN courses at the 2000-level with a minimum grade of 60% or SAT; BIOL 2116, SOCI 1016
Course Corequisite	NURS 3007
Antirequisite	NSGD 3027
Restriction	Enrollment in the Collaborative BScN or RPN to BScN On-Campus Bridging Programs
Instructional Method	<input type="checkbox"/> lecture <input type="checkbox"/> tutorial <input type="checkbox"/> laboratory work <input type="checkbox"/> studio work <input type="checkbox"/> private study <input type="checkbox"/> service learning <input type="checkbox"/> seminar <input checked="" type="checkbox"/> clinical practice <input type="checkbox"/> practical work <input type="checkbox"/> online delivery <input type="checkbox"/> independent study
Hours of contact time expected per week	14 hours/week over 12-week semester
Hours of contact time expected per term	168
Program Implications	Does this course have program implications? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, please specify: click here to specify
Course Grouping or Stream	Does this course belong to a Group or Stream? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please specify: Collaborative BScN Program
Cross-Listing	<input type="checkbox"/> Cross-Listed - this course may be credited towards Click here to enter cross-listing information
Learning Outcomes <i>(6-8 points, visible, measurable and in active voice)</i>	Students who successfully complete this course will demonstrate: <ol style="list-style-type: none"> 1. Utilization of caring skills to practice professionally within legislative and common ethical parameters. 2. Development in therapeutic relationships and/or partnerships with individuals and their families across the life span, including

COURSE TEMPLATE

	<p>families, groups, communities and populations.</p> <ol style="list-style-type: none">3. With minimal guidance, participation in the co-creation of health and well- being with individuals across the life span, families, groups, communities.4. With minimal assistance, uses the nursing process to assist the individual and their families, communities and populations, across the lifespan, to identify and meet health goals through the perspectives of health promotion, health protection, health restoration and health maintenance.5. Participation in interprofessional collaboration and communicates effectively with appropriate team members.6. Utilization of critical thinking skills to apply selected principles and theories in nursing practice.7. An ability to seek and incorporate relevant research results into nursing practice with families and groups.8. A beginning leadership role when working with individuals, families, groups, communities, and populations.
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B) Statement of Need:

This course has been revised to include an update to the course description and the learning outcomes. It is to be implemented in the collaborative nursing program curriculum commencing Winter 2020.

COURSE TEMPLATE

MOTION: That the Undergraduate Studies Committee (USC) recommend to Senate that **NURS 3116 (Nursing Research 1)** be **added** in the curriculum of the Collaborative BScN and RPN Bridging Program.

A) Descriptive Data:

Course Code	NURS 3116 (formally 4016)
Course Title	Old: Research in Nursing and Health New: Nursing Research 1
Course Credits	<input checked="" type="checkbox"/> 3 credits
Course Description	Students are introduced to nursing research core concepts and the application of research to their nursing practice. They critique paradigms of research and compare components of the various methodologies. The students practice critical appraisal and develop an understanding of the process of research and its relationship to evidence-informed practice.
Course Prerequisite	All NURS courses at the 2000-level with a minimum grade of 60% or SAT, or all RPN to BScN courses at the 2000-level with a minimum grade of 60% or SAT; BIOL 2116, SOCI 1016
Course Corequisite	none
Antirequisite	NURS 4016, NSGD 4016
Restriction	Enrollment in the Collaborative BScN or RPN to BScN On-Campus Bridging Programs
Instructional Method	<input checked="" type="checkbox"/> lecture <input type="checkbox"/> tutorial <input type="checkbox"/> laboratory work <input type="checkbox"/> studio work <input type="checkbox"/> private study <input type="checkbox"/> service learning <input type="checkbox"/> seminar <input type="checkbox"/> clinical practice <input type="checkbox"/> practical work <input type="checkbox"/> online delivery <input type="checkbox"/> independent study
Hours of contact time expected per week	3 hours of lecture per week
Hours of contact time expected per term	36 hrs
Program Implications	Does this course have program implications? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, please specify: click here to specify
Course Grouping or Stream	Does this course belong to a Group or Stream? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please specify: Collaborative BScN Program
Cross-Listing	<input type="checkbox"/> Cross-Listed - this course may be credited towards Click here to enter cross-listing information
Learning Outcomes (6-8 points, visible, measurable and in active voice)	Students who successfully complete this course will demonstrate: 1. An understanding of the interrelationship between theory, nursing research, and evidence informed practice. 2. An ability to identify and comprehend the processes and terminology

COURSE TEMPLATE

	<p>of research.</p> <ol style="list-style-type: none">3. An ability to differentiate between different research methods and key concepts of research methodologies.4. An understanding of the relevance and impact of ethics on research.5. The development of research questions.6. Beginning competence in dissemination of clinical research in an appropriate format.7. Use of information science to critically appraise clinical practice guidelines, research articles, and research reports.
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B) Statement of Need:

New course to be implemented in the revised collaborative nursing program curriculum in the 5th semester commencing Fall 2020

COURSE TEMPLATE

MOTION: That the Undergraduate Studies Committee (USC) recommend to Senate that **NURS 3117 (Nursing Research 2)** be **added** in the curriculum of the Collaborative BScN and RPN Bridging Program.

A) Descriptive Data:

Course Code	NURS 3117 (New)
Course Title	Nursing Research 2
Course Credits	<input checked="" type="checkbox"/> 3 credits
Course Description	Students continue to explore the research process as it relates to the development of nursing science and evidence-informed nursing practice. Research approaches build on the processes of Research 1.
Course Prerequisite	All NURS courses at the 2000-level with a minimum grade of 60% or SAT; NURS 3116 (Nursing Research 1); MATH1257
Course Corequisite	none
Antirequisite	NSGD 4016, NURS 4016
Restriction	Enrollment in the Collaborative BScN or RPN to BScN On-Campus Bridging Programs
Instructional Method	<input checked="" type="checkbox"/> lecture <input type="checkbox"/> tutorial <input type="checkbox"/> laboratory work <input type="checkbox"/> studio work <input type="checkbox"/> private study <input type="checkbox"/> service learning <input type="checkbox"/> seminar <input type="checkbox"/> clinical practice <input type="checkbox"/> practical work <input type="checkbox"/> online delivery <input type="checkbox"/> independent study
Hours of contact time expected per week	3
Hours of contact time expected per term	36
Program Implications	Does this course have program implications? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, please specify: click here to specify
Course Grouping or Stream	Does this course belong to a Group or Stream? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please specify: Collaborative BScN Program
Cross-Listing	<input type="checkbox"/> Cross-Listed - this course may be credited towards Click here to enter cross-listing information
Learning Outcomes (6-8 points, visible, measurable and in active voice)	Students who successfully complete this course will demonstrate: <ol style="list-style-type: none"> 1. An ability to articulate the components of the research process. 2. The application of ethical principles in research. 3. An ability to articulate the importance and mechanisms for research dissemination and knowledge translation in nursing

COURSE TEMPLATE

	<p>practice.</p> <ol style="list-style-type: none">4. The utilization of research findings.5. Advanced application of critical appraisal skills.6. Practical application of the research process.7. Application of information science to critically appraise clinical practice guidelines, research articles, and research reports.
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B) Statement of Need:

New course to be implemented in the revised collaborative nursing program curriculum in the 5th semester commencing Winter 2021.

COURSE TEMPLATE

MOTION: That the Undergraduate Studies Committee (USC) recommend to Senate that **NURS 3217 (Clinical Practicum: Maternal Child Nursing)** be added in the curriculum of the Collaborative BScN and RPN Bridging Program.

A) Descriptive Data:

Course Code	NURS 3217 (formally NURS 2029)
Course Title	Old: Clinical Practicum: Nursing in Specialized Settings: Women and Children New: Clinical Practicum: Maternal Child Nursing
Course Credits	<input checked="" type="checkbox"/> New: 3 credits Old: 1.5credits
Course Description	In this clinical practice course students apply their knowledge and skill in caring for women and children. Major foci are perinatal health and common pediatric health challenges.
Course Prerequisite	All NURS courses at the 2000 level with a minimum grade of 60% or SAT, BIOL 1011, BIOL 2707 and SOCI 1016; or enrollment in the RPN to BScN Program.
Course Corequisite	NURS 3017 (formally 2017)
Antirequisite	NURS 2029, NSGD 2029
Restriction	Enrollment in the Collaborative BScN or RPN to BScN On-Campus Bridging Programs
Instructional Method	<input type="checkbox"/> lecture <input type="checkbox"/> tutorial <input checked="" type="checkbox"/> laboratory work <input type="checkbox"/> studio work <input type="checkbox"/> private study <input type="checkbox"/> service learning <input type="checkbox"/> seminar <input checked="" type="checkbox"/> clinical practice <input type="checkbox"/> practical work <input type="checkbox"/> online delivery <input type="checkbox"/> independent study
Hours of contact time expected per week	14 hours/week over a 12 week semester.
Hours of contact time expected per term	168
Program Implications	Does this course have program implications? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, please specify: compulsory course
Course Grouping or Stream	Does this course belong to a Group or Stream? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please specify: Collaborative BScN Program
Cross-Listing	<input type="checkbox"/> Cross-Listed - this course may be credited towards Click here to enter cross-listing information
Learning Outcomes (6-8 points, visible, measurable and in active voice)	Students who successfully complete this course will demonstrate: <ol style="list-style-type: none"> 1. Utilization of caring skills to practice professionally within legislative and common ethical parameters. 2. Development in therapeutic relationships and/or partnerships with individuals and their families across the life span, including families, groups, communities and populations. 3. With minimal guidance, participation in the co-creation of health and

COURSE TEMPLATE

	<p>well- being with individuals across the life span, families, groups, communities.</p> <ol style="list-style-type: none">4. With minimal assistance, uses the nursing process to assist the individual and their families, communities and populations, across the lifespan, to identify and meet health goals through the perspectives of health promotion, health protection, health restoration and health maintenance.5. Participation in interprofessional collaboration and communicates effectively with appropriate team members.6. Utilization of critical thinking skills to apply selected principles and theories in nursing practice.7. An ability to seek and incorporate relevant research results into nursing practice with families and groups.8. A beginning leadership role when working with individuals, families, groups, communities, and populations.
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B) Statement of Need:

This new course will be a 12-week course, and aligned with the new theory course NURS 3017 and both will be moved to year 3 of the collaborative BScN program, and commencing in the Fall of 2020.

COURSE TEMPLATE

MOTION: That the Undergraduate Studies Committee (USC) recommend to Senate that **NURS 4024 (Clinical Practicum: Nursing Preceptorship)** be **added** in the curriculum of the Collaborative BScN and RPN Bridging Program.

A) Descriptive Data:

Course Code	NURS 4024 (formally 4027)
Course Title	Old: Clinical Practicum: Preceptorship New: Clinical Practicum: Nursing Preceptorship
Course Credits	<input checked="" type="checkbox"/> New: 12 credits Old: 9 cr.
Course Description	Students assume incremental responsibility for client care. Focus is on the integration of theory and practice in a variety of health care settings under the supervision of a Registered Nurse. Students develop clinical reasoning, clinical judgement, independent decision-making skills, professional accountability, responsibility, and identity.
Course Prerequisite	NURS 4067(Principles of Management, Leadership and Change), NURS 4026, NURS 4036, NURS 4436(Concepts in Gerontological Nursing)
Course Corequisite	NURS 4126 (Transitions in Professional Practice)
Antirequisite	NURS 4027, NSGD 4027
Restriction	Enrollment in the Collaborative BScN or RPN to BScN On-Campus Bridging Programs
Instructional Method	<input type="checkbox"/> lecture <input type="checkbox"/> tutorial <input type="checkbox"/> laboratory work <input type="checkbox"/> studio work <input type="checkbox"/> private study <input type="checkbox"/> service learning <input type="checkbox"/> seminar <input checked="" type="checkbox"/> clinical practice <input type="checkbox"/> practical work <input type="checkbox"/> online delivery <input type="checkbox"/> independent study
Hours of contact time expected per week	35 hours per week
Hours of contact time expected per term	420 hours for the semester
Program Implications	Does this course have program implications? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, please specify: click here to specify
Course Grouping or Stream	Does this course belong to a Group or Stream? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please specify: Collaborative BScN Program
Cross-Listing	<input type="checkbox"/> Cross-Listed - this course may be credited towards Click here to enter cross-listing information
Learning Outcomes (6-8 points, visible, measurable and in active voice)	Students who successfully complete this course will demonstrate: COURSE LEARNING OUTCOMES 1. The application of the concept of caring to professional practice within legislative and ethical parameters, at an entry to practice level. 2. An ability to develop and sustain therapeutic relationships

COURSE TEMPLATE

	<p>and/or partnerships with clients (individuals, families, groups, communities and populations), at an entry to practice level.</p> <ol style="list-style-type: none">3. An ability to co-create health and well-being with individuals across the life span, and their families, at an entry to practice level.4. The utilization of the nursing process to safely and competently facilitate the individual and their families, groups, communities and populations in achieving their health goals through the perspectives of health promotion, health protection, health restoration and health maintenance.5. An ability to initiate communication and actively participates in interprofessional collaboration.6. The utilization of critical thinking skills to apply relevant principles and theories in nursing practice.7. An ability to practice evidence-based nursing by applying and assisting others to apply appropriate research results.8. Engagement in the process of change to support the application of nursing leadership.
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B) Statement of Need:

New course will be replacing the final praxis course (NURS 4027) and moving from a 9 credit course to a 12 credit course. Students are transitioning into independent practice and work in a full time capacity during this placement and this change supports an increase in credit value for this work. It is to be implemented in the revised collaborative nursing program curriculum commencing Fall 2021 (Externship).

COURSE TEMPLATE

MOTION: That the Undergraduate Studies Committee (USC) recommend to Senate that **NURS 4026 Clinical Practicum: Advanced Clinical Practice** be **revised** in the curriculum of the Collaborative BScN and RPN Bridging Program.

A) Descriptive Data:

Course Code	NURS 4026
Course Title	Clinical Practicum: Advanced Clinical Practice
Course Credits	<input checked="" type="checkbox"/> 3 credits
Course Description	Students apply their cumulative knowledge and skills related to the care of individuals and families experiencing complex health challenges. Emphasis is placed on Gerontological competencies and standards of practice.
Course Prerequisite	All NURS courses at the 3000-level with a minimum grade of 60% or SAT
Course Corequisite	NURS 4036, NURS 3117 (Research 2)
Antirequisite	NSGD 4026
Restriction	Enrollment in the Collaborative BScN or RPN to BScN On-Campus Bridging Programs
Instructional Method	<input type="checkbox"/> lecture <input type="checkbox"/> tutorial <input checked="" type="checkbox"/> laboratory work <input type="checkbox"/> studio work <input type="checkbox"/> private study <input type="checkbox"/> service learning <input type="checkbox"/> seminar <input checked="" type="checkbox"/> clinical practice <input type="checkbox"/> practical work <input type="checkbox"/> online delivery <input type="checkbox"/> independent study
Hours of contact time expected per week	14hours/week per semester
Hours of contact time expected per term	168
Program Implications	Does this course have program implications? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, please specify: click here to specify
Course Grouping or Stream	Does this course belong to a Group or Stream? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please specify: Collaborative BScN Program
Cross-Listing	<input type="checkbox"/> Cross-Listed - this course may be credited towards Click here to enter cross-listing information
Learning Outcomes (6-8 points, visible, measurable and in active voice)	Students who successfully complete this course will demonstrate: 9. The application of the concept of caring to professional practice within legislative and ethical parameters, approaching entry level practice. 10. An ability to develop and sustain therapeutic relationships and/or partnerships with clients (individuals, families, groups, communities and populations), approaching entry level practice.

COURSE TEMPLATE

	<ol style="list-style-type: none">11. An ability to co-create health and well-being with individuals across the life span, and their families, approaching entry level practice.12. The utilization of the nursing process to safely and competently facilitate the individual and their families, groups, communities and populations in achieving their health goals through the perspectives of health promotion, health protection, health restoration and health maintenance.13. An ability to initiate communication and actively participates in interprofessional collaboration.14. The utilization of critical thinking skills to apply relevant principles and theories in nursing practice.15. An ability to practice evidence-based nursing by applying and assisting others to apply appropriate research results.16. Engagement in the process of change to support the application of nursing leadership.
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B) Statement of Need:

This course has been revised to reflect the addition of specific threads including Gerontological Competencies and Standards of Practice, and is to be implemented in the collaborative nursing program curriculum commencing Fall 2021.

COURSE TEMPLATE

MOTION: That the Undergraduate Studies Committee (USC) recommend to Senate that **NURS 4036 Complex Health Challenges** be **revised** in the curriculum of the Collaborative BScN and RPN Bridging Program.

A) Descriptive Data:

Course Code	NURS 4036
Course Title	Complex Health Challenges
Course Credits	<input checked="" type="checkbox"/> 3 credits
Course Description	Students learn advanced concepts relevant to the care of individuals and families experiencing complex health challenges. Students examine caring for individuals and their families experiencing complex health challenges using an interprofessional and culturally competent approach.
Course Prerequisite	All NURS courses at the 3000-level with a minimum grade of 60% or SAT
Course Corequisite	NURS 4026, NURS 3117(Research 2)
Antirequisite	NSGD 4036
Restriction	Enrollment in the Collaborative BScN or RPN to BScN On-Campus Bridging Programs
Instructional Method	<input checked="" type="checkbox"/> lecture <input type="checkbox"/> tutorial <input type="checkbox"/> laboratory work <input type="checkbox"/> studio work <input type="checkbox"/> private study <input type="checkbox"/> service learning <input type="checkbox"/> seminar <input type="checkbox"/> clinical practice <input type="checkbox"/> practical work <input type="checkbox"/> online delivery <input type="checkbox"/> independent study
Hours of contact time expected per week	3 hrs of lecture per week
Hours of contact time expected per term	36
Program Implications	Does this course have program implications? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, please specify: click here to specify
Course Grouping or Stream	Does this course belong to a Group or Stream? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please specify: Collaborative BScN Program
Cross-Listing	<input type="checkbox"/> Cross-Listed - this course may be credited towards Click here to enter cross-listing information
Learning Outcomes (6-8 points, visible, measurable and in active voice)	Students who successfully complete this course will demonstrate: Course Learning Outcomes: <ol style="list-style-type: none"> 1. An application of advanced critical thinking skills and nursing knowledge to provide culturally competent care for individuals and families with complex health challenges within complex contexts. 2. The nurse's role in health promotion, health protection, health maintenance, and health restoration when working with individuals and their families with complex health challenges, including

COURSE TEMPLATE

	<p>palliative and end of life care.</p> <ol style="list-style-type: none">3. An integration of nursing knowledge within a leadership role in the health care system.4. The use of information and communication technologies in the delivery of complex health care.5. The application of the body of knowledge from nursing and other disciplines concerning current and emerging health issues.
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B) Statement of Need:

This course has been revised to include an update to the course description and the learning outcomes. It is to be implemented in the collaborative nursing program curriculum commencing Fall 2021.

COURSE TEMPLATE

MOTION: That the Undergraduate Studies Committee (USC) recommend to Senate that **NURS 4067 (Principles of Management, Leadership and Change)** be **added** in the curriculum of the Collaborative BScN and RPN Bridging Program.

A) Descriptive Data:

Course Code	NURS 4067
Course Title	Principles of Management, Leadership, and Change
Course Credits	<input checked="" type="checkbox"/> 3 credits
Course Description	Students consolidate theories and concepts of nursing leadership, management, and change within the context of the health care system for praxis.
Course Prerequisite	All NURS courses at the 3000-level with a minimum grade of 60% or SAT
Course Corequisite	NURS 4026 , NURS 4036, NURS 4436
Antirequisite	NURS 4017, NURS 4007, NSGD 4017, NSGD 4007
Restriction	Enrollment in the Collaborative BScN or RPN to BScN On-Campus Bridging Programs
Instructional Method	<input checked="" type="checkbox"/> lecture <input type="checkbox"/> tutorial <input type="checkbox"/> laboratory work <input type="checkbox"/> studio work <input type="checkbox"/> private study <input type="checkbox"/> service learning <input type="checkbox"/> seminar <input type="checkbox"/> clinical practice <input type="checkbox"/> practical work <input type="checkbox"/> online delivery <input type="checkbox"/> independent study
Hours of contact time expected per week	3 hrs per week
Hours of contact time expected per term	36 hours per term
Program Implications	Does this course have program implications? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, please specify: click here to specify
Course Grouping or Stream	Does this course belong to a Group or Stream? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please specify: Collaborative BScN Program
Cross-Listing	<input type="checkbox"/> Cross-Listed - this course may be credited towards Click here to enter cross-listing information
Learning Outcomes (6-8 points, visible, measurable and in active voice)	Students who successfully complete this course will demonstrate: <ol style="list-style-type: none"> 1. The ability to analyze the historical, social, cultural, political, economic, and environmental issues and emerging trends that underpin and influence the health care systems. 2. An ability to differentiate the concepts of leadership and management. 3. An understanding of the concepts of critical decision making in an environment of change. 4. An understanding of the role of nursing leadership to facilitate an environment that promotes interprofessional collaboration through

COURSE TEMPLATE

	<p>application of principles of role clarification, team functioning, conflict resolution, shared problem solving, decision making (CNO, 2014).</p> <p>5. The integration of continuously quality improvement principles and activities into nursing practice.</p> <p>6. Application of leadership and advocacy skills in the coordination of the health care team including the delegation of care.</p>
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B) Statement of Need:

New course to be implemented in the revised collaborative nursing program curriculum commencing Fall 2021.

COURSE TEMPLATE

MOTION: That the Undergraduate Studies Committee (USC) recommend to Senate that **NURS 4126 (Transition to Professional Practice)** be **added** in the curriculum of the Collaborative BScN and RPN to BScN Bridging Program.

A) Descriptive Data:

Course Code	NURS 4126
Course Title	Transition to Professional Practice
Course Credits	<input checked="" type="checkbox"/> 3 credits
Course Description	Students explore the development of practice of self-regulation and readiness strategies in the context of role-transitioning and role-socialization to professional practice.
Course Prerequisite	All NURS courses at the 3000-level with a minimum grade of 60% or SAT, NURS 4026, NURS 4036, NURS 4067, NURS 4436
Course Corequisite	NURS 4024 (formally 4027)
Antirequisite	NURS 4007, NURS 4017, NSGD 4007, NSGD 4017
Restriction	Enrollment in the Collaborative BScN or RPN to BScN On-Campus Bridging Programs
Instructional Method	<input checked="" type="checkbox"/> lecture <input type="checkbox"/> tutorial <input type="checkbox"/> laboratory work <input type="checkbox"/> studio work <input type="checkbox"/> private study <input type="checkbox"/> service learning <input type="checkbox"/> seminar <input type="checkbox"/> clinical practice <input type="checkbox"/> practical work <input type="checkbox"/> online delivery <input type="checkbox"/> independent study
Hours of contact time expected per week	12 weeks of online instruction per semester
Hours of contact time expected per term	36
Program Implications	Does this course have program implications? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, please specify: click here to specify
Course Grouping or Stream	Does this course belong to a Group or Stream? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please specify: Collaborative BScN Program
Cross-Listing	<input type="checkbox"/> Cross-Listed - this course may be credited towards Click here to enter cross-listing information
Learning Outcomes <i>(6-8 points, visible, measurable and in active voice)</i>	Students who successfully complete this course will demonstrate: <ol style="list-style-type: none"> 1. An understanding of the concepts of role transition and role socialization into a profession. 2. An understanding of strategies for the successful transition from student nurse role to professional nurse role. 3. An ability to articulate relevant self-management skills to assist in transitioning to professional nurse.

COURSE TEMPLATE

	<p>4. Career planning strategies in becoming a professional nurse.</p> <p>5. Knowledge of professional and collective bargaining associations and regulatory bodies and their roles.</p> <p>6. An understanding of the process for obtaining a registration certificate as a Registered Nurse in Canada.</p> <p>7. Application of appropriate communication (individually, family and teams) and conflict management skills in professional interactions and contexts.</p>
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B) Statement of Need:

New course to be implemented in the final semester of the revised collaborative nursing program curriculum commencing Fall 2021 (Externship).

COURSE TEMPLATE

MOTION: That the Undergraduate Studies Committee (USC) recommend to Senate that **NURS 4436 Advanced Studies in Aging and Health** be **added** in the curriculum of the Collaborative BScN and RPN Bridging Program.

A) Descriptive Data:

Course Code	NURS 4436 (formally 4446)
Course Title	Old: Concepts and Strategies in Gerontological Nursing New: Concepts in Gerontological Nursing
Course Credits	<input checked="" type="checkbox"/> 3 credits
Course Description	Students examine complex concepts that are unique to caring for the older adult and their families from perspectives of health promotion, protection, maintenance, restoration, and palliation. Students analyze health and social challenges that impact the older adult.
Course Prerequisite	All NURS courses at the 3000-level with a minimum grade of 60% or SAT
Course Corequisite	NURS 4067 (Principles in Management, Leadership, and Change), NURS 4026, NURS 4036
Antirequisite	NURS 4446
Restriction	Enrollment in the Collaborative BScN or RPN to BScN On-Campus Bridging Programs
Instructional Method	<input checked="" type="checkbox"/> lecture <input type="checkbox"/> tutorial <input type="checkbox"/> laboratory work <input type="checkbox"/> studio work <input type="checkbox"/> private study <input type="checkbox"/> service learning <input type="checkbox"/> seminar <input type="checkbox"/> clinical practice <input type="checkbox"/> practical work <input type="checkbox"/> online delivery <input type="checkbox"/> independent study
Hours of contact time expected per week	3 hrs of lecture per week
Hours of contact time expected per term	36
Program Implications	Does this course have program implications? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, please specify: click here to specify
Course Grouping or Stream	Does this course belong to a Group or Stream? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please specify: Collaborative BScN Program
<u>Cross-Listing</u>	<input type="checkbox"/> Cross-Listed - this course may be credited towards Click here to enter cross-listing information
Learning Outcomes (6-8 points, visible, measurable and in active voice)	Students who successfully complete this course will demonstrate: 1. Application of gerontological nursing concepts to provide person and family centered care for older adults experiencing health challenges. 2. Knowledge of gerontological nursing in Canada and how the Canadian nursing practice standards guide evidence-informed practice.

COURSE TEMPLATE

	<ol style="list-style-type: none">3. Application of interprofessional and culturally competent approaches in caring for older adults.4. Appraisal of evidence that informs the care of the older adult.5. An understanding of the health challenges and factors that impact the quality of life for the older adult. Some of the concepts discussed include mobility, functional decline, frailty, polypharmacy, chronic disease, 3 D's (dementia, depression and delirium), pain, palliative and end-of-life care.6. An understanding and use of information and communication technologies in the delivery of care.
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B) Statement of Need:

This is a new course is modelled after the former Gerontological course and is reflective of the addition of specific threads including Gerontological Competencies and Standards of Practice, and is to be implemented in the collaborative nursing program curriculum as a core course rather than an elective commencing Fall 2021.

Department of Social Work
Proposed Curriculum Revisions
6 October 2017

The following motions were approved at a Social Work Departmental Group Meeting held on Wednesday 4 October 2017:

MOTION 1: That the Undergraduate Studies Committee recommend to Senate to approve the deletion of SWRK3305 Individual Practice Across the Life Span (6 credits) and replace it with two 3-credit courses: SWRK3356 Individual Practice Across the Life Span I (3 credits) and SWRK3357 Individual Practice Across the Life Span II (3 credits).

Rationale: This is an applied course that considers social work practice across the life span. The division of the course into two parts will enable us to deliver the content consistent with a human development approach, and engage two instructors one of whom will have expertise in practice with children and youth (0-18 years) for SWRK3356 (Part I) and another with expertise in practice with adults (18+) for SWRK3357 (Part II). The course description and learning outcomes from SWRK3305 have been applied to the new SWRK3356 and SWRK3357 with some minor changes.

Two new course templates follow. The course template for the previously approved SWRK3305 is available at the end of this document.

Course Code	SWRK3356
Course Title	Individual Practice Across the Life Span Part 1
Course Credits	<input checked="" type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other Click here to specify
Course Description	Students critically consider human development and contemporary evidence-informed practice with children, youth and families. Students explore the debates and/or tensions between various approaches, their effectiveness with diverse service user groups, and use within the current policy context.
Course Prerequisite	SWRK1007; SWLF1006; SWRK2006; SWRK2107 or equivalent
Course Corequisite	Click here to enter Course Corequisite
Antirequisite	SWRK3305
Restriction	Available to students in the 3 rd year BSW program only.
Instructional Method	<input checked="" type="checkbox"/> lecture <input type="checkbox"/> tutorial <input type="checkbox"/> laboratory work <input type="checkbox"/> studio work <input checked="" type="checkbox"/> private study <input type="checkbox"/> service learning <input type="checkbox"/> seminar <input type="checkbox"/> clinical practice <input type="checkbox"/> practical work <input type="checkbox"/> online delivery <input type="checkbox"/> independent study
Hours of contact time	3

expected per week	
Hours of contact time expected per term	36
Program Implications (ie. Does this program belong to a Group or Stream?)	Does this course have program implications? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, please specify: click here to specify
Course Grouping or Stream	Does this course belong to a Group or Stream? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, please specify: click here to specify
Cross-Listing	<input type="checkbox"/> Cross-Listed - this course may be credited towards Click here to enter cross-listing information
Learning Outcomes (6-8 points, visible, measurable and in active voice)	Students who successfully complete this course will demonstrate: <ol style="list-style-type: none"> 1. An understanding of human development theories in relation to practice methods. 2. An ability to describe and critically analyze social work theories and practice methods across a range of diverse range of practice scenarios, analyzing benefits and limitation of each. 3. An ability to compare and contrast the strengths and limitations of various social work approaches related to assessment and intervention with individuals and families. 4. A holistic approach to the identification of needs, rights, strengths and risks. 5. An awareness and respect for diversity of individuals, families, cultures, systems of belief and values, and the need to adapt practice to respond effectively. 6. An understanding of the significance of structural level analyses when working with intra-personal and inter-personal problems. 7. An ability to apply core knowledge and transferrable skills to a range of service user groups.

Course Code	SWRK3357
Course Title	Individual Practice Across the Life Span Part 2
Course Credits	<input checked="" type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other Click here to specify
Course Description	Building on SWRK3356, students critically consider human development and contemporary evidence-informed practice with individuals and families in adulthood, late adulthood and end of life. Students explore the debates and/or tensions between various approaches, their effectiveness with diverse service user groups, and use within the current policy context.
Course Prerequisite	SWRK1007; SWLF1006; SWRK2006; SWRK2107 or equivalent
Course Corequisite	Click here to enter Course Corequisite

Antirequisite	SWRK3305
Restriction	Available to students in the 3 rd year BSW program only.
Instructional Method	<input checked="" type="checkbox"/> lecture <input type="checkbox"/> tutorial <input type="checkbox"/> laboratory work <input type="checkbox"/> studio work <input checked="" type="checkbox"/> private study <input type="checkbox"/> service learning <input type="checkbox"/> seminar <input type="checkbox"/> clinical practice <input type="checkbox"/> practical work <input type="checkbox"/> online delivery <input type="checkbox"/> independent study
Hours of contact time expected per week	3
Hours of contact time expected per term	36
Program Implications (ie. Does this program belong to a Group or Stream?)	Does this course have program implications? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, please specify: click here to specify
Course Grouping or Stream	Does this course belong to a Group or Stream? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, please specify: click here to specify
Cross-Listing	<input type="checkbox"/> Cross-Listed - this course may be credited towards Click here to enter cross-listing information
Learning Outcomes <i>(6-8 points, visible, measurable and in active voice)</i>	Students who successfully complete this course will demonstrate: <ol style="list-style-type: none"> 1. An understanding of human development theories in relation to practice methods. 2. An ability to describe and critically analyze social work theories and practice methods across a range of diverse range of practice scenarios, analyzing benefits and limitation of each. 3. An ability to compare and contrast the strengths and limitations of various social work approaches related to assessment and intervention with individuals and families. 4. A holistic approach to the identification of needs, rights, strengths and risks. 5. An awareness and respect for diversity of individuals, families, cultures, systems of belief and values, and the need to adapt practice to respond effectively. 6. An understanding of the significance of structural level analyses when working with intra-personal and inter-personal problems. 7. An ability to apply core knowledge and transferrable skills to a range of service user groups.

MOTION 2: That the Undergraduate Studies Committee recommend to Senate the approval of minor changes to SWRK4206 Social Work Research.

Rationale: Minor changes to the course description and learning outcomes will provide students with a basic grounding in statistics that are significant if they intend to apply to graduate studies in social work.

The following is a revised course template. The previous course template is available at the end of this document.

Course Code	SWRK4206
Course Title	Social Work Research
Course Credits	<input checked="" type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other Click here to specify
Course Description	Students are introduced to the social work research process including program evaluation, quantitative and qualitative research design and approaches to data analysis. Students acquire the necessary knowledge and skills to effectively critique knowledge development within an anti-oppression framework.
Course Prerequisite	SWRK3505; SWRK3216; SWRK3406; SRWK3356; SWRK3357; SWRK3506; SWRK3806; SWRK3316; SWRK3106
Course Corequisite	Click here to enter Course Corequisite
Antirequisite	Click here to enter Antirequisite
Restriction	Available to students in the 4 th year BSW program only.
Instructional Method	<input checked="" type="checkbox"/> lecture <input type="checkbox"/> tutorial <input type="checkbox"/> laboratory work <input type="checkbox"/> studio work <input checked="" type="checkbox"/> private study <input type="checkbox"/> service learning <input type="checkbox"/> seminar <input type="checkbox"/> clinical practice <input type="checkbox"/> practical work <input type="checkbox"/> online delivery <input type="checkbox"/> independent study
Hours of contact time expected per week	3
Hours of contact time expected per term	36
Program Implications (ie. Does this program belong to a Group or Stream?)	Does this course have program implications? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, please specify: click here to specify
Course Grouping or Stream	Does this course belong to a Group or Stream? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, please specify: click here to specify
Cross-Listing	<input type="checkbox"/> Cross-Listed - this course may be credited towards Click here to enter cross-listing information
Learning Outcomes (6-8 points, visible, measurable and in active voice)	Students who successfully complete this course will demonstrate: 1. An ability to differentiate between the qualitative and quantitative paradigms in research and their purposes in the development of social work knowledge.

	<ol style="list-style-type: none"> 2. An understanding of the ethical considerations in conducting research, particularly in relation to marginalized groups. 3. Knowledge in relation to the formulation of a research hypothesis/question, sampling, data collection and data analysis (qualitative approaches and descriptive and inferential statistics). 4. How to design both formative and summative approaches to program evaluation. 5. How to effectively apply and/or mobilize research knowledge in relation to practice, program or policy development and social action.
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Motion 3: That the Undergraduate Studies Committee recommend to Senate to approve SWRK3406 Aboriginal Communities and Metis Nation be renamed SWRK3406 Indigenous Perspectives and Social Work Practice.

Rationale: The proposed new name more accurately reflects the aims and learning outcomes of the course, in that it points to an exploration of Indigenous experiences and perspectives (particularly First Nations and Métis People) as these are concerned with and relate to social work practice. Substituting the collective noun “Aboriginal” with the collective noun “Indigenous” adds an important international acknowledgement to the chosen terminology.

An updated course description follows to demonstrate where ‘Aboriginal’ has been replaced with ‘Indigenous’. There are no other changes to the course template.

This course will provide an introduction to the historical and contemporary issues facing Indigenous Peoples in Canada (with an emphasis on First Nation and Métis people), in the context of social welfare and social work practice. The effects of discourses enacted through policies, structures and practices will be explored in relation to how they contribute to the continuing marginalization of these groups. Students will learn about the significance of Indigenous worldviews, values and identity as these relate to the provision of social work services. The constructs of “helper” and “ally” will be explored from an Indigenous perspective, and issues of Indigenous self-determination will be a core component of the course.

Learning Expectations/Outcomes:

1. Identify and analyze both the historical and contemporary systems, structures and policies that negatively impact Indigenous peoples in Canada.
2. Integrate theoretical understandings, social work knowledge and values to an analysis of the ongoing marginalization of Indigenous peoples.
3. Conduct a systemic analysis and critical evaluation of theoretical and conceptual bases of social work practice and assess their relevance to working with Indigenous peoples.

4. Demonstrate an awareness of the limits of current social work knowledge in relation to working with Indigenous peoples, while acknowledging the tensions, contradictions and ambiguities.
5. Articulate the significance of Indigenous worldviews and values and explain the significance to social work practice.
6. Analyze and explain the significance of the terms “helper” and “ally” from an Indigenous perspective, identifying the tensions and ethical considerations associated with such roles.

Motion 4: That the Undergraduate Studies Committee recommend to Senate to approve SWRK4306 Aboriginal Wellness be renamed SWRK4306 Indigenous Wellness.

Rationale: The proposed new name more accurately reflects the aims and learning outcomes of the course, in that it points to an exploration of Indigenous experiences and perspectives (particularly First Nations and Métis People) as these are concerned with and relate to social work practice. Substituting the collective noun “Aboriginal” with the collective noun “Indigenous” adds an important international acknowledgement to the chosen terminology.

An updated course description follows to demonstrate where ‘Aboriginal’ has been replaced with ‘Indigenous’. There are no other changes to the course template.

Students develop reflective process which emphasizes a holistic approach to well-being and healing. Drawing on Indigenous worldviews, students explore how wellness encompasses individuals, families, communities, and spiritual relationships. Students learn about the strengths of Indigenous worldviews in helping others and how these 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 Indigenous Peoples.

Learning Expectations/Outcomes

1. Articulate a general understanding of Indigenous worldviews, philosophy and cultures, particularly as related to notions of healing and well-being.
2. Integrate an understanding of systemic oppression and discrimination in an analysis of the limitations of mainstream social work approaches in working with Indigenous Peoples.
3. Demonstrate an understanding of Indigenous research and social work practices.
4. Critically analyze the historical and contemporary roles of social workers as well as implications for practice.
5. Demonstrate a respect for diversity, consistent with social work ethics and values.
6. Articulate the roles and responsibilities of social workers as allies to Indigenous Peoples or as Indigenous social workers.
7. Apply the principles of a holistic approach to social work practice with Indigenous Peoples.

Motion 5: That the Undergraduate Studies Committee recommend to Senate to approve SWRK4316 Aboriginal Child Welfare be renamed SWRK4316 Indigenous Child Welfare.

Rationale: The proposed new name more accurately reflects the aims and learning outcomes of the course, in that it points to an exploration of Indigenous experiences and perspectives (particularly First Nations and Métis People) as these are concerned with and relate to social work practice. Substituting the collective noun “Aboriginal”

with the collective noun “Indigenous” adds an important international acknowledgement to the chosen terminology.

An updated course description follows to demonstrate where ‘Aboriginal’ has been replaced with ‘Indigenous’. There are no other changes to the course template.

Students critically examine the way in which the mainstream child welfare system is designed and delivered, with a particular focus on its impact on Indigenous children and families. Beginning from an historical perspective, students explore the structural issues that continue to affect Indigenous Peoples. Child welfare work in the contemporary context is investigated in both Indigenous contexts and mainstream settings, as a means of exploring alternative methods of intervention.

Learning Expectations/Outcomes

1. Analyze the impact of social, political and economic policies on Indigenous Peoples.
2. Demonstrate an understanding of the major historical, ideological legal and professional themes that inform child welfare policy and practice.
3. Analyze the strengths and weaknesses of mainstream child welfare practices and policies on Indigenous families and communities.
4. Apply holistic approaches to social work practices with Indigenous families involved with the child welfare system.
5. Identify barriers and opportunities for developing helping relationships with Indigenous families and communities involved with the child welfare system.
6. Demonstrate a critical awareness of the significance of social workers’ social locations, professional ethics, and power within the helping relationship with Indigenous Peoples.

Motion 6: That the Undergraduate Studies Committee recommend to Senate to approve an increase in total contact hours for SWRK3505 Field Education I from 375 hours field education plus 6 hours field integration seminars to 375 hours field education plus 8 hours field integration seminars.

Rationale: The additional time for integrative seminars will further support students to demonstrate an ability to reach professional judgements through the integration of theory, professional values and ethics.

There are no other changes to the course template.

Motion 7: That the Undergraduate Studies Committee recommend to Senate to approve an increase in total contact hours for SWRK4605 Field Education II from 525 hours field education plus 6 hours field integration seminars to 525 hours field education plus 10 hours field integration seminars.

Rationale: The additional time for integrative seminars will further support students to demonstrate an ability to reach professional judgements through the integration of theory, professional values and ethics.

There are no other changes to the course template.

Motion 8: That the Undergraduate Studies Committee recommend to Senate to approve the following pre-requisites for SWRK3406, SWRK3506, SWRK3806, and SWRK3106: SWRK1007, SWLF1006, SWRK2006 and SWRK2106 or equivalents.

Rationale: This is an outstanding matter pertaining to curriculum changes approved by Senate in January, 2017.

Motion 9: That the Undergraduate Studies Committee recommend to Senate to approve the following pre-requisites for all 4000 level courses: SWRK3505; SWRK3216; SWRK3406; SWRK3356; SWRK3357; SWRK3506; SWRK3806; SWRK3316; and SWRK3106.

Rationale: This is an outstanding matter pertaining to curriculum changes approved by Senate in January, 2017.

Attachments

1. Course template for previously approved SWRK3305 Individual Practice Across the Life Span

Course Code	SWRK3305
Course Title	Individual Practice across the Lifespan
Course Prerequisite	SWRK1007; SWLF1006; SWRK2006; SWRK2107 or equivalent Available to students in the 3 rd year BSW program only.
Course Corequisite	
Antirequisite	
Total Hours	<input type="checkbox"/> 36 hours <input checked="" type="checkbox"/> 72 hours <input type="checkbox"/> Other
Breakdown of Hours	Choose an item from this drop down menu <input type="checkbox"/> Other
Course Credits	<input type="checkbox"/> 3 credits <input checked="" type="checkbox"/> 6 credits <input type="checkbox"/> Other
Course Description (Restricted to 50-75 words, present tense and active voice)	Students critically investigate contemporary theories of social work intervention and evidence-informed practice methods used with individuals and families from conception to death. Students explore the debates and/or tensions between various approaches, analyzing underlying assumptions and policy context, and the reasons for use with different service user groups.
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? <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes
Cross-Listing or Cross-Coding	<input type="checkbox"/> Cross-Listed - this course may be credited towards <input type="checkbox"/> Cross-Coded - this course is cross-coded with

<p>Learning Expectations/ Outputs <i>(6-8 points, visible, measurable and in active voice)</i></p>	<p>By the end of this course students will:</p> <ol style="list-style-type: none"> 1. Describe and critically analyze social work theories and practice methods across a diverse range of practice scenarios, analyzing benefits and limitations of each. 2. Compare and contrast the strengths and limitations of various social work approaches related to assessment and interventions with individuals and families. 3. Demonstrate a holistic approach to the identification of needs, rights, strengths and risks. 4. Demonstrate an awareness and respect for the diversity of individuals, cultures, systems of belief and values and the need to adapt practice to respond appropriately. 5. Articulate an understanding of the significance of structural level analyses when working with intra-personal and inter-personal problems. 6. Demonstrate an ability to apply core knowledge and transferable skills to a range of service user groups.
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2. Course template for previously approved SWRK4206 Social Work Research

Course Code	SWRK 4206
Course Title	Social Work Research
Course Prerequisite	Available to students in the 4 th year BSW program only
Course Corequisite	Click here to enter text
Antirequisite	Click here to enter text
Total Hours	<input checked="" 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 checked="" type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other Click here to specify
Course Description <i>(Restricted to 50-75 words, present tense and active voice)</i>	Students 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 type="checkbox"/> No <input type="checkbox"/> Yes
Program Implications	Does this course have program implications? ✓ <input type="checkbox"/> No <input type="checkbox"/> Yes
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 critically read and evaluate research designs and findings 2. Identify ethical considerations in conducting systematic inquiry and research, particularly in relation to marginalized groups 3. Compare and contrast anti-oppression and critical research approaches with more mainstream approaches, explaining which will be most effective in diverse contexts 4. Identify questions relevant to social policy, social service programs and social work practice that can be addressed using qualitative research designs 5. Discuss the epistemological underpinnings of qualitative research 6. Explain the use of research as a tool for social action

Rationale for new Minor:

We would like to create an opportunity for undergraduate students in Mathematics (BA/BSc) and Computer Science (BA/BSc) to complement their degree with a Minor in Physics. At present, we offer six courses that provide a solid background in classical and modern physics. The development of these six courses follows the historical evolution of the subject starting with mechanics, optics and thermodynamics, proceeding to electromagnetism and then to the modern contributions of the twentieth century such as relativity and quantum mechanics. Thus, with these courses, we are in a position to offer a Minor in Physics. This would be a great addition to the already existing streams in Mathematics and Computer Science. Physics is a natural application of mathematics. Historically these two fundamental sciences have been intertwined. The combination of physics, mathematics and computer modeling would afford our students to embark on independent research projects that would make them competitive in building a career in academia or industry. We are planning to make a serious effort to have a program that will be well received by our students and faculty, and competitive with what other universities are offering.

Creating a minor in Physics will represent a great step towards development of science program at Nipissing university. The department has already invested in Computational Physics laboratory and has a faculty member with active research program in the field. The laboratory creates opportunities for undergraduate and graduate students to be involved in state of the art research. Thus, it is natural to give these students also the opportunity to acquire credentials consistent with their educational and research experiences and further allowing them to pursue professional and educational opportunities beyond their undergraduate degree. Naturally, an university without undergraduate program(s) in a science as fundamental as Physics is much less desirable for prospective students in the area of natural sciences. We seek to address this issue, as well, in order to attract more students.

Since the minor in physics is restricted to students in Mathematics (BA/BSc) and Computer Science (BA/BSc), they will have the prerequisites needed for the physics courses as part of their regular program requirements.

Graduation Requirements:

A Minor in Physics is available to students pursuing a program of study in Mathematics (BA/BSc) and Computer Science (BA/BSc). Students will need to achieve a minimum 60% average in the 18 credits presented for the Minor. In addition to the requirements listed below, please refer to the Minor Requirements section.

PHYS 1006 Classical Mechanics	3
PHYS 1007 Waves and Thermodynamics	3
PHYS 2006 Electromagnetism	3
PHYS 2007 Elements of Optics and Modern Physics	3
PHYS 3006 Introduction to Quantum Physics	3
PHYS 3007 Computational Physics	3

Minor in Physics Course Rotation:

In order to make the required courses available without increasing the total number of courses taught every year the following course schedule is proposed:

Every year: PHYS 1006 (F) PHYS 1007 (W)

Odd years: PHYS 2006 (F) PHYS 3007 (W)

Even Years: PHYS 2007 (F) PHYS 3006 (W)

This schedule will allow a student to easily complete the necessary courses for a minor in Physics over the course of a three or four-year degree. The second-year courses cover different material and neither is a prerequisite for the other allowing them to be completed in any order, and the 2nd and 3rd year courses are paired so that the 2nd year course offered in the fall provides sufficient preparation for the 3rd year course offered in the winter term.

Ideally students would complete the PHYS 1006 and 1007 courses in their first year, then either 2006 or 2007 in their second year. In the third year, they would then take the remaining 2nd year course and their first 3rd year course. They would then take the remaining 3rd year course in their fourth year.

Alternatively, students wanting to complete the minor in three years could take the offered 2nd and 3rd year courses in their second year, and then the remaining courses in their final year.

Motions sent back from USC

Please find below my responses to what I think were the committee's concerns.

MOTION #1: That the prerequisite for ACAD 3006, Mentoring the Writer, be changed as follows:

OLD PREREQUISITE: An overall average of 80%; and 54 credits completed including ACAD 1601.

NEW PREREQUISITE: An overall average of 75%; and 54 credits completed including ACAD 1601.

Rationale: The requirement for an 80% overall average has proved exclusionary to students who have otherwise demonstrated an ability to be successful in this course. 75% strikes a balance between the minimum of 70% required for honours and the 77% required for individualized study in English Studies.

It's my understanding that the question here was why not 70% given that is the grade required for honours. It's true that 70% marks the bare minimum required for honours; however, these students go into first-year classes and give writing assistance, so more than minimal requirements are necessary.

MOTION #2: That ACAD 3006, Mentoring the Writer, be added to the list of courses cross-listed with ENGL and that, thus, the following sentence be added to the description: "This course may be credited toward English Studies."

Rationale: This motion is prompted by student demand, and it is a demand that the Department, after consideration, deems reasonable. ACAD 3006 would not fulfill either the Literary History I or Literary History II requirements, and so does not belong to any Group. Students will still be limited to a total of 6 credits of cross-listed courses in their programme.

I haven't been able to get a clear sense of what really is the question here, so I'll lay out why we're choosing cross-listing rather than another option. 1) ACAD 3006 was created as a step in the (alas, slow) development of a stream in writing more advanced than ACAD 1601, including, for example, professional writing. As these courses would be open to students in any discipline, we want them to retain a course code separate from ENGL. 2) One of the primary tasks students undertake in this course is the development of a portfolio of writing. For ENGL students, this tends to be literary in nature – hence the cross-listing. For students coming into the course from other disciplines, these portfolios tend to reflect their own interests and studies – hence, no cross-coding.

COURSE TEMPLATE

MOTION: That ARCC approve the addition of HIST 2026: Major Themes in Historical Studies.

A) Descriptive Data:

Course Code	HIST 2026
Course Title	Major Themes in Historical Studies
Course Credits	<input checked="" type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other Click here to specify
Course Description	Students examine a major thematic or national field of history. The content of this course will vary from year to year.
Course Prerequisite	6 credits of History at the 1000 level or 24 credits completed
Course Corequisite	Click here to enter Course Corequisite
Antirequisite	Click here to enter Antirequisite
Restriction	Click here to enter Restriction
Instructional Method	<input checked="" type="checkbox"/> lecture <input type="checkbox"/> tutorial <input type="checkbox"/> laboratory work <input type="checkbox"/> studio work <input type="checkbox"/> private study <input type="checkbox"/> service learning <input type="checkbox"/> seminar <input type="checkbox"/> clinical practice <input type="checkbox"/> practical work <input type="checkbox"/> online delivery <input type="checkbox"/> independent study
Hours of contact time expected per week	Three hours of lecture per week for one term
Hours of contact time expected per term	36
Program Implications (ie. Does this program belong to a Group or Stream?)	Does this course have program implications? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please specify: This course is one of a group that allow students to acquire the 2000-level credits required for a minor, major, specialization or honours specialization in History.
Course Grouping or Stream	Does this course belong to a Group or Stream? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, please specify: click here to specify
Cross-Listing	<input type="checkbox"/> Cross-Listed - this course may be credited towards Click here to enter cross-listing information
Learning Outcomes (6-8 points, visible, measurable and in active voice)	Students who successfully complete this course will demonstrate By the end of the course students will be able to: <ol style="list-style-type: none"> 1. Identify, understand, and analyze key themes and developments in an area of history 2. Identify and analyze the processes of continuity and change in the area or era under consideration 3. Understand that historical knowledge is contingent and is shaped by scholarly debate amongst historians 4. Develop and execute an original project based on appropriate sources 5. Communicate effectively in reasonably clear and correct writing 6. Conduct basic historical research in secondary sources

COURSE TEMPLATE

Statement of Need:

This topics course is designed to provide the department the flexibility to teach subjects at 2nd-year that are not currently covered in the calendar. This may be necessary or desirable in cases where a part-time or limited-term instructor wants to offer a course in their area of specialty; when full-time faculty want to try out a new course; or when timetables need to be changed at the last minute. The History program has no specific required courses but does require majors to acquire specific numbers of credits at 2nd-year. Enrollment will be about 30-35 students.

COURSE TEMPLATE

	<ol style="list-style-type: none">3. a critical self-awareness of their own attitudes and ideas about religion, spirituality and social justice4. an appreciation for the contemplative and meditative underpinnings that empower religious/spiritual social activism5. an enriched understanding of the practices/rituals that are taught and implemented in different religious/spiritual traditions as expressions of social justice6. an ability to articulate substantive content both orally and in writing
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B) Statement of Need:

This course will become part of the regular offerings in RLCT and it is a much needed addition to our growing number of courses focused on social justice issues as well as our close ties with the department of Gender Equality and Social Justice. All members of the department are qualified to teach this course.

**Report of the
Undergraduate Studies Committee**

December 11, 2017

The meeting of the **Undergraduate Studies Committee** was held on Monday, December 11, 2017, at 9:00 am in F214. The following members attended:

Arja Vainio-Mattila
Murat Tuncali
Tony Parkes
Dan Walters

Carole Richardson
Debra Iafrate
Laurie Peachey

Rick Vanderlee
Chris Hachkowski
Astrid Steele

Jane Hughes, Recording Secretary

Absent with Regrets: Lanyan Chen, Tysina Mein, Cory Tremblay, Kaitlyn Walker

Guests: Crystal Pigeau Carly Dokis, Ali Hatef, Jamie Murton, Laura Peturson, Andrew Weeks,
Richard Wenghofer

Subcommittee Report:

The Report of the Undergraduate Standing and Petitions Subcommittee dated November 28, 2017 was received.

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

Respectfully submitted,



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

MOTION 1: That Senate receive the Report of the Undergraduate Studies Committee, dated December 11, 2017.

1. FACULTY OF APPLIED & PROFESSIONAL STUDIES

Child and Family Studies

MOTION 2: That Senate approve a non-substantive change – a course prerequisite alteration from the previous prerequisite of CHFS/PSYC 2026 to ‘any 54 credits completed’ for CHFS 4016/PSYC 4016, Program Evaluation and Outcomes Management, effective 2018/19.

2. FACULTY OF ARTS AND SCIENCE

Biology and Chemistry

MOTION 3: That Senate consider Motions 5-7 as an omnibus motion.

MOTION 4: That Senate approve Motions 5-7 as an omnibus motion.

MOTION 5: That Senate approve that the prerequisites for BIOL/CHEM 3306, Enzymology, be changed as follows:

Old Prerequisite: CHEM 1006 and CHEM 1007

New Prerequisite: CHEM 1006, CHEM 1007 and BIOL2206/CHEM 2207 (Introduction to Biochemistry)

MOTION 6: That Senate approve that the lab component from BIOL 3007 (ENSC 3007) be removed.

MOTION 7: That Senate approve that the course description for BIOL 3007 (ENSC 3007) be modified.

Classics

MOTION 8: That Senate consider Motions 9-31 as an omnibus motion.

MOTION 9: That Senate approve Motions 9-31 as an omnibus motion.

MOTION 10: That Senate approve the addition of CLAS 2126 – *Latin and Greek for Scientific and Medical Terminology* - to the list of courses offered by the Classical Studies Program.

MOTION 11: That Senate approve the addition of CLAS 2016 – *Education in Ancient Greece and Rome* - to the list of courses offered by the Classical Studies Program.

MOTION 12: That Senate approve the addition of CLAS 2017 – *Ancient Myth and Religion* - to the list of courses offered by the Classical Studies Program.

MOTION 13: That Senate approve the addition of CLAS 2516 – *Art and Archaeology of Ancient Greece and Rome* - to the list of courses offered by the Classical Studies Program.

MOTION 14: That Senate approve the addition of CLAS 2326 – *Gods and Heroes: Epic Literature of Ancient Greece and Rome* - to the list of courses offered by the Classical Studies Program.

MOTION 15: That Senate approve the addition of CLAS 2327 – *Drama and Performance in Ancient Greece and Rome* - to the list of courses offered by the Classical Studies Program.

- MOTION 16: That Senate approve the addition of CLAS 2336 – *The Ancient Novel* - to the list of courses offered by the Classical Studies Program.
- MOTION 17: That Senate approve the addition of CLAS 2337 – *Ancient Rhetoric and Oratory: Persuasive Speech in Ancient Greece and Rome* - to the list of courses offered by the Classical Studies Program.
- MOTION 18: That Senate approve the addition of CLAS 2436 – *The Rise and Fall of Democratic Athens* - to the list of courses offered by the Classical Studies Program.
- MOTION 19: That Senate approve the addition of CLAS 2437 – *The Age of Empires: From Alexander the Great to the Roman Conquest* - to the list of courses offered by the Classical Studies Program.
- MOTION 20: That Senate approve the addition of CLAS 2446 – *The Rise and Fall of the Roman Empire* - to the list of courses offered by the Classical Studies Program.
- MOTION 21: That Senate approve the addition of CLAS 2447 – *Famous Figures of the Ancient World* - to the list of courses offered by the Classical Studies Program.
- MOTION 22: That Senate approve the addition of CLAS 3016 – *Economy and Social Class in the Ancient World* - to the list of courses offered by the Classical Studies Program.
- MOTION 23: That Senate approve the addition of CLAS 3017 – *Warfare in the Ancient World* - to the list of courses offered by the Classical Studies Program.
- MOTION 24: That Senate approve the addition of CLAS 3316 – *Topics in the Literature of Ancient Greece and Rome* - to the list of courses offered by the Classical Studies Program.
- MOTION 25: That Senate approve the addition of CLAS 3436 – *Topics in the History of Ancient Greece and Rome* - to the list of courses offered by the Classical Studies Program.
- MOTION 26: That Senate approve the addition of CLAS 4436 – *Theory and Method in Classical Studies Research* - to the list of courses offered by the Classical Studies Program.
- MOTION 27: That Senate approve the addition of CLAS 3136 – *Advanced Latin Studies* - to the list of courses offered by the Classical Studies Program.
- MOTION 28: That Senate approve the addition of CLAS 3236 – *Advanced Studies in Ancient Greek* - to the list of courses offered by the Classical Studies Program.
- MOTION 29: That Senate approve the addition of CLAS 4116 – *Readings in Select Latin Authors* - to the list of courses offered by the Classical Studies Program.
- MOTION 30: That Senate approve the addition of CLAS 4117 – *Readings in Select Ancient Greek Authors*- to the list of courses offered by the Classical Studies Program.
- MOTION 31: That Senate approve changing the prerequisite for CLAS 4427 from CLAS 4416 or CLAS 4417 to CLAS 4436 – *Theory and Method in Classical Studies Research*.
- MOTION 32: That Senate consider Motions 34-37 as an omnibus motion.

MOTION 33: That Senate approve Motions 34-37 as an omnibus motion for a Major Modification in the Classical Studies Program.

MOTION 34: That Senate approve changing the degree requirements for a Honours Specialization (60 credits) in Classical Studies.

FROM:

Students must complete CLAS 1006 and CLAS 1007 with a minimum of 60% in each.

12 Credits from CLAS 1106, 1107, 2116, 2117 OR CLAS 1206, 1207, 2216, 2217

One of CLAS 2416 or 2417

One of CLAS 2426 or 2427

Two of CLAS 2306, 2307, 2316, 2317, 3326, and 3327

Six Credits of CLAS 4416 and 4427 OR CLAS 4417 and 4427 OR CLAS 4495

An additional 24 Classical Studies credits at the upper level

TO:

1. Students must complete **BOTH** CLAS 1006 – *The Civilization of Ancient Greece* (3 cr.) **AND** CLAS 1007 – *The Civilization of Ancient Rome* (3 cr.) with a minimum of 60% in each.
2. **Both** CLAS 3316 – *Topics in the Literature of the Ancient World* (3 cr.) **AND** CLAS 3436 – *Topics in the History of Ancient Greece and Rome* (3 cr.)
3. **Both** CLAS 4436 – *Theory and Method in Classical Studies Research* (3 cr.) **AND** CLAS 4427 – *Honours Seminar in History and Culture* (3 cr.)
4. 18 credits in Ancient Greek Language and/or Latin.
5. An additional 24 credits in Classical Studies (or cross-listed) courses of which at least 6 credits (excluding CLAS 3316 and 3436) must be at the 3000 level.

MOTION 35: That Senate approve changing the degree requirements for a Specialization (54 credits) in Classical Studies.

FROM:

1. Students must complete CLAS 1006 and 1007 with a minimum of 60% in each.

2. One of CLAS 2416 and CLAS 2417

3. Two of CLAS 2306, 2307, 2316, 2317, 3326, 3327

4. Two of CLAS 2006, 2007, 2406, 2407

5. Three of CLAS 3066, 3097, 3206, 3207, 3416, 3417

6. An additional 21 Classical Studies (or cross-listed) upper year courses

TO:

Students must complete **BOTH** CLAS 1006 – *The Civilization of Ancient Greece* (3 cr.) **AND** CLAS 1007 – *The Civilization of Ancient Rome* (3 cr.) with a minimum of 60% in each.

Both CLAS 3316 – *Topics in the Literature of the Ancient World* (3 cr.) **AND** CLAS 3436 – *Topics in the History of Ancient Greece and Rome* (3 cr.)

An additional 42 credits from upper year Classical Studies (or cross-listed) courses, of which 6 credits (excluding CLAS 3316 and 3436) must be at the 3000 level.

MOTION 36: That Senate approve changing the degree requirements for a Major Degree (36 credits) in Classical Studies.

FROM:

Students must complete CLAS 1006 and 1007 with a minimum of 60% in each
One of CLAS 2416 or 2417
One of CLAS 2426 or 2427
Two of CLAS 2306, 2307, 2316, 2317, 3326, 3327
An additional 18 upper year Classical Studies credits or cross-listed credits.

TO:

Students must complete 3 credits from **both** CLAS 1006 – *The Civilization of Ancient Greece* (3 cr.) **and** CLAS 1007 – *The Civilization of Ancient Rome* (3 cr.) with a minimum of 60% in each.
Both CLAS 3316 – *Topics in the Literature of the Ancient World* (3 cr.) **AND** CLAS 3436 – *Topics in the History of Ancient Greece and Rome* (3 cr.)

An additional 24 upper year Classical Studies credits, of which 6 credits (excluding CLAS 3316 and 3436) must be at the 3000 level.

MOTION 37: That Senate approve changing the degree requirements for a Minor (18 credits) in Classical Studies.

FROM:

A Minor in Classical Studies is available to students pursuing a program of study in a different discipline. Students will need to achieve a minimum 60% average in the 18 credits presented for the Minor. In addition to the requirements listed below.

Students must complete CLAS 1006 – *The Civilization of Ancient Greece* and CLAS 1007 – *The Civilization of Ancient Rome*.

Any 12 Credits of upper year courses in Classical Studies

TO:

A Minor in Classical Studies is available to students pursuing a program of study in a different discipline. Students will need to achieve a minimum 60% average in the 18 credits presented for the Minor. In addition to the requirements listed below.

Students must complete CLAS 1006 – *The Civilization of Ancient Greece* and CLAS 1007 – *The Civilization of Ancient Rome*.

Any 12 upper year Classical Studies credits with at least 3 credits at the 3000 level.

MOTION 38: That Senate approve the banking of the following list of courses currently listed under Classical Studies in the Nipissing University Academic Calendar:

CLAS 2006 – *Myth and Religion in Ancient Greece*
CLAS 2007 – *Myth and Religion in Ancient Rome*
CLAS 2306 – *The Historians of Ancient Greece*

CLAS 2307 – The Historians of Ancient Rome
CLAS 2316 – Introduction to Greek Literature in Translation,
CLAS 2406 – Warfare in Ancient Greece
CLAS 2407 - Warfare in Ancient Rome
CLAS 2416 – The History of Ancient Greece
CLAS 2417 – The History of Ancient Rome
CLAS 2426 – Famous Figures in Ancient Greece
CLAS 2427 – Famous Figures in Ancient Rome
CLAS 2506 – Greek Art and Architecture
CLAS 3097 – Women in the Roman World
CLAS 3116 – Selected Latin Authors I
CLAS 3117 – Selected Latin Authors II
CLAS 3126 – Advanced Ancient Greek I: Prose
CLAS 3127 – Advanced Ancient Greek II: Poetry
CLAS 3207 – Slavery in the Roman World
CLAS 3326 – Greek Drama and Theatre
CLAS 3327 – Roman Comedy
CLAS 3416 – Topics in Greek History and Culture
CLAS 3417 – Topics in Roman History and Culture
CLAS 4106 – Advanced Reading in Latin Prose Authors
CLAS 4107 – Advanced Readings in Latin Poetry
CLAS 4416 – Selected Topics in Greek History and Culture
CLAS 4417 – Selected Topics in Roman History and Culture

MOTION 39: That Senate consider Motions 41-44 as an omnibus motion.

MOTION 40: That Senate approve Motions 41-44 as an omnibus motion.

MOTION 41: That Senate approve the cross-listing of the following Classical Studies course with FAVA as a credit towards the Fine Art History and Visual Studies Stream: CLAS 2516 – *Art and Archaeology of Ancient Greece and Rome*.

MOTION 42: That Senate approve the cross-listing of the following Classical Studies courses with English: CLAS 2326 – *Gods and Heroes: Epic Literature in Ancient Greece and Rome*, CLAS 2327 – *Drama and Performance in Ancient Greece and Rome*, CLAS 2336 – *The Ancient Novel*, and CLAS 2337 – *Ancient Rhetoric and Oratory: Persuasive Speech in Ancient Greece and Rome*.

MOTION 43: That Senate approve the cross-listing of the following Classical Studies courses with program in Religions and Cultures: CLAS 2017 *Ancient Myth and Religion*.

MOTION 44: That Senate approve the cross-listing of the following Classical Studies courses with the program in History: CLAS 2436 – *The Rise and Fall of Democratic Athens*, CLAS 2437 – *The Age of Empires: From Alexander the Great to the Roman Conquest*, CLAS 2446 – *The Rise and Fall of the Roman Empire*, and CLAS 2447 – *Famous Figures of the Ancient World*.

Computer Science and Mathematics

MOTION 45: That Senate approve the addition of MATH 1011 – Quantitative Reasoning be approved.

- *During the discussion of this motion concerns were raised about giving university-level credit, towards any degree program requirement, for a grade 11 equivalent course.*

MOTION 46: That Senate approve that the prerequisites be added for MATH 1911 Finite Mathematics as follows.

Prerequisites:
MATH 1011 or MCR3U (Grade 11 Functions).

MOTION 47: That Senate approve that the prerequisites be added for MATH 1912 Elementary Calculus as follows

Prerequisites:
MATH 1011 or MCR3U (Grade 11 Functions).

Fine and Performing Arts

MOTION 48: That Senate approve the Admissions Policy Proposal for graduates of advanced three-year diploma programs in Graphic Design.

MOTION 49: That Senate consider Motions 51-57 as an omnibus motion.

MOTION 50: That Senate approve Motions 51-57 as an omnibus motion.

MOTION 51: That Senate approve the creation of a new course, FILM 2006 World Cinema be added to the Academic Calendar under FILM.

MOTION 52: That Senate approve the creation of a new course, FILM 2206 Canadian Films be added to the Academic Calendar under FILM.

MOTION 53: That Senate approve the creation of a new course, FILM 3106 The Director's Cinema be added to the Academic Calendar under FILM.

MOTION 54: That Senate approve the creation of a new course, FILM 3206 Experimental Films be added to the Academic Calendar under FILM.

MOTION 55: That Senate approve that FILM 2105 World Cinema be deleted.

MOTION 56: That Senate approve that FILM 2845 The Director's Cinema be deleted.

MOTION 57: That Senate approve that FAVA 2047 Sculpture II be deleted.

French

MOTION 58: That Senate approve the creation of a new course FREN 3016– La traduction vers le français: une introduction/An Introduction to French Translation.

Gender Equality and Social Justice

MOTION 59: That Senate consider Motions 61-64 as an omnibus motion.

MOTION 60: That Senate approve Motions 61-64 as an omnibus motion for a Major Modification in the Gender Equality and Social Justice Program.

MOTION 61: That Senate approve changing the degree requirements for an Honours Specialization in Gender Equality and Social Justice (GESJ) as outlined below:

From (Existing Requirements)

Students will need to achieve a minimum 70% average in the 60 credits presented for the Honours Specialization in Gender Equality and Social Justice.

Students must complete the required 6 credits of introductory GEND with a minimum grade of 60%.

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

GEND 1000 level		6 cr.
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Group 1		6 cr.
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Group 2		6 cr.
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Group 3		6 cr.
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<u>GEND 3306</u>	Ideas of Power	3 cr.
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<u>GEND 4005</u>	Honours Essay or	6 cr.
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<u>GEND 4205</u>	Honours Seminar	
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GEND upper level courses or courses cross-listed with GEND		27 cr.
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To (New Requirements)

Students will need to achieve a minimum 70% average in the 60 credits presented for the Honours Specialization in Gender Equality and Social Justice.

Students must complete the required ~~6~~ 3 credits of introductory GEND with a minimum grade of 60%.

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

GEND 1000 level		6 3 cr.
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Group 1		6 cr.
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Group 2		6 cr.
---------	--	-------

Group 3		6 cr.
---------	--	-------

<u>GEND 3306</u>	Ideas of Power	3 cr.
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<u>GEND 4005</u>	Honours Essay or	6 cr.
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<u>GEND 4205</u>	Honours Seminar	
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GEND upper level courses or courses cross-listed with GEND		27 30 cr.
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MOTION 62: That Senate approve changing the degree requirements for a Specialization in Gender Equality and Social Justice (GESJ) as outlined below:

From (Existing Requirements)

Students will need to achieve a minimum 60% average in the 54 credits presented for the Specialization in Gender Equality and Social Justice.

Students must complete the required 6 credits of introductory GEND with a minimum grade of 60%.

Students must complete 120 credits including 54 credits in the Specialization as follows:

GEND 1000 level 6 cr.

Group 1 6 cr.

Group 2 6 cr.

Group 3 6 cr.

GEND 3306 Ideas of Power 3 cr.

GEND upper level courses or courses cross-listed with GEND 27 cr.

To (New Program Requirements)

Students will need to achieve a minimum 60% average in the 54 credits presented for the Specialization in Gender Equality and Social Justice.

Students must complete the required ~~6~~ 3 credits of introductory GEND with a minimum grade of 60%.

Students must complete 120 credits including 54 credits in the Specialization as follows:

~~GEND 1000 level~~ ~~6~~ 3 cr.

Group 1 6 cr.

Group 2 6 cr.

Group 3 6 cr.

GEND 3306 Ideas of Power 3 cr.

~~GEND upper level courses or courses cross-listed with GEND~~ ~~27~~ 30 cr.

MOTION 63: That Senate approve changing the degree requirements for a Major in Gender Equality and Social Justice (GESJ) as outlined below:

From (Existing Program Requirements)

Students will need to achieve a minimum 60% average in the 36 credits presented for the Major in Gender Equality and Social Justice.

Students must complete the required 6 credits of introductory GEND with a minimum grade of 60%

Students must complete 36 credits in the Major as follows:

GEND 1000 level	6 cr.
Group 1	6 cr.
Group 2	6 cr.
Group 3	6 cr.
*GEND upper level courses or courses cross-listed with GEND	12 cr.

*Students pursuing the Honours double major must also take [GEND 3306](#).

To (New Program Requirements)

Students will need to achieve a minimum 60% average in the 36 credits presented for the Major in Gender Equality and Social Justice.

Students must complete the required ~~6~~ 3 credits of introductory GEND with a minimum grade of 60%

Students must complete 36 credits in the Major as follows:

GEND 1000 level	6 3 cr.
Group 1	6 cr.
Group 2	6 cr.
Group 3	6 cr.
*GEND upper level courses or courses cross-listed with GEND	12 15 cr.

*Students pursuing the Honours double major must also take [GEND 3306](#).

MOTION 64: That Senate approve the Major Modification for changing the degree requirements for a Minor in Gender Equality and Social Justice (GESJ) as outlined below:

From (Existing Program Requirements)

Students must complete 18 credits in Gender Equality and Social Justice as follows:

GEND 1000 level	6 cr.
GEND upper level	12 cr.

To (New Program Requirements)

Students must complete 18 credits in Gender Equality and Social Justice as follows:

GEND 1000 level	€ 3 cr.
GEND upper level	12 15cr.

- MOTION 65: That Senate consider Motions 67-72 as an omnibus motion.
- MOTION 66: That Senate approve Motions 67-72 as an omnibus motion.
- MOTION 67: That Senate approve the creation of a new course, GEND 2376 Selected Topics in Kid Media be added to the Academic Program under GESJ.
- MOTION 68: That Senate approve the creation of a new course GEND 2286 Contagion be added to the Academic Calendar under GESJ.
- MOTION 69: That Senate approve the creation of a new course, GEND 3086 Women and HIV be added to the Academic Calendar under GESJ.
- MOTION 70: That Senate approve the creation of a new course, GEND 2067 HIV/AIDS, Health and Social Change be added to the Academic Calendar under GESJ.
- MOTION 71: That Senate approve that RLCT 2205 Sacred Cinema be cross listed with the GESJ program.
- MOTION 72: That Senate approve that GEND 3067 HIV/AIDS, Health and Social Change be deleted.

Non-Substantive:

That the name of the cross-coded course RLCT 2076 and GEND 2076 be aligned as Conflict and Conversion.

Geography/History

- MOTION 73: That Senate approve that a new fourth year course, GEOG-4326 Environmental Hydrology, be created.
- MOTION 74: That Senate approve that the existing third year course, GEOG-3096 Environmental Hydrology, be deleted.
- MOTION 75: That Senate consider Motions 77-79 as an omnibus motion.
- MOTION 76: That Senate approve Motions 77-79 as an omnibus motion.
- MOTION 77: That Senate approve that the new third year course, GEOG-3237 Global Environmental History, be created.
- MOTION 78: That Senate approve that the new third year course, HIST-3237 Global Environmental History, be created.

MOTION 79: That Senate approve that GEOG-3237 Global Environmental History and HIST 3237 – Global Environmental History be cross-coded.

MOTION 80: That Senate approve that GEOG-4977 Human Geography Field Camp be unbanked.

History

MOTION 81: That Senate approve the banking of the following courses.

Courses:

HIST 4255 Victoria's Britain: Gender, Class and Culture in the Age of Empire

HIST 4495 Britain in the Twentieth Century

HIST 4505 Topics in Medieval History

MOTION 82: That Senate approve to re-classify the History Breadth Requirement from Group II Social Science to Group I Humanities.

Psychology

MOTION 83: That Senate consider Motions 85-88 as an omnibus motion.

MOTION 84: That Senate approve Motions 85-88 as an omnibus motion.

MOTION 85: That Senate approve the addition of PSY-2706 Evolutionary Psychology.

MOTION 86: That Senate approve the creation of a new course, PSYC-3326: Hormones and Social Behaviour, be added to the Academic Calendar under PSYCHOLOGY.

MOTION 87: That Senate approve the creation of a new course, PSYC-3517: Research Methods in Social Neuroendocrinology, be added to the Academic Calendar under PSYCHOLOGY.

MOTION 88: That Senate approve that a non-substantive change – a course prerequisite alteration from the previous prerequisite of CHFS/PSYC 2026 to 'any 54 credits completed' – be approved for CHFS 4016/PSYC 4016, Program Evaluation and Outcomes Management, effective 2018/19.

Sociology/Anthropology

MOTION 89: That Senate approve the creation of a new Certificate in Archaeological Monitoring (Non-Standalone).

3. SCHULICH SCHOOL OF EDUCATION

In-Service

MOTION 90: That Senate approve that the course EDUC 2545 Native Languages, Part II be added to the list of In-Service offerings.

MOTION 91: That Senate approve that the following In-Service courses be banked:

EDUC 1105 Primary Education, Part I

EDUC 1155 Music – Vocal (Primary/Junior), Part I

EDUC 1225 Teaching Students Who Are Deaf/Blind, Part I

EDUC 1295 Teaching Students Who Are Blind, Part I

EDUC 1335 Co-operative Education, Part I
EDUC 1495 Integration of Information and Computer Technology in Instruction, Part I
EDUC 2295 Teaching Students Who Are Blind, Part II
EDUC 2335 Co-operative Education, Part II
EDUC 2495 Integration of Information and Computer Technology in Instruction, Part II
EDUC 2645 Teaching Writing, Part II
EDUC 3155 Music – Vocal (Primary/Junior), Part III
EDUC 3295 Teaching Students Who Are Blind, Part III
EDUC 3335 Co-operative Education, Part III
EDUC 4000 Principal’s Course, Part I: The Principal as School Leader
EDUC 4010 Principal’s Course, Part II: The Principal and Change
EDUC 4785 Teaching Students with Intellectual Needs (giftedness)
EDUC 4790 Education in the Senior Division – French
EDUC 4875 Teaching Students with Communication Needs (Autism Spectrum Disorder)

Physical and Health Education

- MOTION 92: That Senate consider Motions 94-106 as an omnibus motion.
- MOTION 93: That Senate approve Motions 94-106 as an omnibus motion.
- MOTION 94: That Senate approve the creation of PHED-1037 Leadership and Professionalism.
- MOTION 95: That Senate approve the deletion of PHED-2037 Physical Activity and Sport Leadership.
- MOTION 96: That Senate approve the creation of PHED-2056 Injury Prevention and Care.
- MOTION 97: That Senate approve the deletion of PHED-3056 Injury Prevention and Care.
- MOTION 98: That Senate approve the deletion of PHED-4016 Injury Prevention and Care.
- MOTION 99: That Senate approve the creation of PHED-3113 Special Practical V.
- MOTION 100: That Senate approve the creation of PHED-3227 Special Practical VI.
- MOTION 101: That Senate approve the creation of PHED-3256 Advanced Injury Prevention and Care.
- MOTION 102: That Senate approve the deletion of PHED-4056 Advanced Injury Prevention and Care.
- MOTION 103: That Senate approve the creation of PHED-4104 Special Practical VII.
- MOTION 104: That Senate approve the creation of PHED-4126 Special Practical VIII.
- MOTION 105: That Senate approve the deletion of PHED-1027 Physical Activity and Sport Leadership.
- MOTION 106: That Senate approve that PHED-3086 Group Dynamics in Sport and Physical Activity be renumbered as PHED-4286, and that PHED-3086 be added as an antirequisite.
-

SUPPORTING DOCUMENTATION



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

November 28, 2017

There was a meeting of the UNDERGRADUATE STANDING AND PETITIONS Subcommittee held on November 28, 2017.

PRESENT: Crystal Pigeau (Registrar's designate), Carole Richardson, Rick Vanderlee, Logan Hoehn, John Vitale, Anahit Armenakyan, Kaitlyn Walker

ABSENT WITH REGRETS: Pavlina Radia, Debra Iafrate, Tysina Mein, Cory Tremblay

GUESTS: Ken McLellan, Heather Brown

1. Petitions Heard: 13

	APPROVED	DENIED
Admission/Readmission	0	1
Late Registration	0	0
Late Withdrawal	5	2
Degree Requirements Waived/Altered	4	0

Deferred: 1

Respectfully Submitted,

A handwritten signature in black ink, appearing to read 'Debra Iafrate', written in a cursive style.

Debra Iafrate, Chair
Undergraduate Standing and Petitions Subcommittee

MOTION 1: That the Report of the Undergraduate Standing and Petitions Subcommittee dated November 28, 2017 be received.

MOTION: That the Undergraduate Studies Committee recommend to Senate that a non-substantive change – a course prerequisite alteration from the previous prerequisite of CHFS/PSYC 2026 to ‘any 54 credits completed’ – be approved for CHFS 4016/PSYC 4016, Program Evaluation and Outcomes Management, effective 2018/19.

A. Descriptive Data (changes highlighted)

Course Code	CHFS 4016; PSYC 4016
Course Title	PROGRAM EVALUATION & OUTCOMES MANAGEMENT
Short Title (maximum 29 characters)	Program Evaluation
Course Prerequisite	Any 54 credits completed.
Course Corequisite	
Antirequisite	
Total Hours	<input checked="" type="checkbox"/> 36 hours <input type="checkbox"/> 72 hours <input type="checkbox"/> Other
Breakdown of Hours	Blended Delivery: 3hrs./week for 1 semester (36 Hours)
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)	No change from current
Course Grouping or Stream	No change from current
Program Implications	No change from current
<u>Cross-listing or Cross-Coding</u>	No change from current
Learning Expectations/ Outputs (6-8 visible, measurable and in active voice)	No change from current

The following is taken from “Guidelines for Curriculum Changes” at:

<http://www.nipissingu.ca/departments/admissions-registrar/curriculum/Pages/Guidelines.aspx#top>

MODIFYING A COURSE

Modifications to a course include changes to course description, course prerequisites, lecture/lab/tutorial composition, or renumbering of a course. If a six-credit course is to be changed to a three credit course(s) or vice-versa, the new course(s) must be presented first as an addition and the current course(s) must then be deleted or banked.

Please provide a description of the new course (as defined above) and highlight the modification. (Current course descriptions are available in the academic calendar.) Please provide the rationale for the change and address the impact that this change will have on program requirements and on other courses.

MOTION: That the Undergraduate Studies Committee recommend to Senate that a non-substantive change – a course prerequisite alteration from the previous prerequisite of CHFS/PSYC 2026 to ‘any 54 credits completed’ – be approved for CHFS 4016/PSYC 4016, Program Evaluation and Outcomes Management, effective 2018/19.

B. Statement of Request

- 1) Initially envisioned as part of an onsite program in Muskoka, – with Applied Psych as an option there – some modification and fine-tuning is necessary to streamline with North Bay needs/offerings.
- 2) Significant interest from students across multiple programs, but substantial limitation with current prerequisite of CHFS/PSYC 2026.
- 3) Some methodology content already is included in CHFS/PSYC 4016 and this is sufficient for course completion.
- 4) The PEAR Certificate requires Research Methods (CHFS/PSYC 2026) for completion; so modifying the prerequisite language for CHFS/PSYC 4016 will not impact on outcomes of students interested in the certificate.

Biology and Chemistry

Motion:

That the prerequisites for BIOL/CHEM 3306, Enzymology, be changed as follows:

Old Prerequisite: CHEM 1006 and CHEM 1007

New Prerequisite: CHEM 1006, CHEM 1007 and BIOL2206/CHEM 2207 (Introduction to Biochemistry)

Rationale: Enzymology is a mid-level biochemistry course and students require the necessary introductory level instruction to be successful. BIOL2206/CHEM 2207 provides the necessary background, and was listed as a prerequisite when the course was first introduced. This requirement was erroneously removed when the course was cross-listed and should be restored.

BIOL 3007 (ENSC 3007)

Modification of “Environmental Issues in Forestry” (BIOL 3007/ENSC 3007)

The following is taken from “Guidelines for Curriculum Changes” at:
<http://www.nipissingu.ca/departments/admissions-registrar/curriculum/Pages/Guidelines.aspx#top>

MODIFYING A COURSE

Modifications to a course include changes to course description, course prerequisites, lecture/lab/tutorial composition, or renumbering of a course. If a six-credit course is to be changed to a three credit course(s) or vice-versa, the new course(s) must be presented first as an addition and the current course(s) must then be deleted or banked.

Please provide a description of the new course (as defined above) and highlight the modification. (Current course descriptions are available in the academic calendar.) Please provide the rationale for the change and address the impact that this change will have on program requirements and on other courses.

Descriptive Data

Course Code: BIOL 3007

Title: Environmental Issues in Forestry

Prerequisites: BIOL 2446 or ENSC 2006 or ENSC 2007

Antirequisites: ENSC 3007

Hours: Three hours of lecture and three hours of laboratory work per week for one term.

Credits: 3

Description: This course will introduce the student to forest ecology with an emphasis on the autecology of important organisms; the structure, function and diversity of communities and ecosystems; responses of organisms and ecosystems to stress and disturbance; and the management of forest resources from an ecological perspective. Mandatory weekend field trip(s) will be conducted early in the semester. This course is also offered as ENSC 3007.

Proposed Modifications:

1. Removal of lab component
2. Change of course description

Rationale: Historically, “Environmental Issues in Forestry” (BIOL 3007) was the only course that specifically focused on forest ecology and forestry. Currently, “Techniques in Forest Ecology and Management” (BIOL 2346) and Silviculture (BIOL 3447) provide students with many of the lab/field experiences originally offered in BIOL 3007. The change in the course’s description is necessary to better align course titles with course content in our expanded range of forestry offerings.

Modified Components

1. Modified Hours: Three hours of lecture ~~and three hours of laboratory work~~ per week for one term.
2. Proposed Description: This course will **explore the interactions between humans and forest ecosystems. Emphasis will be placed** on the responses of organisms and ecosystems to stress and disturbance, and the management of forest resources from an ecological perspective. **Concepts underlying forest sustainability and forest conservation will be examined in the context of natural**

disturbance, global climate change and increasing human pressure on forests. Students will critically assess and communicate their understanding of environmental issues affecting forests. This course is also offered as ENSC 3007.

Similar courses at other universities

University of Guelph:

ENVB 2030 Current Issues in Forest Science

This course focuses on the analysis of current issues in forest science from a variety of perspectives. Aspects of natural and managed forest dynamics, ecology and diversity are discussed. Relationships between important tree species and their preferred environments are covered, with emphasis on Canada's forests. The course also explores the role of forests in the global context.

University of Winnipeg

ENV-3607(3) FORESTS AND THE ENVIRONMENT

This course is intended to provide students with the fundamental knowledge of the interactions between human and forest ecosystems. It examines current forestry practices and study new alternatives in forest resources management based on our growing knowledge of the natural dynamics of these ecosystems. The concepts underlying forest sustainability and forest conservation in a changing world are developed. Using the boreal forest as an example, students acquire an understanding of natural ecosystem dynamics and of proposed alternatives in forestry practices. The effect of global climate change and increasing human pressure on our forests are also examined.

Classical Studies Courses and Curriculum

October 24th, 2017

60 Pages (27 Motions)

General Background:

Between 2004 and 2017 the Classical Studies program at Nipissing has grown from a Three-Year Bachelor degree to a full stand-alone major offering a variety of degree options from a Minor (18 credits) to a Honours Specialization (60 credits). During the same period of time, the Program in Classical Studies has encountered two difficulties. The first difficulty is that the courses offered have been, over time, heavily skewed toward social history. This has been unfortunate since Classical Studies is by nature an interdisciplinary field, covering the history (social, political, cultural), language, literature, art, and culture of antiquity more broadly. The following motions are therefore intended to correct this issue by ensuring that course offerings cover the main areas of Classical Studies scholarship (history, literature, language, art and archaeology) with a view to bringing the Classical Studies Program at Nipissing into line with other high caliber programs in the province and to ensuring that our graduates are as competitive as possible whether applying for graduate studies or moving on to some other professional discipline. Additionally, the motions below are also intended to streamline the Classical Studies program at Nipissing while also allowing the delivery of a high quality degree program whose graduates will be competitive with any in the province and beyond.

Contained in this document the Committee will find the following:

- A. Motions and Rationales (pp. 2-12)
- B. New Course Templates Accompanying Motions 1 to 22 (pp. 13-56)

Section A – Motions:

Motion 1: That ARCC approve the addition of CLAS 2126 – *Latin and Greek for Scientific and Medical Terminology* - to the list of courses offered by the Classical Studies Program as per the attached supporting documentation.

Rationale: To offer students in Nursing and in the sciences more generally a course that will fill their Humanities breadth requirements and which will be immediately applicable to their fields of study. Such courses already exist at McMaster University and Western University and tend to draw substantial numbers.

Motion 2: That ARCC approve the addition of CLAS 2016 – *Education in Ancient Greece and Rome* - to the list of courses offered by the Classical Studies Program as per the attached supporting documentation.

Rationale: The Classical Studies program at Nipissing has never offered a course that specifically focuses on the educational systems of ancient Greece and Rome. And yet, as in all cultures, the different formal and informal educational systems and approaches in Greece and Rome were a fundamental aspect of those civilizations. Moreover, the educational systems and approaches developed in Greco-Roman antiquity formed the basis of much subsequent Western education for many hundreds of years. When the leading nations of the modern world, to focus on one important impact of Greco-Roman education on the modern world, colonized the so-called “New World”, including Canada, the US, and Australia, they took with them understandings and assumptions – both positive and negative – about indigenous peoples around the world that were strongly informed by prevalent (racist) attitudes embedded in Greco-Roman culture and its educational systems. This new course will enrich the suite of courses available at Nipissing and will be of interest not only to students from Classical Studies but also to Education students and potentially those from other disciplines as well. No additional resources will be required as a result of this motion.

Motion 3: That ARCC approve the addition of CLAS 2017 – *Ancient Myth and Religion* - to the list of courses offered by the Classical Studies Program as per the attached supporting documentation.

Rationale: To streamline Classical Studies course offerings by collapsing CLAS 2006 and 2007 dealing with myth and religion in ancient Greece and Rome respectively into a single course covering both as there is considerable overlap between these two courses. Moreover, students have repeatedly expressed interest in the relationship between Greco-Roman myth and religion and the myth and religion of Egypt and the Near East. This change will thus better meet student demand. No additional resources will be required as a result of this motion.

Motion 4: That ARCC approve the addition of CLAS 2516 – *Art and Archaeology of Ancient Greece and Rome* - to the list of courses offered by the Classical Studies Program as per the attached supporting documentation.

Rationale: Classical Studies at Nipissing currently offers one course related to this proposal: CLAS-2506 *Greek Art and Architecture*. There are a range of benefits that accrue from expanding the subject matter to include the art and archaeology of Rome and the Near East, including most of all the possibility of more fully focusing on the many ways in which Roman art and architecture both drew heavily on Greek art and architecture, and also in many instances preserved it through the production of more durable copies. We believe that this change will provide students with a more appropriate grounding in the art and architecture of the two ancient Western civilizations that have done so much to formulate the art and architecture of the modern world. No additional resources will be required as a result of this motion.

Motion 5: That ARCC approve the addition of CLAS 2326 – *Gods and Heroes: Epic Literature of Ancient Greece and Rome* - to the list of courses offered by the Classical Studies Program as per the attached supporting documentation.

Rationale: The Classical Studies program at Nipissing has never offered a course that specifically focuses on Epic literature in Greece and Rome. And yet these works are seminal both in themselves as well as in relation to subsequent Western literature. This new course will enrich the suite of courses available at Nipissing and will be of interest to students not only from Classical Studies but also from English Studies. Finally, this course, together with those outlined in motions 6,7, and 8 will add breadth to and expand upon the literature courses offered by the Classical Studies program and will replace CLAS 2306 – *The Historians of Ancient Greece*, CLAS 2307 – *The Historians of Ancient Rome*, CLAS 2316 – *Introduction to Greek Literature in Translation*. No additional resources will be required as a result of this motion.

Motion 6: That ARCC approve the addition of CLAS 2327 – *Drama and Performance in Ancient Greece and Rome* - to the list of courses offered by the Classical Studies Program as per the attached supporting documentation.

Rationale: This new course combines and replaces three currently existing courses, CLAS 2316 – *Introduction to Greek Literature in Translation*, CLAS-3326 *Greek Drama and Theatre* and CLAS-3327 *Roman Comedy*. By combining the current 2nd and 3rd year courses focused on the drama and performance of Ancient Greece and Rome, the new (2nd year) course offers both a broader survey suitable to 2nd year level, and allows for important interconnections between the dramatic cultures of Greece and Rome to be emphasized. Finally, by cycling this course with those outlined in motions 5, 7, and 8 the overall breadth of the literature courses offered by the Classical Studies program at Nipissing will be expanded. No additional resources will be required as a result of this motion.

Motion 7: That ARCC approve the addition of CLAS 2336 – *The Ancient Novel* - to the list of courses offered by the Classical Studies Program as per the attached supporting documentation.

Rationale: The Classical Studies program at Nipissing has never offered a course that specifically focuses on the ancient Greek and Roman Novel. And yet these works are crucial to the subsequent development of the novel as a literary form in medieval and modern Western cultures. This new course will enrich the suite of courses available at Nipissing and will be of interest not only to students from Classical Studies but also to students in English Studies. Moreover, this course, together with those outlined in motions 5,6, and 8 will add breadth to and expand upon the literature courses offered by the Classical Studies program by replacing CLAS 2306 – *The Historians of Ancient Greece*, CLAS 2307 – *The Historians of Ancient Rome*, CLAS 2316 – *Introduction to Greek Literature in Translation*. No additional resources will be required as a result of this motion.

Motion 8: That ARCC approve the addition of CLAS 2337 – *Ancient Rhetoric and Oratory: Persuasive Speech in Ancient Greece and Rome* - to the list of courses offered by the Classical Studies Program as per the attached supporting documentation.

Rationale: The Classical Studies program at Nipissing has never offered a course that specifically focuses on Greek and Roman rhetorical theory and practice. And yet the ability to persuade others through a trained and skillful use of language was fundamental to the political, legal, and performance cultures of Ancient Greece and Rome, based as their cultures were in the oral delivery of speeches, literature, and even philosophy to a much greater degree than these cultures were in the written word. This new course will enrich the suite of courses available at Nipissing and may be of interest not only to Classical Studies students, but also to students in English Studies, Political Science, and potentially a variety of other disciplines. This course will also help the Classical Studies program achieve the breadth of subject matter necessary to be competitive with other high caliber Classical Studies programs in Ontario. No additional resources will be required as a result of this motion.

Motion 9: That ARCC approve the addition of CLAS 2436 – *The Rise and Fall of Democratic Athens* - to the list of courses offered by the Classical Studies Program as per the attached supporting documentation.

Rationale: To expand the depth and breadth of coverage in ancient history without requiring any additional resources by splitting the current CLAS 2416 – *The History of Ancient Greece* into two courses, CLAS 2436 and CLAS 2437 (see motion 10 below). CLAS 2436 will be cycled with the other new ancient history courses outlined in motions 10 and 11 below.

Motion 10: That ARCC approve the addition of CLAS 2437 – *The Age of Empires: From Alexander the Great to the Roman Conquest* - to the list of courses offered by the Classical Studies Program as per the attached supporting documentation.

Rationale: To expand upon the depth and breadth of ancient history courses offered by the Classical Studies program at Nipissing in order to emphasize the interconnectivity between developments in ancient Greece and Rome on one hand and the Near East and Egypt on the other hand. Students have repeatedly expressed interest in the history of ancient Egypt and the Near East, which are in any case unavoidable topics when examining the history of the Greco-Roman world. This change will allow students to take a more comparative and holistic approach to understanding the ancient world by focusing on the Hellenistic period specifically where the histories of ancient Greece, Rome, Egypt, and the Near East intersect and become intertwined. This course will be cycled with CLAS 2436 (motion 9), CLAS 2446 (motion 11), and CLAS 2447 (motion 12). No additional resources will be required as a result of this motion.

Motion 11: That ARCC approve the addition of CLAS 2446 – *The Rise and Fall of the Roman Empire* - to the list of courses offered by the Classical Studies Program as per the attached supporting documentation.

Rationale: To expand the breadth and depth of courses offered in ancient history by the Classical Studies program at Nipissing in order to emphasize the interconnectivity between developments in ancient Greece and Rome on one hand and the Near East and Egypt on the other hand. Students have repeatedly expressed interest in the history of ancient Egypt and the Near East, which are in any case unavoidable topics when examining the history of the Roman Empire. This change will allow students to take a more comparative and holistic approach to understanding the ancient world by focusing on the Roman Empire as a space where European and Near Eastern histories and cultures intersect and shape one another. This course will be cycled with CLAS 2436 (motion 9), CLAS 2437 (motion 10), and CLAS 2447 (motion 12). No additional resources will be required as a result of this motion.

Motion 12: That ARCC approve the addition of CLAS 2447 – *Famous Figures of the Ancient World* - to the list of courses offered by the Classical Studies Program as per the attached supporting documentation.

Rationale: This course will replace CLAS 2426 and 2427 which focus exclusively on famous figures in ancient Greece and those in ancient Rome respectively, both of which tend to be quite popular. This change will, however, allow faculty teaching this course to offer material thematically, ranging over famous figures in the ancient Near East and Egypt as well as the Greco-Roman world so as to better meet student demand and to afford students a comparative and more holistic understanding of ancient history. CLAS 2447 will be cycled with CLAS 2436 (motion 9), CLAS 2437 (motion 10), and CLAS 2446 (motion 11). No additional resources will be required as a result of this motion.

Motion 13: That ARCC approve the addition of CLAS 3016 – *Economy and Social Class in the Ancient World* - to the list of courses offered by the Classical Studies Program as per the attached supporting documentation.

Rationale: This course will replace CLAS 3207 – *Slavery in the Roman World* which can no longer be offered owing to loss of faculty. Moreover, this course will broaden the material covered in CLAS 3207 by expanding the focus from Roman slavery to class more generally in the Greco-Roman world, Egypt, and the Near East while situating class in its appropriate relationship to economy. Finally, the addition of this course is intended to broaden the social history of the ancient world offered by the Classical Studies department at Nipissing so as to cover the areas of race/ethnicity, class, and gender in a comparative fashion. This course will thus complement CLAS 3206 – *Gender and Sexuality in Ancient Greece and Rome* and CLAS 3066 – *Race, Racism, and Ethnic Identity in Ancient Greece and Rome*. This course might also be of interest to students in Sociology or Political Science. No additional resources will be required as a result of this motion.

Motion 14: That ARCC approve the addition of CLAS 3017 – *Warfare in the Ancient World* - to the list of courses offered by the Classical Studies Program as per the attached supporting documentation.

Rationale: The purpose of this motion is to merge CLAS 2406 and CLAS 2407 on warfare in ancient Greece and Rome respectively into a single course. This change also allows faculty teaching this course to range over material beyond that of ancient Greece and Rome and to include material from the ancient Near East, Egypt, and Iron Age Europe. The reason this course has been moved from a second year course to a third year course is because the methodological challenges involved in the expanded scope are considerably greater than those confronting students studying the much better documented Greco-Roman material. No additional resources will be required as a result of this motion.

Motion 15: That ARCC approve the addition of CLAS 3316 – *Topics in the Literature of Ancient Greece and Rome* - to the list of courses offered by the Classical Studies Program as per the attached supporting documentation.

Rationale: This course will round out the breadth requirements for the literature component of the Classical Studies program at Nipissing, which under the current set of course offerings does not cover the necessary range of genres, and will bring our program in line with other high caliber programs in Ontario. This course will replace two existing third year literature courses, CLAS 3326 – *Greek Drama and Theater* and CLAS 3327 – *Roman Comedy* with one third year literature course. The material for

CLAS 3326 and 3327 will be covered more effectively in CLAS 2327 (motion 6). No additional resources will be required as a result of this motion.

Motion 16: That ARCC approve the addition of CLAS 3436 – *Topics in the History of Ancient Greece and Rome* - to the list of courses offered by the Classical Studies Program as per the attached supporting documentation.

Rationale: To replace CLAS 3416 and CLAS 3417 which cover the topics in the history of Greece and Rome respectively with a single course covering both and emphasizing the interconnectivity of the Greco-Roman world. By combining two courses on the history of Greece and the history of Rome into a single course, students will gain a more inclusive, comparative, and holistic understanding of ancient history and one that is in keeping with where the discipline of Classical Studies is heading. No additional resources will be required as a result of this motion.

Motion 17: That ARCC approve the addition of CLAS 4436 – *Theory and Method in Classical Studies Research* - to the list of courses offered by the Classical Studies Program as per the attached supporting documentation.

Rationale: Remarkably most Classical Studies programs in Canada do not offer a course in working methods and simply expect students to acquire a facility with epigraphy, numismatics, textual criticism, the use of material culture etc. largely through osmosis. Therefore, the intention of this course is to provide students with the hard skills necessary for research at the graduate level. No additional resources will be required as a result of this motion.

Motion 18: That ARCC approve the addition of CLAS 3136 – *Advanced Latin Studies* - to the list of courses offered by the Classical Studies Program as per the attached supporting documentation.

Rationale: This course will replace CLAS 3116 – *Advanced Latin Studies I* and CLAS 3117 – *Advanced Latin Studies II*. No additional resources will be required as a result of this motion.

Motion 19: That ARCC approve the addition of CLAS 3236 – *Advanced Studies in Ancient Greek* - to the list of courses offered by the Classical Studies Program as per the attached supporting documentation.

Rationale: This course will replace CLAS 3126 – *Advanced Ancient Greek I: Prose* and CLAS 3127 – *Advanced Ancient Greek II: Poetry*. No additional resources will be required as a result of this motion.

Motion 20: That ARCC approve the addition of CLAS 4116 – *Readings in Select Latin Authors* - to the list of courses offered by the Classical Studies Program as per the attached supporting documentation.

Rationale: This course will replace CLAS 4106 – *Advanced Readings in Latin Prose Authors* and CLAS 4107 – *Advanced Readings in Latin Poetry*. No additional resources will be required as a result of this motion.

Motion 21: That ARCC approve the addition of CLAS 4117 – *Readings in Select Ancient Greek Authors* - to the list of courses offered by the Classical Studies Program as per the attached supporting documentation.

Rationale: The Classical Studies program at Nipissing does not currently offer a fourth year course in ancient Greek. No additional resources will be required as a result of this motion.

Motion 22: That ARCC approve changing the prerequisite for CLAS 4427 from CLAS 4416 or CLAS 4417 to CLAS 4436 – *Theory and Method in Classical Studies Research* as outlined in motion 17.

Rationale: CLAS 4416 and 4417 will be replaced by CLAS 4436 as per motion 17. No additional resources will be required as a result of this motion.

Motion 23: That ARCC approve changing the degree requirements for a Honours Specialization (60 credits) in Classical Studies **FROM:**

Students must complete CLAS 1006 and CLAS 1007 with a minimum of 60% in each.

12 Credits from CLAS 1106, 1107, 2116, 2117 OR CLAS 1206, 1207, 2216, 2217

One of CLAS 2416 or 2417

One of CLAS 2426 or 2427

Two of CLAS 2306, 2307, 2316, 2317, 3326, and 3327

Six Credits of *CLAS 4416 and 4427* OR *CLAS 4417 and 4427* OR *CLAS 4495*

An additional 24 Classical Studies credits at the upper level

TO:

1. Students must complete **BOTH** CLAS 1006 – *The Civilization of Ancient Greece* (3 cr.) **AND** CLAS 1007 – *The Civilization of Ancient Rome* (3 cr.) with a minimum of 60% in each.
2. **Both** CLAS 3316 – *Topics in the Literature of the Ancient World* (3 cr.) **AND** CLAS 3436 – *Topics in the History of Ancient Greece and Rome* (3 cr.)
3. **Both** CLAS 4436 – *Theory and Method in Classical Studies Research* (3 cr.) **AND** CLAS 4427 – *Honours Seminar in History and Culture* (3 cr.)
4. 18 credits in Ancient Greek Language and/or Latin.
5. An additional 24 upper year credits in Classical Studies (or cross-listed) courses of which at least 6 credits (excluding CLAS 3316 and 3436) must be at the 3000 level.

Rationale: This change to the Specialized Honours curriculum for Classical Studies is intended to achieve several things. First, it seeks to broaden the curriculum to cover the core areas of a competitive Classical Studies program. Moreover, the changes outlined in this motion will help put the Classical Studies program at Nipissing on a more competitive footing with other high caliber Classical Studies programs in Ontario and will enrich the intellectual character of Nipissing University as a whole. Finally, the new degree structure proposed in this motion is intended to streamline the program. No additional resources will be required as a result of this motion.

Motion 24: That ARCC approve changing the degree requirements for a Specialization (54 credits) in Classical Studies FROM:

1. Students must complete CLAS 1006 and 1007 with a minimum of 60% in each.
2. One of CLAS 2416 and CLAS 2417
3. Two of CLAS 2306, 2307, 2316, 2317, 3326, 3327
4. Two of CLAS 2006, 2007, 2406, 2407
5. Three of CLAS 3066, 3097, 3206, 3207, 3416, 3417
6. An additional 21 Classical Studies (or cross-listed) upper year courses

TO:

1. Students must complete **BOTH** CLAS 1006 – *The Civilization of Ancient Greece* (3 cr.) **AND** CLAS 1007 – *The Civilization of Ancient Rome* (3 cr.) with a minimum of 60% in each.
2. **Both** CLAS 3316 – *Topics in the Literature of the Ancient World* (3 cr.) **AND** CLAS 3436 – *Topics in the History of Ancient Greece and Rome* (3 cr.)
3. An additional 42 credits from upper year Classical Studies (or cross-listed) courses, of which 6

credits (excluding CLAS 3316 and 3436) must be at the 3000 level.

Rationale: This change to curriculum for the Specialization in Classical Studies is intended to achieve several things. First, it seeks to broaden the curriculum to cover more fully the core areas of a competitive Classical Studies program than is the case at present. Moreover, the changes outlined in this motion will help put the Classical Studies program at Nipissing on a more competitive footing with other high caliber Classical Studies programs in Ontario and will enrich the intellectual character of Nipissing University as a whole. Finally, the new degree structure proposed in this motion is intended to streamline the program. No additional resources will be required as a result of this motion.

Motion 25: That ARCC approve changing the degree requirements for a Major Degree (36 credits) in Classical Studies

FROM:

1. Students must complete CLAS 1006 and 1007 with a minimum of 60% in each
2. One of CLAS 2416 or 2417
3. One of CLAS 2426 or 2427
4. Two of CLAS 2306, 2307, 2316, 2317, 3326, 3327
5. An additional 18 upper year Classical Studies credits or cross-listed credits.

TO:

1. Students must complete 3 credits from **both** CLAS 1006 – *The Civilization of Ancient Greece* (3 cr.) **and** CLAS 1007 – *The Civilization of Ancient Rome* (3 cr.) with a minimum of 60% in each.
2. **Both** CLAS 3316 – *Topics in the Literature of the Ancient World* (3 cr.) **AND** CLAS 3436 – *Topics in the History of Ancient Greece and Rome* (3cr.)
3. An additional 24 upper year Classical Studies credits, of which 6 credits (excluding CLAS 3316 and 3436) must be at the 3000 level

Rationale: This change to the Major Degree in Classical Studies is intended to achieve several things. First, it seeks to broaden the curriculum to cover the core areas of a competitive Classical Studies program beyond what is currently the case. Moreover, the changes outlined in this motion will help put the Classical Studies program at Nipissing on a more competitive footing with other high caliber Classical Studies programs in Ontario and will enrich the intellectual character of Nipissing University as a whole. Finally, the new degree structure proposed in this motion is intended to streamline the program. No additional resources will be required as a result of this motion.

Motion 26: That ARCC approve changing the degree requirements for a Minor (18 credits) in Classical Studies

ROM:

A Minor in Classical Studies is available to students pursuing a program of study in a different discipline. Students will need to achieve a minimum 60% average in the 18 credits presented for the Minor. In addition to the requirements listed below.

1. Students must complete CLAS 1006 – The Civilization of Ancient Greece and CLAS 1007 – The Civilization of Ancient Rome.
2. Any 12 Credits of upper year courses in Classical Studies

TO:

A Minor in Classical Studies is available to students pursuing a program of study in a different discipline. Students will need to achieve a minimum 60% average in the 18 credits presented for the Minor. In addition to the requirements listed below.

1. Students must complete CLAS 1006 – The Civilization of Ancient Greece and CLAS 1007 – The Civilization of Ancient Rome.
2. Any 12 upper year Classical Studies credits with at least 3 credits at the 3000 level.

Rationale: This change to the curriculum for a Minor in Classical Studies is intended to ensure that students who are taking a minor in Classical Studies complete at least one senior level course.

Motion 27: That ARCC approve the banking of the following list of courses currently listed under Classical Studies in the Nipissing University Academic Calendar:

CLAS 2006 – Myth and Religion in Ancient Greece, CLAS 2007 – Myth and Religion in Ancient Rome, CLAS 2306 – The Historians of Ancient Greece, CLAS 2307 – The Historians of Ancient Rome, CLAS 2316 – Introduction to Greek Literature in Translation, CLAS 2406 – Warfare in Ancient Greece, CLAS 2407- Warfare in Ancient Rome, CLAS 2416 – The History of Ancient Greece, CLAS 2417 – The History of Ancient Rome, CLAS 2426 – Famous Figures in Ancient Greece, CLAS 2427 – Famous Figures in Ancient Rome, CLAS 2506

– Greek Art and Architecture, CLAS 3097 – Women in the Roman World, CLAS 3116 – Selected Latin Authors I, CLAS 3117 – Selected Latin Authors II, CLAS 3126 – Advanced Ancient Greek I: Prose, CLAS 3127 – Advanced Ancient Greek II: Poetry, CLAS 3207 – Slavery in the Roman World, CLAS 3326 – Greek Drama and Theatre, CLAS 3327 – Roman Comedy, CLAS 3416 – Topics in Greek History and Culture, CLAS 3417 – Topics in Roman History and Culture, CLAS 4106 – Advanced Reading in Latin Prose Authors, CLAS 4107 – Advanced Readings in Latin Poetry, CLAS 4416 – Selected Topics in Greek History and Culture, CLAS 4417 – Selected Topics in Roman History and Culture.

Rationale: The courses outlined in this motion will be replaced with the new courses proposed in the preceding motions and in keeping with the changes to the Classical Studies program proposed in the motions above. The reason for these changes is to streamline the Classical Studies program while improving the breadth of material necessary for a competitive Classical Studies program. No additional resources will be required as a result of this motion.

Section B – Course Templates for Motions 1 to 22

MOTION 1: That ARCC approve the addition of CLAS 2126 – *Latin and Greek for Scientific and Medical Terminology* - to the list of courses offered by the Classical Studies Program as per the attached supporting documentation.

Descriptive Data:

Course Code	CLAS 2126
Course Title	Latin and Greek for Scientific and Medical Terminology
Course Credits	<input type="checkbox"/> 3 credits <input checked="" type="checkbox"/> 6 credits <input type="checkbox"/> Other Click here to specify
Course Description	Students study the Latin and Greek words upon which much scientific and medical terminology are built so that they can understand the meaning of these terms by simply understanding the meaning of their Latin and Greek components.
Course Prerequisite	Any 18 credits completed
Course Corequisite	N/A
Antirequisite	None
Restriction	None
Instructional Method	<input type="checkbox"/> xlecture .. tutorial <input type="checkbox"/> laboratory work .. studio work <input type="checkbox"/> private study .. service learning <input type="checkbox"/> seminar .. clinical practice <input type="checkbox"/> practical work .. online delivery <input type="checkbox"/> independent study
Hours of contact time expected per week	3
Hours of contact time expected per term	36
Program Implications (ie. Does this program belong to a Group or Stream?)	Does this course have program implications? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, please specify: click here to specify
Course Grouping or Stream	Does this course belong to a Group or Stream? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, please specify:
Cross-Listing	<input type="checkbox"/> Cross-Listed
Learning Outcomes (6-8 points, visible, measurable and in active voice)	Students who successfully complete this course will demonstrate <ol style="list-style-type: none"> 1. A general understanding of the history of Latin and ancient Greek and their relationship to other ‘Indo-European’ languages including English. 2. A general knowledge of the Greco-Roman origins of scientific taxonomies in a variety of scientific fields (i.e. biology, psychology, medicine, physiology) to name but a few.

	<ol style="list-style-type: none">3. A working knowledge of the etymological origins and foundations of a wide variety of scientific and technical terms in a number of scientific fields, especially in biology and medicine.4. An ability to apply their understanding of Greek and Roman roots of scientific terminology in order to deduce the meaning of terms from knowledge of those roots alone.5. A better comprehension of the technical language and terminology in their own fields.6. An ability to write clearly and coherently, accurately utilizing the technical languages of their respective fields.7. A general knowledge of the major scientific thinkers from antiquity down to modernity and the contributions they made to modern science and medicine.
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Rationale/Statement of Need: To offer students in Nursing and in the sciences more generally a course that will fill their Humanities breadth requirements and which will be immediately applicable to their fields of study. Such courses already exist at McMaster University and Western University and tend to draw substantial numbers.

MOTION 2: That ARCC Approve the addition of CLAS-2016 *Education in Ancient Greece and Rome* to the list of courses offered by the Classical Studies Program

Descriptive Data:

Course Code	CLAS-2016
Course Title	Education in Ancient Greece and Rome
Course Credits	<input type="checkbox"/> 3 credits <input checked="" type="checkbox"/> 6 credits <input type="checkbox"/> Other 3 Credits
Course Description	Students study the different formal and informal systems of education in Ancient Athens and Sparta and in the Roman Republic and Empire, including its intellectual, artistic, rhetorical and physical aspects. Students also examine the degree to which Greco-Roman education informed later Western educational practices from the Middle Ages to the present day.
Course Prerequisite	Any 18 credits completed
Course Corequisite	None
Antirequisite	None
Restriction	None
Instructional Method	<input checked="" type="checkbox"/> lecture " tutorial <input type="checkbox"/> laboratory work " studio work <input type="checkbox"/> private study " service learning <input checked="" type="checkbox"/> seminar " clinical practice <input type="checkbox"/> practical work " online delivery <input type="checkbox"/> independent study
Hours of contact time expected per week	3 hours
Hours of contact time expected per term	36
Program Implications (ie. Does this program belong to a Group or Stream?)	Does this course have program implications? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, please specify: click here to specify
Course Grouping or Stream	Does this course belong to a Group or Stream? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, please specify: click here to specify
Cross-Listing	<input type="checkbox"/> Cross-Listed
Learning Outcomes (6-8 points, visible, measurable and in active voice)	Students who successfully complete this course will demonstrate 1. A general and well-informed knowledge of Ancient Greek and Roman formal and informal educational systems. 2. An ability to compare and contrast the different educational systems in Athens, Sparta, the Roman Republic and the Roman Empire. 3. An understanding of the relevant historical and cultural contexts in which Greek and Roman education was meaningful and relevant.

	<ol style="list-style-type: none"> 4. A basic understanding of the way in which subsequent Western cultures have drawn on Greek and Roman educational theory and practice. 5. An ability to gather, review, and assess primary and secondary sources appropriate to Greek and Roman education. 6. An ability to compare the merits of the different educational approaches in Greece and Rome, and to communicate these merits in logical, analytical arguments in clear, correct, and persuasive prose.
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Statement of Need/Rationale: The Classical Studies program at Nipissing has never offered a course that specifically focuses on the educational systems of ancient Greece and Rome. And yet, as in all cultures, the different formal and informal educational systems and approaches in Greece and Rome were a fundamental aspect of those civilizations. Moreover, the educational systems and approaches developed in Greco-Roman antiquity formed the basis of much subsequent Western education for many hundreds of years. When the leading nations of the modern world, to focus on one important impact of Greco-Roman education on the modern world, colonized the so-called “New World”, including Canada, the US, and Australia, they took with them understandings and assumptions – both positive and negative – about indigenous peoples around the world that were strongly informed by prevalent (racist) attitudes embedded in Greco-Roman culture and its educational systems. This new course will enrich the suite of courses available at Nipissing and will be of interest not only to students from Classical Studies but also to Education students and potentially those from other disciplines as well. No additional resources will be required as a result of this motion.

MOTION 3: That ARCC Approve the addition of CLAS 2017 – *Ancient Myth and Religion* to the list of courses offered by the Classical Studies Program at Nipissing.

Descriptive Data:

Course Code	CLAS 2017
Course Title	Ancient Myth and Religion
Course Credits	<input type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other Click here to specify
Course Description	Students examine myths and their related religious and cultic practices of ancient Mesopotamia, Egypt, Greece, and Rome in their appropriate historical, cultural, and literary contexts. Students also study the continuities and mutual influences between Near Eastern, Egyptian, and Greco-Roman myth and religion
Course Prerequisite	Any 18 credits completed
Course Corequisite	None
Antirequisite	CLAS 2006 and CLAS 2007
Restriction	None
Instructional Method	<input checked="" type="checkbox"/> lecture <input type="checkbox"/> tutorial <input type="checkbox"/> laboratory work <input type="checkbox"/> studio work <input type="checkbox"/> private study <input type="checkbox"/> service learning <input checked="" type="checkbox"/> seminar <input type="checkbox"/> clinical practice <input type="checkbox"/> practical work <input type="checkbox"/> online delivery <input type="checkbox"/> independent study
Hours of contact time expected per week	3
Hours of contact time expected per term	36
Program Implications (ie. Does this program belong to a Group or Stream?)	Does this course have program implications? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, please specify: click here to specify
Course Grouping or Stream	Does this course belong to a Group or Stream? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, please specify:
Cross-Listing	<input type="checkbox"/> Cross-Listed - this course may be credited towards
Learning Outcomes (6-8 points, visible, measurable and in active voice)	Students who successfully complete this course will demonstrate <ol style="list-style-type: none"> 1. An ability to apply theories regarding the origins of myth-making and the social and religious function of myth found in disciplines outside of Classical Studies to an analysis of the mythic traditions of ancient Greece, Rome, Egypt, and the Near East 2. An ability to explain the relationship between myth, ritual, and social structure in ancient societies and apply their understanding of this relationship to their study of the social and cultural life of the ancient world more broadly. 3. An ability to locate, gather, and evaluate the merits of a wide range of types of primary source evidence relevant for a detailed scholarly

	<p>analysis of the social function of myth and ritual in various periods and cultures of ancient history.</p> <p>4. An ability to locate, gather, and evaluate the merits of secondary source scholarship both within and outside the discipline of Classical Studies relevant to specific questions pertaining to the social and religious history of the ancient world.</p> <p>5. An ability to integrate a variety of types of primary source evidence and the most appropriate secondary sources in response to important questions in the social and religious history of the ancient world.</p> <p>6. An ability to contextualize historically specific developments in the religious history of the ancient world and analyze their relationship to the evolution of myth and ritual across a variety of religious traditions.</p> <p>7. The ability to communicate a historical analysis in a formal essay in clear, concise, grammatically correct English.</p>
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Rationale/Statement of Need: To streamline Classical Studies course offerings by collapsing CLAS 2006 and 2007 dealing with myth and religion in ancient Greece and Rome respectively into a single course covering both as there is considerable overlap between these two courses. Moreover, students have repeatedly expressed interest in the relationship between Greco-Roman myth and religion and the myth and religion of Egypt and the Near East. This change will thus better meet student demand. No additional resources will be required as a result of this motion.

MOTION 4: That ARCC Approve the addition of CLAS-2516 *Art and Archaeology of Ancient Greece and Rome* to the list of courses offered by the Classical Studies Program

Descriptive Data:

Course Code	CLAS-2516
Course Title	Art and Archaeology of Ancient Greece and Rome
Course Credits	<input type="checkbox"/> 3 credits <input checked="" type="checkbox"/> 6 credits <input type="checkbox"/> Other Click here to specify
Course Description	Students study the art, architecture, and archaeology of the ancient world. The art-forms that students focus on include temples, precincts, dwellings, administrative buildings, theatres, stadia, grave sites, frieze and free-standing sculpture, pottery, stonework, mosaics, and wall painting. Students learn how the artistic output of Greece and Rome was influenced by earlier Near Eastern traditions, and how it in turn has influenced much subsequent Western art and architecture.
Course Prerequisite	Any 18 credits completed
Course Corequisite	None
Antirequisite	None
Restriction	None
Instructional Method	<input checked="" type="checkbox"/> lecture <input type="checkbox"/> tutorial <input type="checkbox"/> laboratory work <input type="checkbox"/> studio work <input type="checkbox"/> private study <input type="checkbox"/> service learning <input checked="" type="checkbox"/> seminar <input type="checkbox"/> clinical practice <input type="checkbox"/> practical work <input type="checkbox"/> online delivery <input type="checkbox"/> independent study
Hours of contact time expected per week	3
Hours of contact time expected per term	36
Program Implications (ie. Does this program belong to a Group or Stream?)	Does this course have program implications? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, please specify: click here to specify
Course Grouping or Stream	Does this course belong to a Group or Stream? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, please specify: click here to specify
<u>Cross-Listing</u>	<input type="checkbox"/> Cross-Listed
Learning Outcomes (6-8 points, visible, measurable and in active voice)	Students who successfully complete this course will demonstrate <ol style="list-style-type: none"> 1. A well-informed familiarity with and understanding of the art, architecture and archaeology of Ancient Greece, the Hellenistic World, and Rome. 2. An ability to formulate and articulate interpretations of the art and architecture of ancient Greece, the Hellenistic World, and Rome

	<p>based in appropriate visual arts theories, practices, and traditions.</p> <ol style="list-style-type: none"> 3. An understanding of the relevant traditions of material culture in the ancient Mediterranean in which the art and architecture of Greece and Rome emerged and developed. 4. A basic understanding of the way in which subsequent Western cultures have received and transformed the art and architecture of Ancient Greece, the Hellenistic World, and Rome. 5. An ability to gather, review, and assess primary and secondary sources appropriate to ancient art, architecture, and archaeology. 6. An ability to compare the merits of different critical and theoretical approaches to ancient art, architecture, and archaeology and to communicate these merits in logical, analytical arguments in clear, correct, and persuasive prose
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Statement of Need/Rationale: Classical Studies at Nipissing currently offers one course related to this proposal: CLAS-2506 Greek Art and Architecture. There are a range of benefits that accrue from expanding the subject matter to include the art and archaeology of Rome and the Near East, including most of all the possibility of more fully focusing on the many ways in which Roman art and architecture both drew heavily on Greek art and architecture, and also in many instances preserved it through the production of more durable copies. We believe that this change will provide students with a more appropriate grounding in the art and architecture of the two ancient Western civilizations that have done so much to formulate the art and architecture of the modern world. No additional resources will be required as a result of this motion.

MOTION 5: That ARCC approve the addition of CLAS-2326 *Gods and Heroes: Epic Literature of Ancient Greece and Rome* to the list of courses under the Classical Studies Program.

Descriptive Data:

Course Code	CLAS-2326
Course Title	<i>Gods and Heroes: Epic Literature of Ancient Greece and Rome</i>
Course Credits	<input type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other Click here to specify
Course Description	Students read a selection of seminal works of narrative and didactic Epic from Ancient Greece, the Hellenistic World, and Rome, and examine the interconnections between them. Students learn how the works of Homer, Hesiod, Apollonius of Rhodes, Lucretius, Vergil, Ovid and others, have been informed by earlier Epics from the Ancient Near East and traditions of oral and performed poetry, and how these works have informed subsequent Western literary cultures.
Course Prerequisite	Any 18 credits completed
Course Corequisite	None
Antirequisite	None
Restriction	None
Instructional Method	<input checked="checked" type="checkbox"/> lecture <input type="checkbox"/> tutorial <input type="checkbox"/> laboratory work <input type="checkbox"/> studio work <input type="checkbox"/> private study <input type="checkbox"/> service learning <input checked="checked" type="checkbox"/> seminar <input type="checkbox"/> clinical practice <input type="checkbox"/> practical work <input type="checkbox"/> online delivery <input type="checkbox"/> independent study
Hours of contact time expected per week	3
Hours of contact time expected per term	36
Program Implications (ie. Does this program belong to a Group or Stream?)	Does this course have program implications? <input type="checkbox"/> Yes <input checked="checked" type="checkbox"/> No If yes, please specify: click here to specify
Course Grouping or Stream	Does this course belong to a Group or Stream? <input type="checkbox"/> Yes <input checked="checked" type="checkbox"/> No If yes, please specify: click here to specify
<u>Cross-Listing</u>	<input type="checkbox"/> Cross-Listed -
Learning Outcomes (6-8 points, visible, measurable and in active voice)	Students who successfully complete this course will demonstrate 1. A well-informed familiarity with and understanding of the Epic literature of Ancient Greece, the Hellenistic World, and Rome. 2. An ability to formulate and articulate theoretically-, historically-, genre- and performance-based interpretations of Epic texts. 3. An understanding of the relevant traditions of oral culture in which ancient Epic developed and continued to be recited in performance

	<p>situations.</p> <p>4. A basic understanding of the way in which Ancient Greek and Roman Epic drew on earlier literature from the Ancient Near East, and how subsequent Western cultures have received and transformed Greek and Roman Epic.</p> <p>5. An ability to gather, review, and assess primary and secondary sources appropriate to the study of ancient Epic.</p> <p>6. An ability to compare the merits of different critical and theoretical approaches to ancient Greek and Roman Epic, and to communicate these merits in logical, analytical arguments in clear, correct, and persuasive prose.</p>
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Statement of Need/Rationale: The Classical Studies program at Nipissing has never offered a course that specifically focuses on Epic literature in Greece and Rome. And yet these works are seminal both in themselves as well as in relation to subsequent Western literature. This new course will enrich the suite of courses available at Nipissing and will be of interest to students not only from Classical Studies but also from English Studies. Finally, this course, together with those outlined in motions 6,7, and 8 will add breadth to and expand upon the literature courses offered by the Classical Studies program and will replace CLAS 2306 – The Historians of Ancient Greece, CLAS 2307 – The Historians of Ancient Rome, CLAS 2316 – Introduction to Greek Literature in Translation. No additional resources will be required as a result of this motion

	<p>3. An understanding of the relevant traditions of oral culture and performance situations in which ancient drama and performance was situated.</p> <p>4. A basic understanding of the way in which subsequent Western cultures have received and transformed Greek and Roman drama and performance.</p> <p>5. An ability to gather, review, and assess primary and secondary sources appropriate to ancient drama and performance.</p> <p>6. An ability to compare the merits of different critical and theoretical approaches to ancient drama and performance, and to communicate these merits in logical, analytical arguments in clear, correct, and persuasive prose.</p>
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Rationale: This new course combines and replaces three currently existing courses, CLAS 2316 – *Introduction to Greek Literature in Translation*, CLAS-3326 *Greek Drama and Theatre* and CLAS-3327 *Roman Comedy*. By combining the current 2nd and 3rd year courses focused on the drama and performance of Ancient Greece and Rome, the new (2nd year) course offers both a broader survey suitable to 2nd year level, and allows for important interconnections between the dramatic cultures of Greece and Rome to be emphasized. Finally, by cycling this course with those outlined in motions 5, 7, and 8 the overall breadth of the literature courses offered by the Classical Studies program at Nipissing will be expanded. No additional resources will be required as a result of this motion.

	<p>cultures have received and transformed the Ancient Greek, Hellenistic, and Roman novel.</p> <p>5. An ability to gather, review, and assess primary and secondary sources appropriate to the Ancient Novel.</p> <p>6. An ability to compare the merits of different critical and theoretical approaches to the ancient novel and to communicate these merits in logical, analytical arguments in clear, correct, and persuasive prose.</p>
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Statement of Need/Rationale: The Classical Studies program at Nipissing has never offered a course that specifically focuses on the ancient Greek and Roman Novel. And yet these works are crucial to the subsequent development of the novel as a literary form in medieval and modern Western cultures. This new course will enrich the suite of courses available at Nipissing and will be of interest not only to students from Classical Studies but also to students in English Studies. Moreover, this course, together with those outlined in motions 5,6, and 8 will add breadth to and expand upon the literature courses offered by the Classical Studies program by replacing CLAS 2306 – The Historians of Ancient Greece, CLAS 2307 – The Historians of Ancient Rome, CLAS 2316 – Introduction to Greek Literature in Translation. No additional resources will be required as a result of this motion.

MOTION 8: That ARCC approve the addition of CLAS-2337 *Ancient Rhetoric and Oratory: Persuasive Speech in Ancient Greece and Rome* to the list of courses under the Classical Studies Program

Descriptive Data:

Course Code	CLAS-2337
Course Title	Ancient Rhetoric and Oratory: Persuasive Speech in Ancient Greece and Rome
Course Credits	<input type="checkbox"/> 3 credits <input checked="" type="checkbox"/> 6 credits <input type="checkbox"/> Other Click here to specify
Course Description	Students explore the theory and practice of Ancient Greek and Roman rhetoric through a study of famous speeches (in translation) from Greco-Roman politics and courts of law. Students also study ancient theories on the most effective use of voice, gesture, rhythm, and structure, situating these techniques in their relevant ancient contexts, while also learning how these techniques have influenced later Western rhetorical practices and politics.
Course Prerequisite	Any 18 credits completed
Course Corequisite	None
Antirequisite	None
Restriction	None
Instructional Method	<input checked="" type="checkbox"/> lecture <input type="checkbox"/> tutorial <input type="checkbox"/> laboratory work <input type="checkbox"/> studio work <input type="checkbox"/> private study <input type="checkbox"/> service learning <input checked="" type="checkbox"/> seminar <input type="checkbox"/> clinical practice <input type="checkbox"/> practical work <input type="checkbox"/> online delivery <input type="checkbox"/> independent study
Hours of contact time expected per week	3
Hours of contact time expected per term	36
Program Implications (ie. Does this program belong to a Group or Stream?)	Does this course have program implications? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, please specify: click here to specify
Course Grouping or Stream	Does this course belong to a Group or Stream? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, please specify: click here to specify
Cross-Listing	<input type="checkbox"/> Cross-Listed -
Learning Outcomes (6-8 points, visible, measurable and in active voice)	Students who successfully complete this course will demonstrate 1. A general and well-informed knowledge of Ancient Greek and Roman Rhetorical theory and practice. 2. An ability to formulate and articulate theoretically-, historically-, genre- and performance-based interpretations of ancient rhetorical theory and practice.

	<ol style="list-style-type: none"> 3. An understanding of the relevant traditions of oral culture and performance situations in which ancient rhetoric was situated. 4. A basic understanding of the way in which subsequent Western cultures have drawn on Greek and Roman rhetorical practice. 5. An ability to gather, review, and assess primary and secondary sources appropriate to Greek and Roman rhetoric. 6. An ability to compare the merits of different critical and theoretical approaches to ancient rhetoric, and to communicate these merits in logical, analytical arguments in clear, correct, and persuasive prose.
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Statement of Need/Rationale: The Classical Studies program at Nipissing has never offered a course that specifically focuses on Greek and Roman rhetorical theory and practice. And yet the ability to persuade others through a trained and skillful use of language was fundamental to the political, legal, and performance cultures of Ancient Greece and Rome, based as their cultures were in the oral delivery of speeches, literature, and even philosophy to a much greater degree than these cultures were in the written word. This new course will enrich the suite of courses available at Nipissing and may be of interest not only to Classical Studies students, but also to students in English Studies, Political Science, and potentially a variety of other disciplines. This course will also help the Classical Studies program achieve the breadth of subject matter necessary to be competitive with other high caliber Classical Studies programs in Ontario. No additional resources will be required as a result of this motion.

	<p>Age, Archaic, and Classical Periods in Greece.</p> <p>4. An ability to gather, analyze, and evaluate secondary source documents relevant to the social and political history of ancient the Bronze Age, Archaic, and Classical Periods in Greece.</p> <p>5. An ability to articulate some of the key theoretical, methodological, and historiographical debates among ancient history scholars.</p> <p>6. An ability to apply their knowledge of a variety of types of primary source evidence in order to produce a scholarly analysis of a specific problem in the study of the social and political histories of the Bronze Age, Archaic, and Classical Periods in Greece.</p> <p>7. An ability to communicate a historical analysis in a formal essay in clear, concise, grammatically correct English.</p>
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Rationale/Statement of Need: To expand the depth and breadth of coverage in ancient history without requiring any additional resources by splitting the current CLAS 2416 – *The History of Ancient Greece* into two courses, CLAS 2436 and CLAS 2437 (see motion 10 below). CLAS 2436 will be cycled with the other new ancient history courses outlined in motions 10 and 11 below.

MOTION 10: That ARCC Approve the addition of CLAS 2437 – *The Age of Empires: From Alexander the Great to the Roman Conquest* - to the list of courses offered by the Classical Studies Program.

Descriptive Data:

Course Code	CLAS 2437
Course Title	The Age of Empires: From Alexander the Great to the Roman Conquest
Course Credits	<input type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other Click here to specify
Course Description	Students study the history of ancient empires from Alexander the Great and the Hellenistic kingdoms to the expansion of Rome into the Hellenistic world and beyond. Students pay special attention to the factors relating to the growth of imperialism in ancient societies and the impact of imperial histories in shaping ancient and modern histories of Europe and the Near East.
Course Prerequisite	Any 18 credits completed
Course Corequisite	None
Antirequisite	CLAS 2416 and CLAS 2417
Restriction	None
Instructional Method	<input checked="" type="checkbox"/> lecture <input type="checkbox"/> tutorial <input type="checkbox"/> laboratory work <input type="checkbox"/> studio work <input type="checkbox"/> private study <input type="checkbox"/> service learning <input checked="" type="checkbox"/> seminar <input type="checkbox"/> clinical practice <input type="checkbox"/> practical work <input type="checkbox"/> online delivery <input type="checkbox"/> independent study
Hours of contact time expected per week	3
Hours of contact time expected per term	36
Program Implications (ie. Does this program belong to a Group or Stream?)	Does this course have program implications? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, please specify: click here to specify
Course Grouping or Stream	Does this course belong to a Group or Stream? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, please specify:
<u>Cross-Listing</u>	<input type="checkbox"/> Cross-Listed -
Learning Outcomes <i>(6-8 points, visible, measurable and in active voice)</i>	Students who successfully complete this course will demonstrate 1. An ability to identify key players and developments in the history of the wider Hellenistic world. 2. An ability to identify and apply key concepts and methodologies in the study of the Hellenistic World. 3. An ability to gather, analyze, and evaluate primary source documents relevant to the history of the Hellenistic period. 4. An ability to gather, analyze, and evaluate secondary source

	<p>documents relevant to the study of Hellenistic history.</p> <p>5. An ability to articulate some of the key theoretical, methodological, and historiographical debates among Hellenistic historians.</p> <p>6. An ability to apply their knowledge of a variety of types of primary source evidence in order to produce a scholarly analysis of a specific problem in the study of the Hellenistic period.</p> <p>7. An ability to communicate a historical analysis in a formal essay in clear, concise, grammatically correct English.</p>
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Rationale/Statement of Need: To expand upon the depth and breadth of ancient history courses offered by the Classical Studies program at Nipissing in order to emphasize the interconnectivity between developments in ancient Greece and Rome on one hand and the Near East and Egypt on the other hand. Students have repeatedly expressed interest in the history of ancient Egypt and the Near East, which are in any case unavoidable topics when examining the history of the Greco-Roman world. This change will allow students to take a more comparative and holistic approach to understanding the ancient world by focusing on the Hellenistic period specifically where the histories of ancient Greece, Rome, Egypt, and the Near East intersect and become intertwined. This course will be cycled with CLAS 2436 (motion 9), CLAS 2446 (motion 11), and CLAS 2447 (motion 12). No additional resources will be required as a result of this motion.

	<p>characteristics of the reigns of specific emperors.</p> <p>5. An ability to identify and articulate some of the key theoretical and methodological debates among some of the scholars engaged in the study of Imperial Rome.</p> <p>6. An ability to apply their knowledge of the primary source evidence to produce a scholarly analysis of a specific problem in the study of the history of the Roman Empire.</p> <p>7. An ability to communicate a historical analysis in a formal essay in clear, concise, grammatically correct English.</p>
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Rationale/Statement of Need: To expand the breadth and depth of courses offered in ancient history by the Classical Studies program at Nipissing in order to emphasize the interconnectivity between developments in ancient Greece and Rome on one hand and the Near East and Egypt on the other hand. Students have repeatedly expressed interest in the history of ancient Egypt and the Near East, which are in any case unavoidable topics when examining the history of the Roman Empire. This change will allow students to take a more comparative and holistic approach to understanding the ancient world by focusing on the Roman Empire as a space where European and Near Eastern histories and cultures intersect and shape one another. This course will be cycled with CLAS 2436 (motion 9), CLAS 2437 (motion 10), and CLAS 2447 (motion 12). No additional resources will be required as a result of this motion.

	<ol style="list-style-type: none">4. An ability to gather, analyze and evaluate other (non-biographical) forms of primary source evidence and utilize it to reconstruct the life and career of significant figures in the history of antiquity5. An ability to gather, analyze, and evaluate the most current secondary scholarship in the area of ancient biography6. The ability to communicate a historical analysis in a formal essay in clear, concise, grammatically correct English.
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Rationale/Statement of Need: This course will replace CLAS 2426 and 2427 which focus exclusively on famous figures in ancient Greece and those in ancient Rome respectively, both of which tend to be quite popular. This change will, however, allow faculty teaching this course to offer material thematically, ranging over famous figures in the ancient Near East and Egypt as well as the Greco-Roman world so as to better meet student demand and to afford students a comparative and more holistic understanding of ancient history. CLAS 2447 will be cycled with CLAS 2436 (motion 9), CLAS 2437 (motion 10), and CLAS 2446 (motion 11). No additional resources will be required as a result of this motion.

	<p>5. An ability to identify the deficiencies and gaps in the current scholarship on ancient economies and propose a plan of study in response to those deficiencies and gaps</p> <p>6. An ability to synthesize a scholarly argument in response to a specific problem in the study of ancient economic history through the critical use of primary source evidence and secondary scholarship</p> <p>7. An ability to apply concepts from disciplines outside of Classical Studies research to specific problems in the history of ancient economies</p> <p>8. An ability to communicate scholarly arguments in a coherently written formal written essay and in an articulate oral presentation</p>
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Rationale/Statement of Need: This course will replace CLAS 3207 – *Slavery in the Roman World* which can no longer be offered owing to loss of faculty. Moreover, this course will broaden the material covered in CLAS 3207 by expanding the focus from Roman slavery to class more generally in the Greco-Roman world, Egypt, and the Near East while situating class in its appropriate relationship to economy. Finally, the addition of this course is intended to broaden the social history of the ancient world offered by the Classical Studies department at Nipissing so as to cover the areas of race/ethnicity, class, and gender in a comparative fashion. This course will thus complement CLAS 3206 – *Gender and Sexuality in Ancient Greece and Rome* and CLAS 3066 – *Race, Racism, and Ethnic Identity in Ancient Greece and Rome*. This course might also be of interest to students in Sociology or Political Science. No additional resources will be required as a result of this motion.

MOTION 14: That ARCC Approve the addition of CLAS 3017 – *Warfare in the Ancient World* - to the list of courses offered by the Classical Studies Program.

Descriptive Data:

Course Code	CLAS 3017
Course Title	Warfare in the Ancient World
Course Credits	<input type="checkbox"/> 3 credits <input checked="" type="checkbox"/> 6 credits <input type="checkbox"/> Other Click here to specify
Course Description	Warfare shaped all aspects of life in the ancient world. Students examine the history of warfare from the Bronze to Late Antiquity in ancient Mesopotamia, Egypt, the Near East, Greece, and Rome. While students learn about the evolution of weapons, tactics, and strategies, they also study the causes of armed conflict and the role of warfare in shaping ancient social, cultural, political, and economic life.
Course Prerequisite	Any 12 Credits in Classical Studies, with at least 3 of those credits at the 2000 level
Course Corequisite	N/A
Antirequisite	CLAS 2406 and CLAS 2407
Restriction	None
Instructional Method	X lecture .. tutorial <input type="checkbox"/> laboratory work .. studio work <input type="checkbox"/> private study .. service learning X seminar .. clinical practice <input type="checkbox"/> practical work .. online delivery <input type="checkbox"/> independent study
Hours of contact time expected per week	3
Hours of contact time expected per term	36
Program Implications (ie. Does this program belong to a Group or Stream?)	Does this course have program implications? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, please specify: click here to specify
Course Grouping or Stream	Does this course belong to a Group or Stream? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, please specify:
Cross-Listing	<input type="checkbox"/> Cross-Listed
Learning Outcomes (6-8 points, visible, measurable and in active voice)	Students who successfully complete this course will demonstrate 1. An understanding of the origins of armed conflict in the ancient world and the role of armed conflict shaping ancient societies politically, socially, economically, and culturally 2. An understanding of the methodological debates in modern scholarship on the study of ancient warfare 3. An ability to locate, analyze, and critically evaluate a wide array of primary source evidence necessary for the study ancient warfare

	<p>4. An ability to locate, analyze, and critically evaluate the most current and relevant secondary scholarship on the study of ancient warfare</p> <p>5. An ability to identify the deficiencies and gaps in the current scholarship in the study of ancient warfare and to propose a plan of study in response to those deficiencies and gaps</p> <p>6. An ability to synthesize a scholarly argument in response to a specific problem in the study of ancient warfare through the critical use of primary source evidence and secondary scholarship</p> <p>7. An ability to apply concepts from disciplines outside of Classical Studies research to specific problems in the history of ancient warfare</p> <p>8. An ability to communicate scholarly arguments in a coherently written formal written essay and in an articulate oral presentation</p>
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Rationale/Statement of Need: The purpose of this motion is to merge CLAS 2406 and CLAS 2407 on warfare in ancient Greece and Rome respectively into a single course. This change also allows faculty teaching this course to range over material beyond that of ancient Greece and Rome and to include material from the ancient Near East, Egypt, and Iron Age Europe. The reason this course has been moved from a second year course to a third year course is because the methodological challenges involved in the expanded scope are considerably greater than those confronting students studying the much better documented Greco-Roman material. No additional resources will be required as a result of this motion.

MOTION 15: That ARCC Approve the addition of CLAS 3316 – *Topics in the Literature of Ancient Greece and Rome* - to the list of courses offered by the Classical Studies Program.

Descriptive Data:

Course Code	CLAS 3316																														
Course Title	Topics in the Literature of Ancient Greece and Rome																														
Course Credits	<input type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other Click here to specify																														
Course Description	Students examine genres of ancient Greek and Roman literature not covered in the second year courses, chosen in conjunction with student and faculty interest. Such genres might include Lyric Poetry, Satire, the Idyll, and Epigram, to name but a few. Students also study the text as a social and cultural artefact and as well as the place of the chosen genre in the pedigree of the Western history of literature.																														
Course Prerequisite	Any 12 Credits in Classical Studies, with at least 3 of those credits at the 2000 level																														
Course Corequisite	None																														
Antirequisite	None																														
Restriction	None																														
Instructional Method	<table style="width:100%; border:none;"> <tr> <td style="width:10%;"><input checked="" type="checkbox"/></td> <td style="width:60%;">lecture</td> <td style="width:5%;"></td> <td style="width:25%;"><input type="checkbox"/></td> <td>tutorial</td> </tr> <tr> <td><input type="checkbox"/></td> <td>laboratory work</td> <td></td> <td><input type="checkbox"/></td> <td>studio work</td> </tr> <tr> <td><input type="checkbox"/></td> <td>private study</td> <td></td> <td><input type="checkbox"/></td> <td>service learning</td> </tr> <tr> <td><input checked="" type="checkbox"/></td> <td>seminar</td> <td></td> <td><input type="checkbox"/></td> <td>clinical practice</td> </tr> <tr> <td><input type="checkbox"/></td> <td>practical work</td> <td></td> <td><input type="checkbox"/></td> <td>online delivery</td> </tr> <tr> <td><input type="checkbox"/></td> <td>independent study</td> <td></td> <td></td> <td></td> </tr> </table>	<input checked="" type="checkbox"/>	lecture		<input type="checkbox"/>	tutorial	<input type="checkbox"/>	laboratory work		<input type="checkbox"/>	studio work	<input type="checkbox"/>	private study		<input type="checkbox"/>	service learning	<input checked="" type="checkbox"/>	seminar		<input type="checkbox"/>	clinical practice	<input type="checkbox"/>	practical work		<input type="checkbox"/>	online delivery	<input type="checkbox"/>	independent study			
<input checked="" type="checkbox"/>	lecture		<input type="checkbox"/>	tutorial																											
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<input type="checkbox"/>	practical work		<input type="checkbox"/>	online delivery																											
<input type="checkbox"/>	independent study																														
Hours of contact time expected per week	3																														
Hours of contact time expected per term	36																														
Program Implications (ie. Does this program belong to a Group or Stream?)	Does this course have program implications? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, please specify: click here to specify																														
Course Grouping or Stream	Does this course belong to a Group or Stream? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, please specify:																														
<u>Cross-Listing</u>	<input type="checkbox"/> Cross-Listed																														
Learning Outcomes (6-8 points, visible, measurable and in active voice)	Students who successfully complete this course will demonstrate <ol style="list-style-type: none"> 1. A detailed knowledge of a specific genre of ancient Greek and Roman literature. 2. An ability to situate a number of literary texts and their authors in their appropriate social, cultural, and historical contexts. 3. A working knowledge of literary theory and the ability to apply that knowledge to a critical reading of ancient literary texts. 4. An ability to situate a specific genre of Greek and Roman literature in the evolution of ancient literature and of Western literature more generally. 																														

	<p>5. An understanding of the methodological importance of textual criticism and philological analysis to understanding text, genre, and author and an ability to apply that understanding to a historical argument.</p> <p>6. An ability to critically evaluate the merits and weaknesses of the current and past scholarship relating to their chosen genre.</p> <p>7. An ability to use their understanding of ancient literary texts to formulate a scholarly argument and to express articulately that argument in a formal presentation and piece of scholarly writing.</p>
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Rationale/Statement of Need: This course will round out the breadth requirements for the literature component of the Classical Studies program at Nipissing, which under the current set of course offerings does not cover the necessary range of genres, and will bring our program in line with other high caliber programs in Ontario. This course will replace two existing third year literature courses, CLAS 3326 – Greek Drama and Theater and CLAS 3327 – Roman Comedy with one third year literature course. The material for CLAS 3326 and 3327 will be covered more effectively in CLAS 2327 (motion 6). No additional resources will be required as a result of this motion.

MOTION 16: That ARCC Approve the addition of CLAS 3436 – *Topics in the History of Ancient Greece and Rome* - to the list of courses offered by the Classical Studies Program.

Descriptive Data:

Course Code	CLAS 3436
Course Title	Topics in the History of Ancient Greece and Rome
Course Credits	<input type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other Click here to specify
Course Description	Students undertake an intensive examination of a specific topic in the social, political, or cultural history of Ancient Greece and Rome. Such topics might include but will not be limited to the origins and evolution of democracy in Greece, the life and career of Alexander the Great, the Hellenistic monarchies, the Roman Revolution, or the Collapse of the Roman Empire to name a few.
Course Prerequisite	Any 12 Credits in Classical Studies, with at 3 of those credits at the 2000 level
Course Corequisite	None
Antirequisite	None
Restriction	None
Instructional Method	<input checked="" type="checkbox"/> lecture <input type="checkbox"/> tutorial <input type="checkbox"/> laboratory work <input type="checkbox"/> studio work <input type="checkbox"/> private study <input type="checkbox"/> service learning <input checked="" type="checkbox"/> seminar <input type="checkbox"/> clinical practice <input type="checkbox"/> practical work <input type="checkbox"/> online delivery <input type="checkbox"/> independent study
Hours of contact time expected per week	3
Hours of contact time expected per term	36
Program Implications (ie. Does this program belong to a Group or Stream?)	Does this course have program implications? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, please specify: click here to specify
Course Grouping or Stream	Does this course belong to a Group or Stream? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, please specify:
Cross-Listing	<input type="checkbox"/> Cross-Listed
Learning Outcomes (6-8 points, visible, measurable and in active voice)	Students who successfully complete this course will demonstrate 1. An ability to devise and sustain complex analytical arguments. 2. An ability to compare and discriminate between scholarly secondary sources relevant to the subject matter of the course in order to make the most judicious and effective use of them. 3. An ability to communicate information, ideas, and analytical arguments orally and in writing in a clear, coherent, and concise manner. 4. A capacity to participate in a critical discussion by listening actively and responding in an informed and apposite manner.

	<p>5. An understanding that other disciplines produce bodies of knowledge that may enhance, complement, or conflict with that of the subject matter in the course.</p> <p>6. An understanding of the uncertainty, ambiguity, and limits of knowledge as it relates to the course subject matter as well as the limits of a wide range of relevant primary source evidence.</p> <p>7. An ability to work effectively and collegially with others.</p> <p>8. An ability to identify their own learning needs, goals, weaknesses and their remedies for their degree and beyond.</p>
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Rationale/Statement of Need: To replace CLAS 3416 and CLAS 3417 which cover the topics in the history of Greece and Rome respectively with a single course covering both and emphasizing the interconnectivity of the Greco-Roman world. By combining two courses on the history of Greece and the history of Rome into a single course, students will gain a more inclusive, comparative, and holistic understanding of ancient history and one that is in keeping with where the discipline of Classical Studies is heading. No additional resources will be required as a result of this motion.

MOTION 17: That ARCC Approve the addition of CLAS 4436 – *Theory and Method in Classical Studies Research* - to the list of courses offered by the Classical Studies Program.

Descriptive Data:

Course Code	CLAS 4436
Course Title	Theory and Method in Classical Studies Research
Course Credits	<input type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other Click here to specify
Course Description	Students undertake an intensive examination of the materials and methods used in Classical Studies research such as material culture, textual criticism, literary analysis, epigraphy, and numismatics. Students also study the theories and methods employed by scholars in other disciplines and learn how to integrate that knowledge into their own research projects.
Course Prerequisite	18 Classical Studies Credits, with at least 6 of those credits at the upper year levels
Course Corequisite	N/A
Antirequisite	None
Restriction	Students must be enrolled in an Honours Program in Classical Studies
Instructional Method	<input type="checkbox"/> lecture <input type="checkbox"/> tutorial <input type="checkbox"/> laboratory work <input type="checkbox"/> studio work <input type="checkbox"/> private study <input type="checkbox"/> service learning <input checked="" type="checkbox"/> seminar <input type="checkbox"/> clinical practice <input type="checkbox"/> practical work <input type="checkbox"/> online delivery <input type="checkbox"/> independent study
Hours of contact time expected per week	3
Hours of contact time expected per term	36
Program Implications (ie. Does this program belong to a Group or Stream?)	Does this course have program implications? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, please specify: click here to specify
Course Grouping or Stream	Does this course belong to a Group or Stream? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, please specify:
Cross-Listing	<input type="checkbox"/> Cross-Listed
Learning Outcomes (6-8 points, visible, measurable and in active voice)	Students who successfully complete this course will demonstrate 1. A detailed understanding of the variety types of evidence used by Classical Studies scholars and the ability to evaluate their limitations as evidence. 2. A detailed knowledge of both the physical and digital corpora of evidence types and how to access these materials in pursuit of a specific research goal. 3. A detailed understanding of the main methodological debates among Classical Studies scholars pertaining to the effective use of different

	<p>forms of evidence and an ability to critically evaluate the key scholarly arguments in those debates.</p> <p>4. An ability to identify the important gaps in our knowledge of ancient cultures and histories.</p> <p>5. An ability to apply critically their knowledge of available primary source evidence in order to propose a scholarly research proposal in response to the gaps in our knowledge of ancient histories and cultures.</p> <p>6. An ability to communicate complex, analytical arguments effectively and critically both in oral presentations and in a formal scholarly research paper.</p> <p>7. An ability to work collectively and professionally in a collegial research environment.</p>
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Rationale/Statement of Need: Remarkably most Classical Studies programs in Canada do not offer a course in working methods and simply expect students to acquire a facility with epigraphy, numismatics, textual criticism, the use of material culture etc. largely through osmosis. Therefore, the intention of this course is to provide students with the hard skills necessary for research at the graduate level. No additional resources will be required as a result of this motion.

MOTION 18: That ARCC Approve the addition of CLAS 3136 – *Advanced Latin Studies* - to the list of courses offered by the Classical Studies Program.

Descriptive Data:

Course Code	CLAS 3136
Course Title	Advanced Latin Studies
Course Credits	<input type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other Click here to specify
Course Description	Students refine their ability to read unabridged Latin texts from a variety of genres of both Latin poetry and prose and gain an understanding of the philological approach to the study of cultural history. Students also gain an understanding of the characteristics of a variety of genres of Latin literature by studying them in the original Latin.
Course Prerequisite	CLAS 2117
Course Corequisite	None
Antirequisite	None
Restriction	None
Instructional Method	<input type="checkbox"/> lecture <input type="checkbox"/> tutorial <input type="checkbox"/> laboratory work <input type="checkbox"/> studio work <input type="checkbox"/> private study <input type="checkbox"/> service learning <input checked="" type="checkbox"/> seminar <input type="checkbox"/> clinical practice <input type="checkbox"/> practical work <input type="checkbox"/> online delivery <input type="checkbox"/> independent study
Hours of contact time expected per week	3
Hours of contact time expected per term	36
Program Implications (ie. Does this program belong to a Group or Stream?)	Does this course have program implications? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, please specify: click here to specify
Course Grouping or Stream	Does this course belong to a Group or Stream? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, please specify:
Cross-Listing	<input type="checkbox"/> Cross-Listed
Learning Outcomes (6-8 points, visible, measurable and in active voice)	Students who successfully complete this course will demonstrate 1. An ability to read complex Latin prose and poetry with little assistance from grammars or dictionaries. 2. A detailed understanding of the characteristics of a variety of genres of Latin literature 3. An understanding of poetic meter in Latin literature and how meter relates to poetic content. 4. An understanding of literary theory and philological method and how to apply these to read Latin literature more critically as cultural artefacts.

	<p>5. An ability to use newly emerging digital technology and corpora to conduct literary and philological research.</p> <p>6. An understanding of the current scholarly debates in the study of Latin literature and to evaluate the merits of current scholarly arguments.</p> <p>7. An ability to critically evaluate the usefulness of a variety of Latin texts as evidence for the social, cultural, and intellectual life of the ancient world.</p> <p>8. An ability to apply their knowledge of Latin literature to formulate a scholarly argument on a specific problem in Roman history and to express that argument in a formal oral presentation and in a proper scholarly essay.</p>
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Rationale/Statement of Need: This course will replace CLAS 3116 – *Advanced Latin Studies I* and CLAS 3117 – *Advanced Latin Studies II*. No additional resources will be required as a result of this motion.

MOTION 19: That ARCC Approve the addition of CLAS 3236 – *Advanced Studies in Ancient Greek* - to the list of courses offered by the Classical Studies Program.

Descriptive Data:

Course Code	CLAS 3236
Course Title	Advanced Studies in Ancient Greek
Course Credits	<input type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other Click here to specify
Course Description	Students refine their ability to read unabridged Greek texts from a variety of genres of both ancient Greek poetry and prose and gain an understanding of the philological approach to the study of cultural history. Students also gain an understanding of the characteristics of a variety of genres of ancient Greek literature by studying them in the original Greek.
Course Prerequisite	CLAS 2217
Course Corequisite	None
Antirequisite	None
Restriction	None
Instructional Method	<input type="checkbox"/> lecture <input type="checkbox"/> tutorial <input type="checkbox"/> laboratory work <input type="checkbox"/> studio work <input type="checkbox"/> private study <input type="checkbox"/> service learning <input checked="" type="checkbox"/> seminar <input type="checkbox"/> clinical practice <input type="checkbox"/> practical work <input type="checkbox"/> online delivery <input type="checkbox"/> independent study
Hours of contact time expected per week	3
Hours of contact time expected per term	36
Program Implications (ie. Does this program belong to a Group or Stream?)	Does this course have program implications? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, please specify: click here to specify
Course Grouping or Stream	Does this course belong to a Group or Stream? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, please specify:
Cross-Listing	<input type="checkbox"/> Cross-Listed
Learning Outcomes (6-8 points, visible, measurable and in active voice)	Students who successfully complete this course will demonstrate 1. An ability to read complex ancient Greek prose and poetry with little assistance from grammars or dictionaries. 2. A detailed understanding of the characteristics of a variety of genres of ancient Greek literature 3. An understanding of poetic meter in ancient Greek literature and how meter relates to poetic content. 4. An understanding of literary theory and philological method and how to apply these to read ancient Greek literature more critically as cultural artefacts.

	<ol style="list-style-type: none">5. An ability to use newly emerging digital technology and corpora to conduct literary and philological research.6. An understanding of the current scholarly debates in the study of ancient Greek literature and to evaluate the merits of current scholarly arguments.7. An ability to critically evaluate the usefulness of a variety of ancient Greek texts as evidence for the social, cultural, and intellectual life of the ancient world.8. An ability to apply their knowledge of ancient Greek literature to formulate a scholarly argument on a specific problem in Greco-Roman history and to express that argument in a formal oral presentation and in a proper scholarly essay.
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Rationale/Statement of Need: This course will replace CLAS 3126 – *Advanced Ancient Greek I: Prose* and CLAS 3127 – *Advanced Ancient Greek II: Poetry*. No additional resources will be required as a result of this motion.

MOTION 20: That ARCC Approve the addition of CLAS 4116 – *Readings in Select Latin Authors* - to the list of courses offered by the Classical Studies Program.

Descriptive Data:

Course Code	CLAS 4116
Course Title	Readings in Select Latin Authors
Course Credits	<input type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other Click here to specify
Course Description	Students undertake an intensive study of the work of a specific author of Latin literature. Students choose the author they wish to study in conjunction with faculty expertise and interest. Students learn the stylistic characteristics of a particular author’s work and situate both the author and the work in their appropriate historical, cultural, and intellectual contexts.
Course Prerequisite	CLAS 3136
Course Corequisite	None
Antirequisite	None
Restriction	None
Instructional Method	<input type="checkbox"/> lecture <input type="checkbox"/> tutorial <input type="checkbox"/> laboratory work <input type="checkbox"/> studio work <input type="checkbox"/> private study <input type="checkbox"/> service learning <input checked="" type="checkbox"/> seminar <input type="checkbox"/> clinical practice <input type="checkbox"/> practical work <input type="checkbox"/> online delivery <input type="checkbox"/> independent study
Hours of contact time expected per week	3
Hours of contact time expected per term	36
Program Implications (ie. Does this program belong to a Group or Stream?)	Does this course have program implications? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, please specify: click here to specify
Course Grouping or Stream	Does this course belong to a Group or Stream? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, please specify:
Cross-Listing	<input type="checkbox"/> Cross-Listed
Learning Outcomes (6-8 points, visible, measurable and in active voice)	Students who successfully complete this course will demonstrate 1. An ability to read the unabridged work of a specific Latin author without the assistance of grammars or dictionaries. 2. A detailed understanding of the stylistic characteristics of a specific Latin author and text and the ability to compare that style to other works of Latin literature. 3. An understanding of place of a specific Latin author and a specific work of Latin literature in the history of Western literature and thought. 4. An understanding of literary theory and philological method and how to apply these to read Latin literature more critically as cultural

	<p>artefacts.</p> <p>5. An understanding of textual criticism and the importance of manuscript traditions in reconstructing a reasonably authoritative reading of a specific Latin text.</p> <p>6. An understanding of the current scholarly debates in philology, textual criticism, and the study of Latin literature and to evaluate the merits of current scholarly arguments.</p> <p>7. An ability to critically evaluate the usefulness of a specific Latin text as evidence for the social, cultural, and intellectual life of the ancient world.</p> <p>8. An ability to apply their knowledge of a specific Latin text to formulate a scholarly argument on a specific problem in Roman history and to express that argument in a formal oral presentation and in a proper scholarly essay.</p>
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Rationale/Statement of Need: This course will replace CLAS 4106 – *Advanced Readings in Latin Prose Authors* and CLAS 4107 – *Advanced in Latin Poetry*. No additional resources will be required as a result of this motion.

	<p>to apply these to read ancient Greek literature more critically as cultural artefacts.</p> <p>5. An understanding of textual criticism and the importance of manuscript traditions in reconstructing a reasonably authoritative reading of a specific ancient Greek text.</p> <p>6. An understanding of the current scholarly debates in philology, textual criticism, and the study of ancient Greek literature and an ability to evaluate the merits of current scholarly arguments.</p> <p>7. An ability to critically evaluate the usefulness of a specific Greek text as evidence for the social, cultural, and intellectual life of the ancient world.</p> <p>8. An ability to apply their knowledge of a specific Greek text to formulate a scholarly argument on a specific problem in Greco-Roman history and to express that argument in a formal oral presentation and in a proper scholarly essay.</p>
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Rationale/Statement of Need: The Classical Studies program at Nipissing does not currently offer a fourth year course in ancient Greek. No additional resources will be required as a result of this motion.

	<ul style="list-style-type: none"> -ability to solve problems that involve number line, coordinates in the plane and absolute value -ability to solve problems involving elementary objects in the plane -ability to factor polynomials and to solve equations and inequalities -understanding of linear, quadratic, polynomial, rational, and trigonometric functions, root functions, exponents and logarithms
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B) Statement of Need:

Currently, MATH 1911 Finite Mathematics and MATH 1912 Elementary Calculus do not have any prerequisites. The Department plans to introduce prerequisites for these courses. The proposed course will fulfil the prerequisites in the absence of the corresponding high school courses. Additionally, the topics covered in the course may facilitate the success in many programs of study and various career choices. Therefore taking this course may be beneficial for students who lack the knowledge of fundamentals of elementary mathematics.

C) Statement of Resources:

The course will be taught by part-time instructors. This is in agreement with the practice for other similar mathematics and computer science service courses (MATH 1911, MATH 1257 etc.)

Computer Science and Mathematics

MOTION: That the Undergraduate Studies Committee recommend to Senate to approve that the prerequisites be added for MATH 1911 Finite Mathematics as follows.

Prerequisites:

MATH 1011 or MCR3U (Grade 11 Functions).

MOTION: That the Undergraduate Studies Committee recommend to Senate to approve that the prerequisites be added for MATH 1912 Elementary Calculus as follows

Prerequisites:

MATH 1011 or MCR3U (Grade 11 Functions).

RATIONALE:

Both MATH 1911 and MATH1912 did not have any prerequisites. MATH 1911 is equivalent to MCV4U, MCB4U, OAC Finite Mathematics, and MATH 1912 is equivalent to MCV4U, MCB4U, OAC Calculus. With the addition of the new course MATH 1011, it will be natural to add the prerequisites as outlined. Note that it is always the case that a student could take these courses with a permission of the instructor.

ARCC/USC Admission Policy Proposal

Special CAAT Admission Policy Proposal

Advanced Three-Year Diploma in Graphic Design

Applicants who have completed an advanced three-year diploma program in Graphic Design with a cumulative 3.0 GPA will be considered for admission to the Bachelor of Fine Arts Honours (BFA) or the Bachelor of Arts (BA) Major or Specialization in Fine Arts (studio stream only) with advanced standing to a maximum of 54 credits.

All students admitted to the BFA are required to successfully complete the BFA Portfolio Assessment the year prior to their final year of study in order to remain in the BFA program. Students who are required to withdraw from the BFA may be eligible to continue in the BA in Fine Arts Major or Specialization. Students should contact the department for details regarding the Portfolio Assessment.

Submitted by: Department of Fine and Performing Arts
Date: Nov 2nd 2017.

Supporting Material:

Rationale:

This policy will enhance our efforts to attract quality students to Nipissing's BFA and BA in Fine Arts programs. Graduates of Graphic Design programs possess similar skills to those of Fine/Visual Arts graduates, with specific strengths in two-dimensional design, drawing/illustration, photography, video and new media.

While the proposed policy is aimed at graduates from all college Graphic Design programs, Nipissing's proximity to Canadore provides a unique opportunity to establish a successful pathway between the two institutions. Approximately thirty to forty students graduate from Canadore's Graphic Design program annually. Several Canadore graduates have pursued and successfully completed our BFA program in recent years (approximately one or two students every couple of years), and likewise some of our BFA graduates have chosen to continue their studies in Graphic Design at Canadore and other colleges.

Additionally, the program Coordinator for Canadore's Graphic Design program has suggested that some of their students are interested in pursuing a BFA in order to improve their prospects for advancement to senior positions within the Graphic Design and Advertising industries. Apparently many of the students have also expressed interest in taking university level courses or even a Minor in Marketing, for similar reasons.

The proposed policy is similar to our existing policy of awarding graduates from advanced three-year diploma programs in Fine Arts advanced standing to a maximum of 60 credits (or 66 credits for graduates from Georgian College). It is also comparable to other advanced standing policies at Nipissing, including the following: graduates of a three-year Theatre Arts diploma are admitted to the Bachelor of Arts in English Studies with advanced standing to a maximum of 60 credits; graduates of Canadore's Environmental Protection Technician diploma, Biotechnology Technician diploma, or Biotechnology Technologist diploma are admitted to an Honours Specialization or Specialization in Biology or Environmental Biology and Technology with advanced standing to a maximum of 60 credits; graduates of a three-year Business Administration diploma are admitted to the Bachelor of Business Administration with advanced standing to a maximum of 60 credits; and graduates of Humber's Computer Engineering Technology (CET) diploma and Electromechanical Engineering Technology (EET) diploma are admitted to the Bachelor of Science Honours Specialization and Specialization in Computer Science with advanced standing to a maximum of 60 credits.

The following chart provides a list of potential course equivalents and outlines how transfer credits could be awarded to graduates of Canadore’s Advanced Three-Year Diploma in Graphic Design:

Canadore Graphic Design Courses		Nipissing Fine Arts Courses
GRD110 Graphic Design – Visual Elements (4cr) GRD357 Colour Theory – Applied (3cr) GRD119 Appreciation of Media Design (2cr)	=	FAVA 1026 Studio Foundations (3cr) FAVA 1027 Contemporary Studio Practice (3cr)
GRD122 Illustration – Techniques (3cr) GRD242 Illustration – Mixed Media (3cr) GRD112 Illustration – Communicating Ideas (3cr)	=	FAVA 2006 Observational Drawing (3cr) FAVA 2007 Expressive Drawing (3cr) FAVA 2406 Drawing: Image and Ideation (3cr)
GRD124 Photography – Fundamentals (3cr)	=	FAVA 2426 Digital Photography (3cr)
GRD232 Illustration – Digital (3cr) GRD365 Animation (3cr)	=	FAVA 3156 Explorations in Digital Media (3cr)
GRD352 Illustration – Advanced (3cr)	=	FAVA 3097 Explorations in Drawing (3cr)
GRD370 Videography (2cr)	=	FAVA 2427 Video and Time-Based Media (3cr)
GRD111 Typography – Introduction (2cr) GRD113 ePublishing (3cr) GRD114 Computer Imagery (3cr) GRD120 Graphic Design – Entertainment Design (4cr) GRD 121 Typography – Creative (2cr) GRD123 Media Prep – Production Procedures (3cr) GRD126 Computer Illustration (3cr) GRD230 Graphic Design – Corporate (4cr) GRD233 Media Prep – Project Control (3cr) GRD235 Online Content Design I (3cr) GRD240 Graphic Design – Information Graphics (4cr)	=	Block Transfer Credit (24 credits)

<p>GRD243 Media Prep – Print & Online Output (3cr) GRD244 Photography – Commercial (3cr) GRD245 Online Content II (3cr) GRD247 Creative Presentations (2cr) GRD353 Media Prep – Multi Page Publications (3cr) GRD355 Motion Graphics (3cr) GRD350 Graphic Design – Advertising (4cr) GRD360 Graphic Design – 3 Dimensional Design (4cr) GRD366 Portfolio Preparation (3cr) GRD367 Business of Graphic Design (3cr) GRD 368 Field Work Training (5cr) GRD369 Writing for Advertising (1cr) GENED General Education Elective – Online (3cr) GENED General Education Elective – Online (3cr) GENED General Education Elective – Online (3cr)</p>		
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Thus, a Canadore graduate could potentially receive up to 27 transfer credits applied to the BFA program requirements, 3 transfer credits applied to the ACAD 1601 requirement, and 24 additional credits applied as block transfer credits, for a total of 54 transfer credits.

Fine and Performing Arts

MOTION: That the Undergraduate Studies Committee recommend to Senate the creation of a new course, FILM 2006 World Cinema be added to the Academic Calendar under FILM.

Rationale:

The following new courses will replace two six-credit courses that we are proposing to delete. These new three credit courses will provide more flexibility in terms of scheduling as well as increase the breadth of film topics covered. For example, the six-credit World Cinema course will be replaced with a three-credit course in World Cinema and a three-credit course focused on films produced in Canada, which will provide both a local/national as well as global survey.

We have decided to place the new courses *The Director's Cinema* and *Experimental Films* at the 3rd year level, as is the practice at most other institutions.

MOTION: That the Undergraduate Studies Committee recommend to Senate the creation of a new course, **FILM 2206 Canadian Films** be added to the Academic Calendar under FILM.

Rationale:

The following new courses will replace two six-credit courses that we are proposing to delete. These new three credit courses will provide more flexibility in terms of scheduling as well as increase the breadth of film topics covered. For example, the six-credit World Cinema course will be replaced with a three-credit course in World Cinema and a three-credit course focused on films produced in Canada, which will provide both a local/national as well as global survey.

We have decided to place the new courses *The Director's Cinema* and *Experimental Films* at the 3rd year level, as is the practice at most other institutions.

MOTION: That the Undergraduate Studies Committee recommend to Senate the creation of a new course, **FILM 3106 The Director's Cinema** be added to the Academic Calendar under FILM.

Rationale:

The following new courses will replace two six-credit courses that we are proposing to delete. These new three credit courses will provide more flexibility in terms of scheduling as well as increase the breadth of film topics covered. For example, the six-credit World Cinema course will be replaced with a three-credit course in World Cinema and a three-credit course focused on films produced in Canada, which will provide both a local/national as well as global survey.

We have decided to place the new courses *The Director's Cinema* and *Experimental Films* at the 3rd year level, as is the practice at most other institutions.

MOTION: That the Undergraduate Studies Committee recommend to Senate the creation of a new course, FILM 3206 Experimental Films be added to the Academic Calendar under FILM.

Rationale:

The following new courses will replace two six-credit courses that we are proposing to delete. These new three credit courses will provide more flexibility in terms of scheduling as well as increase the breadth of film topics covered. For example, the six-credit World Cinema course will be replaced with a three-credit course in World Cinema and a three-credit course focused on films produced in Canada, which will provide both a local/national as well as global survey.

We have decided to place the new courses *The Director's Cinema* and *Experimental Films* at the 3rd year level, as is the practice at most other institutions.

MOTION: That the Undergraduate Studies Committee recommend to Senate that FILM 2105 World Cinema be deleted.

Rationale:

The following courses are being deleted and replaced with new three credit courses in order to provide more flexibility for scheduling as well as increase the breadth of film topics offered.

MOTION: That the Undergraduate Studies Committee recommend to Senate that FILM 2845 The Director's Cinema be deleted.

Rationale:

The following courses are being deleted and replaced with new three credit courses in order to provide more flexibility for scheduling as well as increase the breadth of film topics offered.

MOTION: That the Undergraduate Studies Committee recommend to Senate that FAVA 2047 Sculpture II be deleted.

Rationale:

We have no plans to offer this course.

COURSE TEMPLATE

	<p>meaning and cultural/idiomatic nuances.</p> <ul style="list-style-type: none">- A better understanding of French syntax by comparing it to English syntax, demonstrated by a reduction in errors in written French.- an ability to recognize common Anglicisms, demonstrated by a reduction in errors in written French.- an ability to distinguish literal translations from idiomatic translations from English to French, and to use appropriate translations in real-life scenarios.- an ability to recognize and correct mistranslations.- an ability to transfer the acquired skills to the corequisite FREN 2006 (mandatory course for the French Minor) and to other French courses, to improve French-language skills overall.
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RATIONALE:

English is the first or primary language of the majority of students who pursue French courses at Nipissing University; thus, these students are naturally influenced by their first language in learning French. Studies show that drawing on a first language can enhance the acquisition of a second one. However, without understanding key semantic, syntactical, lexical and cultural differences between the first and second language, students tend to produce errors in the second which change the meaning of the message. This course will help students recognize these differences to reduce the amount of errors in French and enhance their proficiency in French at the oral and written levels.

ARCC, USC and Senate

GESJ Program Requirements Proposal October 2017

Proposal & Rationale:

The GESJ Department has approved the proposal to change our 1000 level program requirement from 6 credits to 3 credits. In keeping with this change we have added 3 credits to the total GEND course tally in order to maintain the total credit requirement within each degree: Honours Specialization (60 credits), Specialization (56 credits), Major (36 credits) and Minor (18 credits).

We are removing the phrase 'upper level' from the requirements to ensure that if students take an additional 3 credits at the 1000 level those credits can count to the total GEND course requirement. We currently offer GEND 1006 and GEND 1007 and we are proposing that either count for the 3 credit 1000 level requirement.

Other departments in Arts and Science have a 3 credit 1000 level requirement, namely but not exhaustively Sociology, Political Science and English.

The GESJ department is exceedingly mindful of the importance of the first year course in recruitment and retention. With that in mind, we split our former 6 credit Intro into two 3 credit courses some 3 years ago. While one of those courses is now a rotating topics course, the Department agreed that the learning outcomes and core conceptual content would remain the same in both courses despite taking different approaches to achieving those outcomes. Thus, it is our belief that a student is sufficiently trained to progress in GESJ with either GEND 1006 or GEND 1007 but they will not be disadvantaged and nor will they be repeating material if they choose to take both.

Furthermore, as it currently stands, GESJ has a number of 2nd year gateway courses with no prerequisite that allow students into the degree and to progress. In other words we already have entries into the program that do not rely exclusively on the 1000 level courses. As a consequence, however, we frequently find 3rd and 4th year students scrambling to return to the 1000 level courses to complete the 6 credit requirement at a point in their degrees when they are academically well beyond the intro level. This is a further argument for a 3 credit 1000 level requirement

Motion 1: That ARCC approve changing the degree requirements for an Honours Specialization in Gender Equality and Social Justice (GESJ) as outlined below:

From (Existing Requirements)

Students will need to achieve a minimum 70% average in the 60 credits presented for the Honours Specialization in Gender Equality and Social Justice.

Students must complete the required 6 credits of introductory GEND with a minimum grade of 60%.

Students must complete 120 credits including 60 credits in the Honours Specialization as follows:		
GEND 1000 level		6 cr.
Group 1		6 cr.
Group 2		6 cr.
Group 3		6 cr.
GEND 3306	Ideas of Power	3 cr.
GEND 4005	Honours Essay or	6 cr.
GEND 4205	Honours Seminar	
GEND upper level courses or courses cross-listed with GEND		27 cr.

To (New Requirements)

Students will need to achieve a minimum 70% average in the 60 credits presented for the Honours Specialization in Gender Equality and Social Justice.

Students must complete the required ~~6~~ 3 credits of introductory GEND with a minimum grade of 60%.

Students must complete 120 credits including 60 credits in the Honours Specialization as follows:		
GEND 1000 level		6 3 cr.
Group 1		6 cr.
Group 2		6 cr.
Group 3		6 cr.
GEND 3306	Ideas of Power	3 cr.
GEND 4005	Honours Essay or	6 cr.
GEND 4205	Honours Seminar	
GEND upper level courses or courses cross-listed with GEND		27 30 cr.

Motion 2: That ARCC approve changing the degree requirements for a Specialization in Gender Equality and Social Justice (GESJ) as outlined below:

From (Existing Requirements)

Students will need to achieve a minimum 60% average in the 54 credits presented for the Specialization in Gender Equality and Social Justice.

Students must complete the required 6 credits of introductory GEND with a minimum grade of 60%.

Students must complete 120 credits including 54 credits in the Specialization as follows:

GEND 1000 level	6 cr.
Group 1	6 cr.
Group 2	6 cr.
Group 3	6 cr.
GEND 3306 Ideas of Power	3 cr.
GEND upper level courses or courses cross-listed with GEND	27 cr.

To (New Program Requirements)

Students will need to achieve a minimum 60% average in the 54 credits presented for the Specialization in Gender Equality and Social Justice.

Students must complete the required ~~6~~ 3 credits of introductory GEND with a minimum grade of 60%.

Students must complete 120 credits including 54 credits in the Specialization as follows:

GEND 1000 level	6 3 cr.
Group 1	6 cr.
Group 2	6 cr.
Group 3	6 cr.
GEND 3306 Ideas of Power	3 cr.
GEND upper level courses or courses cross-listed with GEND	27 30 cr.

Motion 3: That ARCC approve changing the degree requirements for a Major in Gender Equality and Social Justice (GESJ) as outlined below:

From (Existing Program Requirements)

Students will need to achieve a minimum 60% average in the 36 credits presented for the Major in Gender Equality and Social Justice.

Students must complete the required 6 credits of introductory GEND with a minimum grade of 60%

Students must complete 36 credits in the Major as follows:

GEND 1000 level	6 cr.
Group 1	6 cr.
Group 2	6 cr.
Group 3	6 cr.
*GEND upper level courses or courses cross-listed with GEND	12 cr.

*Students pursuing the Honours double major must also take [GEND 3306](#).

To (New Program Requirements)

Students will need to achieve a minimum 60% average in the 36 credits presented for the Major in Gender Equality and Social Justice.

Students must complete the required ~~6~~ 3 credits of introductory GEND with a minimum grade of 60%

Students must complete 36 credits in the Major as follows:

GEND 1000 level	6 3 cr.
Group 1	6 cr.
Group 2	6 cr.
Group 3	6 cr.
*GEND upper level courses or courses cross-listed with GEND	12 15 cr.

*Students pursuing the Honours double major must also take [GEND 3306](#).

Motion 4: That ARCC approve changing the degree requirements for a Minor in Gender Equality and Social Justice (GESJ) as outlined below:

From (Existing Program Requirements)

Students must complete 18 credits in Gender Equality and Social Justice as follows:

GEND 1000 level	6 cr.
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GEND upper level	12 cr.
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To (New Program Requirements)

Students must complete 18 credits in Gender Equality and Social Justice as follows:

GEND 1000 level	6 3 cr.
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GEND upper level	12 15cr.
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Submission to the Arts & Science Regulations and Curriculum Committee (ARCC)

Proposed Modifications to Gender Equality and Social Justice Curriculum

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

DATE: 19TH November 2017
TO: ARCC
FROM: Gender Equality and Social Justice

This document contains eight (8) motions/matters for consideration.

SUMMARY OF MOTIONS/MATTERS

- MOTION 1:** That the new course **GEND 2376 Selected Topics in Kid Media** be added to the GESJ program.
- MOTION 2:** That the new course **GEND 2286 Contagion** be ADDED to the GESJ program.
- MOTION 3:** That the new course **GEND 3086 Women and HIV** be ADDED to the GESJ program.
- MOTION 4:** That **GEND 2067 HIV/AIDS Health and Social Change** be ADDED to the GESJ program.
- MOTION 5:** That **RLCT 2205 Sacred Cinema** be CROSS LISTED with the GESJ program.
- MOTION 6:** That **GEND 3067 HIV/AIDS Health and Social Change** be DELETED from the GESJ program.
- MOTION 7:** That the Program in Gender Equality and Social Justice be COUNTED as either Group I Humanities or Group II Social Science for the purpose of BREADTH REQUIREMENTS.
- MOTION 8:** (This Motion is FYI and does not require a vote)
The name of the cross-coded course RLCT 2076 and GEND 2076 be aligned as **Conflict and Conversion**.

RATIONALE & DETAILS

ADDING NEW COURSES

New Course Proposals (Templates can be found at the end)

- MOTION 1:** That the new course **GEND 2376 Selected Topics in Kid Media** be added to the GESJ program.

Rationale: We have offered GEND 2276 Kid Media both on campus and online since 2013-14. It is cross-listed with Child and Family Studies and it almost always has a wait list. There is sufficient material to offer a second, topics version that will allow for a more focused engagement with the issues. By offering this second kid media course in this Selected Topics format we will have the flexibility to change the topics in response to what seems salient and current at the time.

MOTION 2: That the new course **GEND 2286 Contagion** be added to the GESJ program.

Rationale: In light of the success of the HIV related courses we wish to add to the suite of courses dealing with health justice. Contagion will serve as an important elective for Nursing as well as Health Sciences students and it will add an important 2nd year course to the Power and Inequality stream in GESJ.

MOTION 3: That the new course **GEND 3086 Women and HIV** be added to the GESJ program.

Rationale: Women and HIV has been offered over three years under our Special Topics course code. It has proven itself successful enough to add to the regular roster of GESJ courses. The course will further add to cross-listed options for students in Social Welfare and it will provide an additional elective for students in the Health Sciences and Social Work programs.

MOTION 4: That the new course **GEND 2067 HIV/AIDS, Health and Social Change** be added to the GESJ program.

Rationale: With the addition of a new HIV related course at the 3rd year level it is more appropriate for the existing, more general, HIV course to be moved to the 2nd year level. This is a housekeeping change. We do not anticipate significant changes to the course itself.

CROSS-LISTING

MOTION 5: That **RLCT 2205 Sacred Cinema** be cross listed with the GESJ program.

Rationale: Sacred Cinema explores the representation of religion in film, with a focus in particular on Western cinema. Religious traditions tend to

suffer significantly from misrepresentation in the mainstream media and thus their consideration in a course like this means the theme of social justice is foundational. In addition, the course is typically taught by one of two professors both of whom regularly teach courses cross-coded with GESJ.

DELETING/BANKING

MOTION 6: *That GEND 3067 HIV/AIDS, Health and Social Change be deleted from the GESJ program.*

Rationale: This course is a staple in our program but because of the new 3rd year offering we are changing this one to second year. We are simply deleting the 3rd year version. This is housekeeping.

BREADTH REQUIREMENTS

MOTION 7: That courses in the Program in Gender Equality and Social Justice serve as both Group 1 Humanities or Group II Social Science options for the purpose of breadth requirements. (**No single course can count for both. Students must choose one or the other).^[PR1]

Rationale: The program in GESJ has been 'housed' under the Humanities since its inception. Having once been part of the Humanities and Cultural studies division, prior to the current iteration of program designations, it is now, and has been for some time, a stand alone department. It is unclear, in terms of the history of the program, how it got counted as a Group 2 Social Science for the purpose of breadth requirements. This may well have been a somewhat arbitrary decision made by the then Registrar, Denis Lawrence. It is not that this is an inappropriate designation but the specific character of the program in GESJ has always straddled the divide between the Humanities and the Social Sciences. We have as many courses taking a philosophical and theoretical approach to questions of power as those that take a more sociological approach. The intellectual thread that runs throughout each and every course in the program – despite the diversity of topics – is the critical analysis of power. Our faculty also divide pretty evenly between the Humanities and the Social Sciences with three profs trained in Philosophy and three in the Sociology and Political Science. We don't think that students are well served by counting GESJ only as a Group 2 Social Science and thus we are requesting that the program be designated under BOTH the Group 1 Humanities and Group 2 Social Sciences for the purpose of breadth requirements. This will not

be the first program to be located under two requirements. Geography also serves two masters – Social Science and Science.

**MODIFICATION
(NO SENATE APPROVAL REQUIRED)**

Motion 8: (This Motion is FYI and does not require a vote in Senate)
The name of the cross-coded course RLCT 2076 and GEND 2076 be aligned as **Conflict and Conversion**.

Rationale: Religions and Cultures previously changed the name of this course from Religion and Colonization to Conflict and Conversion and the paired GEND 2076 course was left in the calendar with the old name. Please note this course has never been offered and thus the name reconciliation will not trigger a need for an anti-requisite.

TEMPLATES

MOTION 1: That Senate approve the addition of GEND 2375 Selected Topics in Kid Media to the Program in Gender Equality and Social Justice

A) Descriptive Data:

Course Code	GEND 2376
Course Title	Selected Topics in Kid Media
Course Credits	<input checked="" type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other Click here to specify
Course Description	Students focus on the general theme of children and the media. The specific focus of this course depends on the instructor and the cultural context. Possible topics may include such themes as Disney and Pixar, Superheroes and Disney Princesses.
Course Prerequisite	Any 18 credits completed
Course Corequisite	N/A
Antirequisite	N/A
Restriction	N/A
Instructional Method	<input checked="" type="checkbox"/> lecture <input type="checkbox"/> tutorial <input type="checkbox"/> laboratory work <input type="checkbox"/> studio work <input type="checkbox"/> private study <input type="checkbox"/> service learning <input type="checkbox"/> seminar <input type="checkbox"/> clinical practice <input type="checkbox"/> practical work <input type="checkbox"/> online delivery <input type="checkbox"/> independent study
Hours of contact time expected per week	1 x 3 hours of lecture per week
Hours of contact time expected per term	36
Program Implications (ie. Does this program belong to a Group or Stream?)	Does this course have program implications? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please specify: Course to be added to the Culture and Criticism Stream
Course Grouping or Stream	Does this course belong to a Group or Stream? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please specify: Culture and Criticism
Cross-Listing	<input checked="" type="checkbox"/> Cross-Listed - this course may be credited towards Group 2 in Child and Family Studies
Learning Outcomes (6-8 points, visible, measurable and in active voice)	Students who successfully complete this course will demonstrate 1. A capacity to understand the relevance of the specific theme within the wider cultural contexts of media representations of children and youth. 2. A capacity to analyze specific trends within social media in respect

	<p>of children and youth from a queer, feminist and intersectional cultural studies position.</p> <p>3. A demonstrable familiarity with some of the key thinkers relevant to the particular theme.</p> <p>4. An understanding of how popular media continues to impact and shape child development.</p> <p>5. An ability to support rigorous, original, and critically engaged positions on aspects of youth and children’s media using academic sources and media texts both orally and in written work.</p> <p>6. An ability to investigate and evaluate the intersectional gendered, racialized, classed and sexed power dynamics at work in media texts designed for and marketed to children and youth.</p> <p>7. A capacity to debate the impact(s) of popular media texts on children and young adults within a regional, national and international context.</p>
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DEPARTMENTAL CURRICULUM APPROVAL FORM

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

GEND 2376 SELECTED TOPICS IN KID MEDIA

DEPARTMENT/ DISCIPLINE	NAME (print)	SIGNATURE	DATE
CHILD AND FAMILY STUDIES (APS)	Dr. Thomas Waldock	<i>T. Waldock</i>	November 19, 2017
GESJ	Dr. Sal Renshaw	<i>[Signature]</i>	November 19, 2017

MOTION 2: That Senate approve the addition of GEND 2286 Contagion to the Gender Equality and Social Justice Program.

B) Descriptive Data:

Course Code	GEND 2286 Contagion
Course Title	Contagion
Course Credits	<input checked="" type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other Click here to specify
Course Description	Students explore the concept and experience of contagion from a global

	health perspective as it pertains to historical and contemporary contexts. From health crises like the plague in the 1300's to the SARS and HIV crises of the twentieth century, students learn how contagion has accompanied human societies like a dark shadow. Now, in the age of the internet, the phenomenon of social contagion is adding a new dimension to our fears of others.
Course Prerequisite	Any 18 credits completed
Course Corequisite	N/A
Antirequisite	N/A
Restriction	N/A
Instructional Method	<input checked="" type="checkbox"/> lecture <input type="checkbox"/> tutorial <input type="checkbox"/> laboratory work <input type="checkbox"/> studio work <input type="checkbox"/> private study <input type="checkbox"/> service learning <input type="checkbox"/> seminar <input type="checkbox"/> clinical practice <input type="checkbox"/> practical work <input type="checkbox"/> online delivery <input type="checkbox"/> independent study
Hours of contact time expected per week	1 x 3 hours of lecture per week
Hours of contact time expected per term	36 hours
Program Implications (ie. Does this program belong to a Group or Stream?)	Does this course have program implications? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please specify: Stream: Power and Inequality
Course Grouping or Stream	Does this course belong to a Group or Stream? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please specify: Power and Inequality
Cross-Listing	<input type="checkbox"/> Cross-Listed - this course may be credited towards
Learning Outcomes (6-8 points, visible, measurable and in active voice)	Students who successfully complete this course will demonstrate <ol style="list-style-type: none"> 1. An ability to critically assess the ways in which attitudes to contagion are embedded in political, social and historical contexts related to health and disease. 2. A familiarity with some of the key events and ideas within the western intellectual and health traditions which have shaped ideas of contagion from antiquity to the 20th and 21st centuries. 3. A familiarity with the way indigenous cultures understand health and disease as it relates to notions of contagion. 4. An engagement in reasoned, evidence based verbal debate surrounding controversial issues related to contagion and the consequence of othering that flows from it. 5. An ability to recognize and articulate some of the ethical dimensions to issues concerning contagion. 6. An ability to construct and sustain well-reasoned analytical arguments in consistent, coherent and

	grammatical prose and express these analyses across a range of formats from verbal debate/exchange in class to submitted research essays.
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MOTION 3: That Senate approve the addition of GEND 3086 Women and HIV to the Gender Equality and Social Justice Program.

C) Descriptive Data:

Course Code	GEND 3086
Course Title	Women and HIV
Course Credits	<input checked="" type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other Click here to specify
Course Description	From the beginning of the epidemic, women have been considered less likely to be infected with HIV. Students explore the way this assumption has led to a bias in research, treatment, and prevention that has cost the lives of millions of women worldwide. By taking an intersectional approach to understanding women and HIV, students learn the ways that gender, race, class and age matter in the battle against the spread of HIV.
Course Prerequisite	Any 18 credits completed
Course Corequisite	N/A
Antirequisite	GEND 3057 (17FA); GEND 3057 (15WI)
Restriction	N/A
Instructional Method	<input checked="" type="checkbox"/> lecture <input type="checkbox"/> tutorial <input type="checkbox"/> laboratory work <input type="checkbox"/> studio work <input type="checkbox"/> private study <input type="checkbox"/> service learning <input type="checkbox"/> seminar <input type="checkbox"/> clinical practice <input type="checkbox"/> practical work <input type="checkbox"/> online delivery <input type="checkbox"/> independent study
Hours of contact time expected per week	1 x 3 hours of lecture per week
Hours of contact time expected per term	36
Program Implications (ie. Does this program belong to a Group or Stream?)	Does this course have program implications? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please specify: Stream: Human Rights and Social Justice
Course Grouping or Stream	Does this course belong to a Group or Stream? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please specify: Human Rights and Social Justice
Cross-Listing	<input checked="" type="checkbox"/> Cross-Listed - this course may be credited towards

	Social Welfare & Social Development
Learning Outcomes <i>(6-8 points, visible, measurable and in active voice)</i>	<p>Students who successfully complete this course will demonstrate</p> <ol style="list-style-type: none"> 1. An understanding of the history of HIV/AIDS in Canada and the world. 2. An ability to use an intersectional analysis to consider women and HIV/AIDS. 3. An understanding of the importance of the social determinants of health in considering women and HIV/AIDS. 4. An understanding of the connection between individual actions, structural factors and government policies that affect health 5. An understanding of the ways that a community-based approach to treatment, prevention and support connect to the HIV Care Cascade locally, nationally and globally (90 90 90) 6. An understanding of what can be done to effect meaningful change for women at risk of infection as well as those who are infected with HIV.

MOTION: That Senate approve the addition of GEND 2067 HIV/AIDS: Health and Social Change to the program in Gender Equality and Social Justice

D) Descriptive Data:

Course Code	GEND 2067
Course Title	HIV/AIDS: Health and Social Change
Course Credits	<input checked="" type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other Click here to specify
Course Description	Through an intersectional analysis of privilege and oppression, students explore the social, cultural, political, and economic dimensions of HIV/AIDS. Students examine the policy, health and governance challenges that have arisen as a result of the modes of transmission as well as the activities of the populations most at risk. This course may be credited towards Social Welfare and Social Development.
Course Prerequisite	Any 18 credits completed
Course Corequisite	N/A
Antirequisite	GEND 3067
Restriction	Click here to enter Restriction
Instructional Method	<input checked="" type="checkbox"/> lecture <input type="checkbox"/> tutorial <input type="checkbox"/> laboratory work <input type="checkbox"/> studio work <input type="checkbox"/> private study <input type="checkbox"/> service learning <input type="checkbox"/> seminar <input type="checkbox"/> clinical practice

	<input type="checkbox"/> practical work <input type="checkbox"/> online delivery <input type="checkbox"/> independent study
Hours of contact time expected per week	1 x 3 hours of lecture per week
Hours of contact time expected per term	36
Program Implications (ie. Does this program belong to a Group or Stream?)	Does this course have program implications? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please specify: Stream: Human Rights & Social Justice
Course Grouping or Stream	Does this course belong to a Group or Stream? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please specify: Human Rights & Social Justice
Cross-Listing	<input checked="" type="checkbox"/> Cross-Listed - this course may be credited towards Social Welfare & Social Development
Learning Outcomes (6-8 points, visible, measurable and in active voice)	Students who successfully complete this course will demonstrate 1. A capacity to analyze and evaluate feminist and critical health perspectives as they relate to HIV. 2. An understanding of the intersections of race, ethnicity, global location and class as they operate to influence health and social justice in relation to HIV locally and globally. 3. An ability to analyze and interpret national and international policy approaches to HIV management and treatment. 4. A capacity to engage in evidence based arguments to support claims regarding the social, cultural and political dimensions of HIV/AIDS both as an historical phenomenon as well as a contemporary health challenge. 5. An ability to support rigorous, original, and critically engaged positions on aspects of HIV/AIDS using academic sources both orally and in written work. 6. An ability to investigate and evaluate the intersectional gendered, racialized, classed and sexed power dynamics at work in relation to HIV/AIDS as a global phenomenon as well as in relation to its representation in the mainstream media.

COURSE TEMPLATE

MOTION 1: _____, seconded by _____, that ARCC recommend to the Arts and Science Executive that a new fourth year course, GEOG-4326 Environmental Hydrology, be created.

A) Descriptive Data:

Course Code	GEOG-4326
Course Title	Environmental Hydrology
Course Credits	<input checked="" type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other Click here to specify
Course Description	Students study hydrologic processes and linkages to water quality, that include storage and movement of water, solutes and nutrients within varying landscapes and impacts of human activities. Field data collection, analytical techniques, environmental isotopes, and modeling approaches will be considered. The course can be taught together with ENST 5326 Topics in Watershed Analysis and Modeling with undergraduate students being subject to different assignments and evaluation criteria than graduate students.
Course Prerequisite	Any 54 credits completed with 12 credits from the sciences
Course Corequisite	Click here to enter Course Corequisite
Antirequisite	GEOG 3096
Restriction	
Instructional Method	<input checked="" type="checkbox"/> lecture <input type="checkbox"/> tutorial <input checked="" type="checkbox"/> laboratory work <input type="checkbox"/> studio work <input type="checkbox"/> private study <input type="checkbox"/> service learning <input type="checkbox"/> seminar <input type="checkbox"/> clinical practice <input type="checkbox"/> practical work <input type="checkbox"/> online delivery <input type="checkbox"/> independent study
Hours of contact time expected per week	4 hrs per week (3 hrs lecture & 1 hr of lab per week)
Hours of contact time expected per term	48
Program Implications (ie. Does this program belong to a Group or Stream?)	Does this course have program implications? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, please specify: click here to specify
Course Grouping or Stream	Does this course belong to a Group or Stream? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, please specify: click here to specify
Cross-Listing	<input type="checkbox"/> Cross-Listed - this course may be credited towards
Learning Outcomes (6-8 points, visible, measurable and in active voice)	Students who successfully complete this course will demonstrate BY THE END OF THE COURSE STUDENTS WILL BE ABLE TO : <ol style="list-style-type: none"> 1. Describe and apply a systems approach to water and/or energy balance of a hydrological system at various scales. 2. Explain key controls on fluxes of water as it travels through different parts of a watershed (e.g. air-surface interface, surface-subsurface interface).

COURSE TEMPLATE

	<ol style="list-style-type: none">3. Apply their understanding of hydrological processes to investigate how these controls on water and nutrient fluxes vary in different environments.4. Interpret hydrologic datasets in support of process-level understanding for selection components of hydrological systems (e.g. soil moisture movement, groundwater flow).5. Apply concepts of environmental tracers to the study of hydrological processes and water quality.
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Rationale: The creation of a fourth year version of the existing course will allow split-level teaching with the MES/MESc graduate program.

MOTION 2: _____, seconded by _____, that ARCC recommend to the Arts and Science Executive that the existing third year course, GEOG-3096 Environmental Hydrology, be deleted.

COURSE TEMPLATE

	<p>geography</p> <ul style="list-style-type: none">• a basic understanding of European imperialism and the impact of colonialism on the environment through key examples from the 18th through to the 20th centuries, including slavery, settler colonialism, exploration, and imperial defence• a general knowledge of interdisciplinary and collaborative case studies on global environmental change• a basic understanding of how to conduct historical research through secondary sources• an ability to write an argumentative essay• an ability to write clearly and logically with coherent prose
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Statement of Need: This course may count towards the number of 3000-level credits that Geography students need to obtain. Enrollment will be about 30-35 students. This course advances offerings in the Departments of History and Geography by bringing together traditions in History and Geography to examine global environmental change over time, and to initiate interdisciplinary-thinking when studying past environments.

COURSE TEMPLATE

MOTION: That ARCC recommend to Arts & Science Executive to approve the addition of Hist 3237: Global Environmental History.

A) Descriptive Data:

Course Code	HIST 3237
Course Title	Global Environmental History
Course Credits	<input checked="" type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other Click here to specify
Course Description	Students examine environmental change over time from a global perspective. Building from the disciplines of history and geography, students explore the relationship between European imperialism and the environment in the context of colonial expansion from the 18 th to the 20 th centuries through slavery, trade, settlement, racial hierarchies, and imperial defence, and the geographical concepts of place, landscape, and scale.
Course Prerequisite	12 credits of History with at least 3 credits at the 2000-level; or any 54 credits completed.
Course Corequisite	Click here to enter Course Corequisite
Antirequisite	GEOG 3276 as taught in 2017/2018 GEOG 3117 as taught in 2015/2016
Restriction	Click here to enter Restriction
Instructional Method	<input checked="" type="checkbox"/> lecture <input type="checkbox"/> tutorial <input type="checkbox"/> laboratory work <input type="checkbox"/> studio work <input type="checkbox"/> private study <input type="checkbox"/> service learning <input type="checkbox"/> seminar <input type="checkbox"/> clinical practice <input type="checkbox"/> practical work <input type="checkbox"/> online delivery <input type="checkbox"/> independent study
Hours of contact time expected per week	3 hours of lecture per week
Hours of contact time expected per term	36
Program Implications (ie. Does this program belong to a Group or Stream?)	Does this course have program implications? Yes x No If yes, please specify:
Course Grouping or Stream	Does this course belong to a Group or Stream? <input type="checkbox"/> Yes x No If yes, please specify: click here to specify
Cross-Listing	<input type="checkbox"/> Cross-Listed - this course may be credited towards Click here to enter cross-listing information
Learning Outcomes (6-8 points, visible, measurable and in active voice)	<p>Students who successfully complete this course will demonstrate EXPECTATIONS OR OUTPUTS</p> <p>By the end of the course students will be able to demonstrate</p> <ul style="list-style-type: none"> • an advanced grasp of key historical debates in global environmental history in the disciplines of history and

COURSE TEMPLATE

	<p>geography</p> <ul style="list-style-type: none">• a basic understanding of European imperialism and the impact of colonialism on the environment through key examples from the 18th through to the 20th centuries, including slavery, settler colonialism, exploration, and imperial defence• a general knowledge of interdisciplinary and collaborative case studies on global environmental change• a basic understanding of how to conduct historical research through secondary sources• an ability to write an argumentative essay• an ability to write clearly and logically with coherent prose
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Rationale: This course advances offerings in the Departments of History and Geography by bringing together traditions in History and Geography to examine global environmental change over time, and to initiate interdisciplinary-thinking when studying past environments. **This course is cross-coded with GEOG 3237.**

History

MOTION # 5: That the Undergraduate Studies Committee recommend to Senate to approve the banking of the following courses.

Courses:

- HIST 4255 Victoria's Britain: Gender, Class and Culture in the Age of Empire
- HIST 4495 Britain in the Twentieth Century
- HIST 4505 Topics in Medieval History

Rationale:

These courses are no longer regularly taught. Should faculty wish to teach in these areas these courses can be un-banked; we also have a set of topics courses at 4th-year that could be used for the teaching of these or other topics.

To: Dr. Arje Vainio-Mattila, Chair, USC

From: Jamie Murton, Chair, History

Re: Classification of History as a Humanities Subject

Request: Currently History is classified in the university's Breadth Requirement Grouping under Group II Social Science. The History Department would like to request that the History program be re-classified under Group I Humanities.

Justification: This change reflects the reality of the work done by faculty in the Nipissing University Department of History. History is sometimes classified as a social science and sometimes as a humanities subject, depending on the university. However, the trend is towards the latter. While there was a move in the 1970s and '80s in the historical profession to adopt the methods of social science (for example, statistical analysis), increasingly the majority of historians use the classic humanities tools of analysis. Further, with the retirement of Dr. Francoise Noel, all of the members of the department consider themselves to be humanities scholars. This change would allow 1st-year students needing a humanities course as a breadth requirement to satisfy this requirement with a History course. This change would also serve programs that require a social science breadth requirement, ensuring that their majors took a true social science course for their breadth requirement. Thus this change is good pedagogy as well.

COURSE TEMPLATE

	<p>3. an ability to resolve misunderstandings that block evolutionary analysis in the social sciences generally and psychology in particular.</p> <p>4. a comprehensive knowledge of evolutionary analysis as it applies to a wide range of psychological topics (e.g., mating behavior, sex differences, emotion, aggression, cognition etc.) from an evolutionary perspective.</p>
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Statement of Need

This course will allow Dr. Arnocky to teach in his area of expertise. Moreover, a course in evolutionary psychology was recently identified by students and reviewers as a need in the psychology department's most recent IQAP review. Finally, offering a course in evolutionary psychology will bring Nipissing University in line with other Ontario Universities, most of which offer a comparable course.

Comparative Data

Institution	Course Name	Course Code
University of Toronto	Evolutionary Psychology	PSY351H5
University of Guelph	Evolutionary Psychology	PSYC*3100
York University	Evolutionary Psychology	PSYC3420
McMaster University	Evolution and Human Behaviour	PSYCH 3F03E
Lakehead University	Evolutionary Psychology	Psychology 2451
Laurentian University	Evolutionary Psychology	PSYC3106EG
Trent University	Behavioural ecology	PSYC-BIOL 3360H
Western University	Evolution and Human Behaviour	Psychology 3229A
Western University	Evolution and Psychology: The Science of Human Nature	Psychology 3228A
University of Ottawa	Seminar in Evolutionary Psychology	PSY4174
Ryerson University	Evolutionary Psychology	PSYC544
Brock University	Human Evolutionary Psychology	PSYC 3P37
Algoma University	Human Evolutionary Psychology	PSYC3196

COURSE TEMPLATE

MOTION: That ARCC recommend to the Arts and Science Executive the creation of a new course, **PSYC-3326: Hormones and Social Behaviour.**

A) Descriptive Data:

Course Code	PSYC-3326
Course Title	Hormones and Social Behaviour
Course Credits	<input type="checkbox"/> X 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other Click here to specify
Course Description	Students learn about the field of social neuroendocrinology and examine how hormones contribute to (and respond to) various social psychological phenomena. These social behaviours include aggression, pair bonding, economic/social decision-making, and developmental/psychological disorders. This course may be credit toward Science.
Course Prerequisite	PSYC2126 and PSYC 2127 (or equivalent)
Course Corequisite	N/A
Antirequisite	PSYC 3906 in 15FA, 16FA
Restriction	N/A
Instructional Method	<input checked="" type="checkbox"/> lecture <input type="checkbox"/> tutorial <input type="checkbox"/> laboratory work <input type="checkbox"/> studio work <input type="checkbox"/> private study <input type="checkbox"/> service learning <input type="checkbox"/> seminar <input type="checkbox"/> clinical practice <input type="checkbox"/> practical work <input type="checkbox"/> online delivery <input type="checkbox"/> independent study
Hours of contact time expected per week	3 hours
Hours of contact time expected per term	36
Program Implications (ie. Does this program belong to a Group or Stream?)	Does this course have program implications? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, please specify: click here to specify
Course Grouping or Stream	Does this course belong to a Group or Stream? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, please specify:
Cross-Listing	<input type="checkbox"/> Cross-Listed - this course may be credited towards N/A
Learning Outcomes (6-8 points, visible, measurable and in active voice)	Students who successfully complete this course will be able to demonstrate: <ol style="list-style-type: none"> 1. A good understanding of the main hormonal systems of relevance to social neuroendocrinology (e.g., testosterone, oxytocin, vasopressin, cortisol). 2. A good understanding of the basic methods used for measuring and manipulating these systems. 3. An ability to apply this understanding of neuroendocrinology to comprehend peer-reviewed research in biological, social, experimental and personality psychology.

COURSE TEMPLATE

	<ol style="list-style-type: none"> 4. An ability to critically evaluate social neuroendocrinology research in the form of active classroom discussion. 5. An ability to present the results from peer-reviewed research in the form of a Powerpoint presentation. 6. An ability to design a social neuroendocrinology study and be able to write up a research proposal on the basis of this study.
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Rationale: This course will allow Dr. Carre to teach in his area of expertise. Moreover, a course in Hormones and Social behaviour was recently identified by students and faculty as a need in the psychology department. Finally, offering a course in this area will bring Nipissing University in line with other Ontario Universities, most of which offer a comparable course.

Other Universities in Ontario offering a similar course:

University	Course Number	Course Title
Algoma University	n/a	n/a
Brock University	PSYCH 4P55	Hormones and Behaviour
Carleton University	NEUR 3304	Hormones and Behaviour
University of Guelph	n/a	n/a
Lakehead University	PSYCH 5475	Behavioural Endocrinology
Laurentian University	n/a	n/a
McMaster University	PSYCH 4Y03	Hormones, Neurochemistry & Behaviour
University of Ottawa	PSY 3391A	Hormones and Behavior
Queen's University	n/a	n/a
Ryerson University	n/a	n/a
University of Toronto	PSY 395H5	Hormones and Behaviour
Trent University	PSYC 4840H	Neuroendocrinology
University of Waterloo	n/a	n/a
Western University	PSYCH 3226B	Hormones and Behaviour
Wilfred Laurier U	n/a	n/a
University of Windsor	BIOL55-450	Evolutionary Endocrinology
York University	n/a	n/a

COURSE TEMPLATE

MOTION: That ARCC recommend to the Arts and Science Executive the creation of a new course, **PSYC-3517: Research Methods in Social Neuroendocrinology.**

A) Descriptive Data:

Course Code	PSYC-3517
Course Title	Research Methods in Social Neuroendocrinology
Course Credits	<input type="checkbox"/> X 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other Click here to specify
Course Description	Students examine advanced research methods in the field of social neuroendocrinology. In addition to receiving theory-based training in hormone assays and pharmacological challenge experiments, students gain hands-on experience with these techniques and have the opportunity to conduct a social neuroendocrinology experiment from start-to-finish (including getting ethics approval, pre-registration of study plans, collection of data, performing hormone immunoassays, and writing up the findings). This course may be credited toward Science.
Course Prerequisite	PSYC-3326 (Hormones and Social Behaviour).
Course Corequisite	N/A
Antirequisite	N/A
Restriction	N/A
Instructional Method	<input type="checkbox"/> X lecture <input type="checkbox"/> tutorial <input type="checkbox"/> X laboratory work <input type="checkbox"/> studio work <input type="checkbox"/> private study <input type="checkbox"/> service learning <input type="checkbox"/> seminar <input type="checkbox"/> clinical practice <input type="checkbox"/> practical work <input type="checkbox"/> online delivery <input type="checkbox"/> X independent study
Hours of contact time expected per week	3 hours
Hours of contact time expected per term	36
Program Implications (ie. Does this program belong to a Group or Stream?)	Does this course have program implications? <input type="checkbox"/> Yes X <input type="checkbox"/> No If yes, please specify:
Course Grouping or Stream	Does this course belong to a Group or Stream? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, please specify:
Cross-Listing	<input type="checkbox"/> Cross-Listed - this course may be credited towards N/A
Learning Outcomes (6-8 points, visible, measurable and in active voice)	Students who successfully complete this course will demonstrate: <ol style="list-style-type: none"> 1. An ability to perform hormone immunoassays and liquid chromatography mass spectrometry. 2. An ability to write-up a research ethics proposal.

COURSE TEMPLATE

	<ol style="list-style-type: none">3. An ability to pre-register study hypotheses and plans for statistical analyses.4. An ability to perform formal power analyses to determine effective sample size needed.5. A comprehensive knowledge of data collection for a social neuroendocrinology experiment.6. An ability to analyze hormonal, psychological, and behavioural data from a social neuroendocrinology experiment.7. An ability to write up the results from a social neuroendocrinology experiment.
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Rationale: This course will allow potential Honours thesis students and others to gain advanced knowledge and techniques in the area of Social Neuroendocrinology. This course compliments the proposed course in Hormones and Social behaviour and will provide Nipissing students with a thorough preparation for further study in the field including potential graduate studies. This course was also identified by students and faculty as a need in the psychology department. Finally, offering this course will put Nipissing University in a somewhat unique position since few other Universities offer a comparable course.

Proposal for a Certificate in Archaeological Monitoring (Non-Standalone)

MOTION: That the Undergraduate Studies Committee recommend to Senate to approve the creation of a new Certificate in Archaeological Monitoring (Non-Standalone)

The field of Cultural Resource Management (CRM) involves the application of archaeological methods, skills, and theory to the interpretation of archaeological sites in a professional setting. Much of this applied work is undertaken in the context of land use planning and development, and an archaeological assessment is required when any development (such as the construction of a road, housing, or mine) has the potential to affect cultural or heritage resources. Given the volume of sites that require archaeological assessment as a part of provincial and federal legislation, CRM is one of the largest employers of archaeologists in Ontario and throughout Canada.

The Department of Sociology and Anthropology is seeking to establish a Certificate in Archaeological Monitoring (Non-Standalone) in order to provide students with the practical, methodological, and theoretical skills to meet the demands of this professional field and to equip graduates with the training that they need for employment in archaeological assessment and CRM generally. While this proposal is for a Certificate in Archaeological Monitoring (Non-Standalone), our long-term goal is to develop a Standalone Certificate in Archaeological Monitoring, and eventually a Major in Cultural Resource Management.

Statement of Academic Merit:

Academic Aims:

This certificate will provide students with the foundation and practical skills required for participation in applied archaeology and CRM generally. A significant focus of the program will be on understanding the role that Indigenous peoples play in the assessment and care of their own heritage. The courses in the Non-Standalone Certificate program will be drawn from Anthropology, Native Studies, and Geography and will allow students to develop knowledge of the foundational theories and methods in applied archaeology, the use of GIS and other remote sensing techniques, archaeological cataloguing and reporting, and Indigenous relationships with the land. A highlight of the certificate program will be participation in an archaeological excavation as a part of ANTR 2027.

Learning Outcomes:

The learning outcomes for the Certificate in Archaeological Monitoring (Non-Standalone) are as follows:

- A comprehensive knowledge of the foundational theories and approaches that archaeologists use to study the past, with a particular focus on Northern Canada.
- Demonstrated skills in undertaking an archaeological excavation including the evaluation of site significance, and the recovery of artifacts from an archaeological site.
- Knowledge of how to report and document archaeological excavations and collections according to professional standards and guidelines.
- Knowledge of how to process artifacts in a laboratory and prepare an archaeological catalogue.
- An understanding of how to undertake ethical archaeological fieldwork with a specific focus on collaborative archaeology and the role of Indigenous peoples in the assessment and care of their own heritage.

Social Relevance:

The development of a proposal for a Certificate in Archaeological Monitoring (Non-Standalone) is a direct response to requests made by the Algonquins of Ontario¹ to provide academic programming that meets the goals of their communities. In 2016 the Algonquins of Ontario approached the Department of Sociology and Anthropology and expressed a need to train members of their communities to work as Archaeological Monitors. Indigenous communities are seeking to develop their own archaeological expertise and have called for a meaningful role in archaeological assessment and cultural resource management as archaeologists, archaeological monitors, or/and as community delegates, and as curators and holders of their own heritage. Some First Nations, such as the Mississaugas of New Credit First Nation, now coordinate their own archaeological monitors from their band office. Others, such as Dokis First Nation have established museums within their communities that hold and care for their own artifacts and historical material. A Certificate in Archaeological Monitoring (Non-Standalone) will facilitate the development of community-based expertise in archaeology and in cultural resource management.

Additionally, given the temporal depth and the history of this territory, approximately eighty percent of archaeological assessments in Ontario involve Indigenous heritage resources or assessments on Indigenous territories. As such, an awareness of Indigenous relationships with the environment is necessary for all students who intend to enter the field of CRM or undertake archaeological work in Canada. Engagement with Indigenous communities is required for Stage 3

¹ The Algonquins of Ontario is a regional Indigenous organization representing ten Algonquin communities in the Kichissippi (Ottawa River) and Mattawa River watersheds who are working toward the Algonquin Land Claim.

assessments in Ontario, and is recommended in other stages of assessment and throughout the assessment process. Indeed, a growing component of CRM involves the development of collaborative relationships with Indigenous communities for identifying and protecting heritage resources, and increasingly as part of the archaeological excavation. One of the focuses of the Certificate in Archaeological Monitoring (Non-Standalone) at Nipissing University will be to provide training to students that will enhance their knowledge of collaborative archaeology, and conducting ethical archaeological and CRM work in relationship with Indigenous communities.

Similar Programs:

Though a number of Ontario universities offer a BA and/or graduate degrees in archaeology, there are no certificates offered specifically in Archaeological Monitoring. There are three certificates offered in Cultural Resource Management; two in British Columbia and one through Athabasca University in Alberta:

- Simon Fraser University – Certificate in Cultural Resource Management
- University of Victoria – Diploma in Cultural Resource Management
- Athabasca University – Certificate in Heritage Resources Management

There are two related certificate programs offered in Ontario, though both have a primary focus on arts administration and museum management. Thus, the Certificate in Archaeological Monitoring at Nipissing University would be the first in Ontario to provide concentrated training in archaeological monitoring with a focus on rural and northern Ontario, and collaborative archaeology.

Admission Requirements:

The Certificate in Archaeological Monitoring will be open to any Nipissing University student. It is anticipated that the Certificate in Archaeological Monitoring will be of particular interest to students in Anthropology, Native Studies, Geography, History, and Classical Studies.

Statement of Financial Viability:

The Certificate in Archaeological Monitoring will require no new resources. The courses required for the Certificate in Archaeological Monitoring are currently offered as part of regular course offerings through the Department of Sociology and Anthropology, Native Studies, and Geography.

Statement of Administrative Responsibility:

The Certificate in Archaeological Monitoring will be administered by the Department of Sociology and Anthropology. The Department of Sociology and Anthropology approved this proposal at the Department meeting held on March 3, 2017. The Department has also engaged with NUACE, presenting a draft copy of this document and responding to questions at the NUACE meeting held on April 20, 2017.

Curriculum:

List of Required Courses:

ANTR 2026: Archaeology I (3 credits)

This course introduces students to the theories, concepts, and methodological approaches that archeologists employ to study past cultures through their material remains.

ANTR 2027: Archaeology II (3 credits)

This course exposes students to archaeological fieldwork methodologies and procedures through hands-on collection and examination of material artifacts, including techniques for analysis and reporting of archaeological findings. Students will have the opportunity to make a field trip to an excavation site.

NATI 2005: Native Kinships with Environment (6 credits)

This course examines Native cultures' responses to the rhythms and cycles of the natural world, and how human beings and the environment create a living, integrated system. Strong emphasis will be placed upon recognizing the esteemed relationships among mineral, plant, animal and human beings. This matrix is commonly understood in Native societies as possessing a bond of kinship or esteemed partnership among relatives. From a contemporary context, the politics and legalities of land and its resources will be characterized. The clashes, wounds and healings between various factions and systems will be brought into perspective. Further discussions will center on land claims, blockades, and land cautions. Existing models of sustainable development as incorporated by Native people will be given special attention. Native view of land as the great determiner, stewardship and its capacity of bringing about positive change, and traditional Native practices for sustaining balance in the nature world will be explored. Examples from various Aboriginal cultures, along with forecastings and important messages of their elders and other resource people will be presented.

GEOG 2017: Introduction to Geomatics (3 credits)

Geomatics is the subfield of geography that deals with how spatial data are collected, managed, and analysed to produce spatial information. It includes the application of leading computer-based techniques in the environmental fields, such as global positioning systems, remote sensing, geographic information systems, and cartographic visualization. This course aims to develop a better understanding of how we use global positioning systems and remote sensing to collect spatial data and geographic information systems to manage, analyse, and display spatial data and information. Students can expect to gain valuable hands-on experience in working with a leading geographic information system package.

ANTR 3036: Archaeological Cataloguing and Reporting (3 credits)

Students learn to report and document archaeological excavations and collections according to professional standards and guidelines. Instruction includes processing artifacts in the laboratory, preparation of an artifact catalogue, artifact analysis, evaluation of site significance, and a report with appropriate maps, diagrams and photographs.

Date: November 15, 2017

To: Undergraduate Studies Committee

From: Schulich School of Education Faculty Council

Approved at the November 14, 2017 Faculty Council

Motion 1: That the Undergraduate Studies Committee recommend to Senate that the course EDUC 2545 Native Languages, Part II be added to the list of In-Service offerings. See descriptive data below.

A) Descriptive Data:

Course Code	EDUC 2545
Course Title	Native Languages, Part II
Course Credits	<input type="checkbox"/> 3 credits <input checked="" type="checkbox"/> 6 credits <input type="checkbox"/> Other Click here to specify
Course Description	Students focus on further developing the skills and knowledge required to design, deliver and assess the teaching of Native Languages. They continue to engage with theories on language acquisition, and explore and reflect upon language teaching methodologies.
Course Prerequisite	EDUC 1545 Native Languages, Part I
Course Corequisite	Click here to enter Course Corequisite
Antirequisite	EDUC 2546, EDUC 2456, EDUC 2436 and EDUC 2446
Restriction	Click here to enter Restriction
Instructional Method	<input checked="" type="checkbox"/> lecture <input type="checkbox"/> tutorial <input type="checkbox"/> laboratory work <input type="checkbox"/> studio work <input type="checkbox"/> private study <input type="checkbox"/> service learning <input type="checkbox"/> seminar <input type="checkbox"/> clinical practice <input type="checkbox"/> practical work <input type="checkbox"/> online delivery <input type="checkbox"/> independent study
Hours of contact time expected per week	Click here to enter hours per week (ie. 2 hours of lecture and 2 hours of lab)
Hours of contact time expected per term	125 hours
Program Implications (ie. Does this program belong to a Group or Stream?)	Does this course have program implications? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, please specify: click here to specify
Course Grouping or Stream	Does this course belong to a Group or Stream? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, please specify: click here to specify
Cross-Listing	<input type="checkbox"/> Cross-Listed - this course may be credited towards Click here to enter cross-listing information
Learning Outcomes (6-8 points, visible, measurable and in active voice)	Students who successfully complete this course will <ul style="list-style-type: none">• successfully implement Ministry of Education curriculum and policies and guidelines• demonstrate the ability to integrate information and communication technology into teaching a Native language as a Second Language• demonstrate an understanding of theories and methodologies

	<p>for teaching Native Language as a Second Language and applying these to practice</p> <ul style="list-style-type: none">• demonstrate an awareness of the intellectual, social, emotional, physical, linguistic, cultural, spiritual and moral development of students• Successfully design, implement and assess Native Second Language programs for students
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Date: December 5, 2017

To: Undergraduate Studies Committee

From: Schulich School of Education Faculty Council

Approved at the December 5, 2017 Faculty Council

MOTION: That the Undergraduate Studies Committee recommend to Senate the creation of PHED-1037 Leadership and Professionalism.

Rationale: This course is being created to replace the current PHED-2037 Physical Activity and Sport Leadership. It is being moved to the 1000-level in order to reduce the number of required 3-credit PHED courses in year-2 from six to five. While this change increases the number of required PHED courses in year-1 from five to six, there are no PHED electives at the 1000-level. Thus, this change is anticipated to create more flexibility for students in year-2 of the BPHE to take desired elective courses.

Also, a formal motion to create a new course is given here because the course description and the learning outcomes are being updated to include not just principles of leadership, but also elements of professionalism, ethics, and interprofessional practice. With the proclamation of the College of Kinesiologists of Ontario in 2013, an identified learning gap among many BPHE and Kinesiology students in Canada is an awareness of clinical decision making skills, ethics, and professionalism. We believe these concepts are broadly applicable to many settings within professional kinesiology and physical and health education, and thus have expanded the course description for PHED-1037 to reflect this.

A) Descriptive Data:

Course Code	PHED-1037	
Course Title	Leadership and Professionalism	
Course Credits	<input type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other	
Course Description	Students learn fundamental leadership and professionalism principles, including ethics, privacy, clinical skills, interprofessional practice, event and risk management, and fundraising. Links to community leadership placements are addressed.	
Course Prerequisite	Enrolment in the Bachelor of Physical and Health Education Program	
Course Corequisite	none	
Antirequisite	PHED-2037	
Restriction	Restricted to students enrolled in the Bachelor of Physical and Health Education program.	
Instructional Method	<input type="checkbox"/> lecture <input type="checkbox"/> laboratory work <input type="checkbox"/> private study <input type="checkbox"/> seminar <input type="checkbox"/> practical work <input type="checkbox"/> independent study	<input type="checkbox"/> tutorial <input type="checkbox"/> studio work <input type="checkbox"/> service learning <input type="checkbox"/> clinical practice <input type="checkbox"/> online delivery
Hours of contact time expected per week	3 (2 x 1.5 hours)	
Hours of contact time expected per term	36	
Program Implications (ie. Does	Does this course have program implications?	

this program belong to a Group or Stream?)	<input type="checkbox"/> Yes <input type="checkbox"/> No PHED-1037 will replace PHED-2037 in BPHE Program Requirements.
Course Grouping or Stream	Does this course belong to a Group or Stream? <input type="checkbox"/> Yes <input type="checkbox"/> No
Cross-Listing	<input type="checkbox"/> Cross-Listed
Learning Outcomes	Students who successfully complete this course will: - Define and describe qualities of leadership in various settings related to physical and health education, professional kinesiology, physical activity, recreation, and sport; - Describe the various expectations of sector professions, professional organizations and professionalism; - Examine crisis leadership and the leader's role in risk management; - Describe the concept of community service learning, experiential learning and servant leadership as it applies to Community Leadership Placement; - Identify the core competencies of the physical and health educator and the professional kinesiologist, as well as theoretical terms, concepts, and philosophies related to both of these professions; - Compare and contrast physical and health education vs professional kinesiology practice settings, including program models, clinical skills and decision-making solutions, as well as documentation and record-keeping practices in both professions; and, - Demonstrate skills in professional and ethical decision making, including an awareness of how privacy and legislative requirements affect these decisions.

MOTION: That the Undergraduate Studies Committee recommend to Senate the deletion of PHED-2037 Physical Activity and Sport Leadership.
Rationale: required after creation of PHED-1037.

MOTION: That the Undergraduate Studies Committee recommend to Senate the creation of PHED-2056 Injury Prevention and Care.

Rationale: This course is being created to replace the current PHED-3056 Injury Prevention and Care elective. It is being moved to the 2000-level of the BPHE program, in order to reduce the time gap between it and when students take PHED-1206 and PHED-1207 (Systemic Approach to Functional Human Anatomy I and II). Also, because the course contact hours is being changed from 4 in PHED-3056 (2 lecture, 2 laboratory) to 3 in PHED-2056 (2 lecture, 1 hour), a formal motion to create a new course is given here. The reduction from 4 to 3 hours in contact time was decided to be more appropriate for the learning outcomes of this course.

A) Descriptive Data:

Course Code	PHED-2056
Course Title	Injury Prevention and Care
Course Credits	<input type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other
Course Description	Students apply anatomical principles in the prevention and treatment of acute injuries related to physical activity and sport. Emergency action plans, athletic taping, and safety protocols are

	also examined.	
Course Prerequisite	PHED-1206 and PHED-1207	
Course Corequisite	none	
Antirequisite	PHED-3056, PHED-4016	
Restriction	Restricted to students enrolled in the Bachelor of Physical and Health Education program.	
Instructional Method	<input type="checkbox"/> lecture <input type="checkbox"/> laboratory work <input type="checkbox"/> private study <input type="checkbox"/> seminar <input type="checkbox"/> practical work <input type="checkbox"/> independent study	<input type="checkbox"/> tutorial <input type="checkbox"/> studio work <input type="checkbox"/> service learning <input type="checkbox"/> clinical practice <input type="checkbox"/> online delivery
Hours of contact time expected per week	3 (2 hours of lecture and 1 hour of laboratory per week)	
Hours of contact time expected per term	36	
Program Implications (ie. Does this program belong to a Group or Stream?)	Does this course have program implications? <input type="checkbox"/> Yes <input type="checkbox"/> No	
Course Grouping or Stream	Does this course belong to a Group or Stream? <input type="checkbox"/> Yes <input type="checkbox"/> No	
Cross-Listing	<input type="checkbox"/> Cross-Listed	
Learning Outcomes	Students who successfully complete this course will: - Demonstrate a knowledge of the cause(s) of the most common overuse and traumatic athletic injuries. - Demonstrate competency in basic assessment skills necessary to recognize severe athletic injury. - Provide a description and rationale for the initial treatment and handling of the injured athlete. - Demonstrate competency in basic athletic injury care and management techniques, including stretching, taping, etc.	

MOTION: That the Undergraduate Studies Committee recommend to Senate the deletion of PHED-3056 Injury Prevention and Care.
Rationale: required after creation of PHED-2056 in place of PHED-3056.

MOTION: That the Undergraduate Studies Committee recommend to Senate the deletion of PHED-4016 Injury Prevention and Care.
Rationale: this course was banked after PHED-4016 was moved to PHED-3056. No longer needed.

MOTION: That the Undergraduate Studies Committee recommend to Senate the creation of PHED-3113 Special Practical V.

Rationale: Special BPHE practical electives, such as a canoe trip, might be longer than what is normally covered in a 16-hour, 1-credit practical course (currently the only option). Thus, the BPHE Program needs a special 2-credit course for the ability to offer special practical courses that would be worth 32 hours or 2 credits.

A) Descriptive Data:

Course Code	PHED-3113
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Course Title	Special Practical V	
Course Credits	<input type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other 2 credits	
Course Description	Students develop advanced knowledge and skills related to a specific sport, game, or leisure activity depending on instructor expertise or student demand. Students explore strategies and tactics, skill development and analysis, and theoretical knowledge to broaden their instructional ability.	
Course Prerequisite	Third year standing (54 credits completed).	
Course Corequisite	none	
Antirequisite	none	
Restriction	Restricted to students enrolled in the Bachelor of Physical and Health Education program.	
Instructional Method	<input type="checkbox"/> lecture <input type="checkbox"/> laboratory work <input type="checkbox"/> private study <input type="checkbox"/> seminar <input type="checkbox"/> practical work <input type="checkbox"/> independent study	<input type="checkbox"/> tutorial <input type="checkbox"/> studio work <input type="checkbox"/> service learning <input type="checkbox"/> clinical practice <input type="checkbox"/> online delivery
Hours of contact time expected per week	Course is not likely to follow a traditional weekly schedule, e.g. may be held during reading week or on weekends.	
Hours of contact time expected per term	32	
Program Implications (ie. Does this program belong to a Group or Stream?)	Does this course have program implications? <input type="checkbox"/> Yes <input type="checkbox"/> No This course is may be used satisfy 2 of the required 12-credits of 3000-level or 4000-level practicals in the BPHE program.	
Course Grouping or Stream	Does this course belong to a Group or Stream? <input type="checkbox"/> Yes <input type="checkbox"/> No	
Cross-Listing	<input type="checkbox"/> Cross-Listed	
Learning Outcomes	Students who successfully complete this course will: - Demonstrate effective strategies and techniques appropriate for instruction of this activity in different settings and for different populations; - Identify the risks, benefits, equipment, rules, safety procedures, etc, associated with participation in this activity; - Demonstrate basic skill competency in this activity; - Demonstrate the ability to analyze skills for the purpose of providing feedback to various age groups; and, - Demonstrate an understanding of the cognitive, affective, psychomotor, and health-related benefits of this activity.	

MOTION: That the Undergraduate Studies Committee recommend to Senate the creation of PHED-3227 Special Practical VI.

Rationale: Special BPHE practical electives, such as a canoe trip, might be longer than what is normally covered in a 16-hour, 1-credit practical course (currently the only option). Thus, the BPHE Program needs a special 3-credit course for the ability to offer special practical courses that would be worth 48 hours or 3 credits.

A) Descriptive Data:

Course Code	PHED-3227
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Course Title	Special Practical VI	
Course Credits	<input type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other	
Course Description	Students develop advanced knowledge and skills related to a specific sport, game, or leisure activity depending on instructor expertise or student demand. Students explore strategies and tactics, skill development and analysis, and theoretical knowledge to broaden their instructional ability.	
Course Prerequisite	Third year standing (54 credits completed).	
Course Corequisite	none	
Antirequisite	none	
Restriction	Restricted to students enrolled in the Bachelor of Physical and Health Education program.	
Instructional Method	<input type="checkbox"/> lecture <input type="checkbox"/> laboratory work <input type="checkbox"/> private study <input type="checkbox"/> seminar <input type="checkbox"/> practical work <input type="checkbox"/> independent study	<input type="checkbox"/> tutorial <input type="checkbox"/> studio work <input type="checkbox"/> service learning <input type="checkbox"/> clinical practice <input type="checkbox"/> online delivery
Hours of contact time expected per week	Course is not likely to follow a traditional weekly schedule, e.g. may be held during reading week or on weekends.	
Hours of contact time expected per term	48	
Program Implications (ie. Does this program belong to a Group or Stream?)	Does this course have program implications? <input type="checkbox"/> Yes <input type="checkbox"/> No This course is may be used satisfy 3 of the required 12-credits of 3000-level or 4000-level practicals in the BPHE program.	
Course Grouping or Stream	Does this course belong to a Group or Stream? <input type="checkbox"/> Yes <input type="checkbox"/> No	
Cross-Listing	<input type="checkbox"/> Cross-Listed	
Learning Outcomes	Students who successfully complete this course will: - Demonstrate effective strategies and techniques appropriate for instruction of this activity in different settings and for different populations; - Identify the risks, benefits, equipment, rules, safety procedures, etc, associated with participation in this activity; - Demonstrate basic skill competency in this activity; - Demonstrate the ability to analyze skills for the purpose of providing feedback to various age groups; and, - Demonstrate an understanding of the cognitive, affective, psychomotor, and health-related benefits of this activity.	

MOTION: That the Undergraduate Studies Committee recommend to Senate the creation of PHED-3256 Advanced Injury Prevention and Care.

Rationale: This course is being created to replace the current PHED-4056 Advanced Injury Prevention and Care elective. It is being moved to the 3000-level of the BPHE program as a consequence of PHED-3056 moving into the 2000-level. This change is being made to ensure continuity and improved elective options for students in the BPHE program interested in physical therapy, athletic therapy, kinesiology, etc. For example, a student could now take PHED-1206 and PHED-1207 (Systemic Approach to Functional Human Anatomy I and II) in year-1, then PHED-2056 (Injury Prevention and Care) in year 2, then PHED-3256 Advanced Injury Prevention and Care in year 3. In year-4, the student now has

the option to undertake further service learning, for example in a community leadership placement (PHED-4106) in year-4, to further develop their athletic injury management skills, which is important for students applying to physiotherapy or athletic therapy programs, or who plan to write the entrance examination for the College of Kinesiologists of Ontario.

Also, PHED-4056 previously included a non-paid service learning experience with students in the course being placed as student trainers within a varsity team, but there was no stated minimum or maximum number of hours required. Because the level of commitment varied considerably in the past, a 50-hour requirement has now been established as the standard in the creation of PHED-3256.

A) Descriptive Data:

Course Code	PHED-3256	
Course Title	Advanced Injury Prevention and Care	
Course Credits	<input type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other	
Course Description	Students apply and expand the principles and concepts learned in PHED 2056 Injury Prevention and Care to recognize, assess, care for, and rehabilitate common injuries occurring in sports. Practical skills and methods of assessment and adhesive strapping are emphasized and refined as students participate in a fifty-hour, non-paid service learning experience working as a student trainer with a varsity team.	
Course Prerequisite	PHED-2056 or PHED-3056	
Course Corequisite	none	
Antirequisite	PHED-4056	
Restriction	Restricted to students enrolled in the Bachelor of Physical and Health Education program.	
Instructional Method	<input type="checkbox"/> lecture <input type="checkbox"/> laboratory work <input type="checkbox"/> private study <input type="checkbox"/> seminar <input type="checkbox"/> practical work <input type="checkbox"/> independent study	<input type="checkbox"/> tutorial <input type="checkbox"/> studio work <input type="checkbox"/> service learning <input type="checkbox"/> clinical practice <input type="checkbox"/> online delivery
Hours of contact time expected per week	1.5 hours lecture per week, spread across both fall and winter terms.	
Hours of contact time expected per term	18 (36 hours total across fall and winter terms)	
Program Implications (ie. Does this program belong to a Group or Stream?)	Does this course have program implications? <input type="checkbox"/> Yes <input type="checkbox"/> No	
Course Grouping or Stream	Does this course belong to a Group or Stream? <input type="checkbox"/> Yes <input type="checkbox"/> No	
Cross-Listing	<input type="checkbox"/> Cross-Listed	
Learning Outcomes	Students who successfully complete this course will: - Demonstrate a detailed understanding of the rehabilitation process in returning an injured athlete to competition; - Demonstrate a proficiency at athletic taping and bracing; and, - Develop technical, communication, and administrative skills relevant to the field of athletic therapy and professional kinesiology through the completion of a 50-hour non-paid, service learning experience working as a student trainer with a	

	varsity sports team.
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MOTION: That the Undergraduate Studies Committee recommend to Senate the deletion of PHED-4056 Advanced Injury Prevention and Care.
Rationale: required after creation of PHED-3256 in place of PHED-4056.

MOTION: That the Undergraduate Studies Committee recommend to Senate the creation of PHED-4104 Special Practical VII.

Rationale: Special BPHE practical electives, such as a canoe trip, might be longer than what is normally covered in a 16-hour, 1-credit practical course (currently the only option). Thus, the BPHE Program needs a special 2-credit course for the ability to offer special practical courses that would be worth 32 hours or 2 credits.

A) Descriptive Data:

Course Code	PHED-4104	
Course Title	Special Practical VII	
Course Credits	<input type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other 2 credits	
Course Description	Students develop advanced knowledge and skills related to a specific sport, game, or leisure activity depending on instructor expertise or student demand. Students explore strategies and tactics, skill development and analysis, and theoretical knowledge to broaden their instructional ability.	
Course Prerequisite	Third year standing (54 credits completed).	
Course Corequisite	none	
Antirequisite	none	
Restriction	Restricted to students enrolled in the Bachelor of Physical and Health Education program.	
Instructional Method	<input type="checkbox"/> lecture <input type="checkbox"/> laboratory work <input type="checkbox"/> private study <input type="checkbox"/> seminar <input type="checkbox"/> practical work <input type="checkbox"/> independent study	<input type="checkbox"/> tutorial <input type="checkbox"/> studio work <input type="checkbox"/> service learning <input type="checkbox"/> clinical practice <input type="checkbox"/> online delivery
Hours of contact time expected per week	Course is not likely to follow a traditional weekly schedule, e.g. may be held during reading week or on weekends.	
Hours of contact time expected per term	32	
Program Implications (ie. Does this program belong to a Group or Stream?)	Does this course have program implications? <input type="checkbox"/> Yes <input type="checkbox"/> No This course is may be used satisfy 2 of the required 12-credits of 3000-level or 4000-level practicals in the BPHE program.	
Course Grouping or Stream	Does this course belong to a Group or Stream? <input type="checkbox"/> Yes <input type="checkbox"/> No	
Cross-Listing	<input type="checkbox"/> Cross-Listed	
Learning Outcomes	Students who successfully complete this course will: - Demonstrate effective strategies and techniques appropriate for instruction of this activity in different settings and for different populations; - Identify the risks, benefits, equipment, rules, safety	

	procedures, etc, associated with participation in this activity; - Demonstrate basic skill competency in this activity; - Demonstrate the ability to analyze skills for the purpose of providing feedback to various age groups; and, - Demonstrate an understanding of the cognitive, affective, psychomotor, and health-related benefits of this activity.
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MOTION: That the Undergraduate Studies Committee recommend to Senate the creation of PHED-4126 Special Practical VIII.

Rationale: Special BPHE practical electives, such as a canoe trip, might be longer than what is normally covered in a 16-hour, 1-credit practical course (currently the only option). Thus, the BPHE Program needs a special 3-credit course for the ability to offer special practical courses that would be worth 48 hours or 3 credits.

A) Descriptive Data:

Course Code	PHED-4126	
Course Title	Special Practical VIII	
Course Credits	<input type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other	
Course Description	Students develop advanced knowledge and skills related to a specific sport, game, or leisure activity depending on instructor expertise or student demand. Students explore strategies and tactics, skill development and analysis, and theoretical knowledge to broaden their instructional ability.	
Course Prerequisite	Third year standing (54 credits completed).	
Course Corequisite	none	
Antirequisite	none	
Restriction	Restricted to students enrolled in the Bachelor of Physical and Health Education program.	
Instructional Method	<input type="checkbox"/> lecture <input type="checkbox"/> laboratory work <input type="checkbox"/> private study <input type="checkbox"/> seminar <input type="checkbox"/> practical work <input type="checkbox"/> independent study	<input type="checkbox"/> tutorial <input type="checkbox"/> studio work <input type="checkbox"/> service learning <input type="checkbox"/> clinical practice <input type="checkbox"/> online delivery
Hours of contact time expected per week	Course is not likely to follow a traditional weekly schedule, e.g. may be held during reading week or on weekends.	
Hours of contact time expected per term	48	
Program Implications (ie. Does this program belong to a Group or Stream?)	Does this course have program implications? <input type="checkbox"/> Yes <input type="checkbox"/> No This course is may be used satisfy 3 of the required 12-credits of 3000-level or 4000-level practicals in the BPHE program.	
Course Grouping or Stream	Does this course belong to a Group or Stream? <input type="checkbox"/> Yes <input type="checkbox"/> No	
Cross-Listing	<input type="checkbox"/> Cross-Listed	
Learning Outcomes	Students who successfully complete this course will: - Demonstrate effective strategies and techniques appropriate for instruction of this activity in different settings and for different populations; - Identify the risks, benefits, equipment, rules, safety	

	procedures, etc. associated with participation in this activity; - Demonstrate basic skill competency in this activity; - Demonstrate the ability to analyze skills for the purpose of providing feedback to various age groups; and, - Demonstrate an understanding of the cognitive, affective, psychomotor, and health-related benefits of this activity.
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Motion: That the Undergraduate Studies Committee recommend to Senate the deletion of PHED-1027 Physical Activity and Sport Leadership.
Rationale: this course was banked after PHED-1027 was moved to PHED-2037. No longer needed.

Motion: That the Undergraduate Studies Committee recommend to Senate that PHED-3086 Group Dynamics in Sport and Physical Activity be renumbered as PHED-4286, and that PHED-3086 be added as an antirequisite.
Rationale: Minor change to increase the number of 4000-level electives compared to the large number at the 3000-level.

Motion: That the Undergraduate Studies Committee recommend to Senate that the following In-Service courses be banked:

- EDUC 1105 Primary Education, Part I
- EDUC 1155 Music – Vocal (Primary/Junior), Part I
- EDUC 1225 Teaching Students Who Are Deaf/Blind, Part I
- EDUC 1295 Teaching Students Who Are Blind, Part I
- EDUC 1335 Co-operative Education, Part I
- EDUC 1495 Integration of Information and Computer Technology in Instruction, Part I
- EDUC 2295 Teaching Students Who Are Blind, Part II
- EDUC 2335 Co-operative Education, Part II
- EDUC 2495 Integration of Information and Computer Technology in Instruction, Part II
- EDUC 2645 Teaching Writing, Part II
- EDUC 3155 Music – Vocal (Primary/Junior), Part III
- EDUC 3295 Teaching Students Who Are Blind, Part III
- EDUC 3335 Co-operative Education, Part III
- EDUC 4000 Principal’s Course, Part I: The Principal as School Leader
- EDUC 4010 Principal’s Course, Part II: The Principal and Change
- EDUC 4785 Teaching Students with Intellectual Needs (giftedness)
- EDUC 4790 Education in the Senior Division – French
- EDUC 4875 Teaching Students with Communication Needs (Autism Spectrum Disorder)



Report of the Graduate Studies Council
November 27, 2017

The meeting of the Graduate Studies Council was held on Monday November 27, 2017 at 11:00 am.

Present:

Jim McAuliffe, Chair
Carole Richardson
Murat Tuncali
Rick Vanderlee
Carly Dokis
Barbi Law
Kurt Clausen
Derek Neal
Jeff Dech
Mark Wachowiak

Debra lafrate
Adam Higgins

Guest:

Jessica McMillan

Secretary:

Carly Snell

Absent, with regrets:

Nancy Black

Jim McAuliffe chaired the meeting. The following motions were passed by the Graduate Studies Council:

Motion 1: That the course SOCI 5417 Qualitative Analysis be cross-listed with Environmental Sciences/Studies. (Dech/Dokis) CARRIED

Motion 2: That the title and description of ENST 5326 Topics in Watershed Analysis and Modeling be changed to Topics in Environmental Hydrology. CARRIED

Respectfully submitted,

A handwritten signature in black ink that reads "Jim McAuliffe".

Dr. Jim McAuliffe
Dean of Graduate Studies and Research

Motion 1: That the report of the Graduate Studies Council, dated November 27, 2017, be received.

Motion 2: That Senate approve that the course SOCI 5417 Qualitative Analysis be cross-listed with Environmental Sciences/Studies.

Motion 3: That Senate approve that the title and description of ENST 5326 Topics in Watershed Analysis and Modeling be changed to Topics in Environmental Hydrology.

Motion #1:

Moved by Jeff Dech, Seconded by Carly Dokis that GSC recommend to senate that the course **SOCI 5417** Qualitative Analysis be cross-listed with Environmental Sciences/Studies.

Rationale:

The MES/MESc program places an emphasis on interdisciplinary studies and includes students who have graduated from a wide variety of undergraduate programs. Many of these students pursue research projects that involve qualitative analyses and others have a strong interest in learning these methods as a part of their training in the program. Given that we anticipate regular enrolment of MES/MESc students in this course, we suggest cross-listing SOCI 5417 with the Environmental Studies/Sciences program for reasons of efficiency and to facilitate this positive interaction between two of our graduate programs. The MA in Sociology approved this request at the graduate faculty meeting held on November 15th, 2017.

Motion #2:

Brought forward by Jeff Dech, Seconded by Mark Wachowiak that the GSC recommend to senate that the title and description of **ENST 5326 Topics in Watershed Analysis and Modeling** be changed as described below.

From

Original name: Topics in Watershed Analysis and Modeling

Original Description:

A course that focuses on study of hydrologic processes, use of tools for watershed analysis, field data collection techniques, sampling and analysis of natural tracers (e.g. stable isotopes, hydrochemistry), use of data in the conceptualization and development of catchment models.

To

Modified name: Topics in Environmental Hydrology

Revised Description:

Students will explore topics related to the study of hydrologic processes and linkages to water quality, including storage and movement of water, solutes and nutrients within varying landscapes and impacts of human activities. Field data collection, analytical techniques, environmental isotopes, and modeling approaches will be considered.

Rationale:

The description has been changed to reflect the content as delivered in recent offerings of the course, where students have largely explored hydrologic processes (that control storage and movement of water). Reference to ‘analysis of natural tracers (e.g. stable isotopes, hydrochemistry)’ is replaced with a more general reference to making ‘linkages with water quality’ (for example movement of solutes and nutrients). The final sentence offers a list of methods/approaches that will be considered consistent with the existing description, but revising wording to be more general and/or clarifying. For example ‘sampling and analysis of natural tracers’ is replaced with a more general ‘analytical techniques’, environmental isotopes – previously worded as stable isotopes is now more general and inclusive; revision to modeling approaches from ‘the conceptualization and development of catchment models’ is again more general, and less specific to a catchment.

Nipissing University

Report of the By-Laws and Elections Subcommittee

November 28, 2017

There was a meeting of the By-Laws and Elections Subcommittee on Tuesday, November 28, 2017 at 10:30 a.m. in F307.

Present: B. Hatt, N. Colborne, D. Davis, J. McIntosh, D. Tabachnick, A. Higgins

Regrets: C. Allen

The Agenda of the November 28, 2017 By-Laws and Elections Subcommittee meeting was approved.

Moved by J. McIntosh, seconded by N. Colborne that the Report of the October 31, 2017 By-Laws and Elections Subcommittee meeting be accepted.

CARRIED

Under Business Arising from the Report regarding the proposed addition to the Senate By-Laws of Article 11.3 Standing Joint Committee of the Board and Senate on Governance, D. Tabachnick advised that a response had not yet been received from the the Chair of the Board Governance Committee regarding the Terms of Reference. A request was made to add this item to the November 30 Senate Executive meeting for discussion.

A recent change to the Ex Officio membership of the Teaching Learning Committee, Senate By-Laws Article 9.5(a)(i), was the addition of the Academic Deans, or designate, one of whom shall be Chair. The Chair of the By-Laws Committee will communicate with the Provost to request that one of the Academic Deans be asked to Chair.

In response to the recent revision of the Senate By-Laws which made all Deans members of all Senate Committees, reference to the Academic Deans in the Senate By-Laws document requires clarification. The Dean of Graduate Studies and Research is not a Dean of an academic faculty. N. Colborne and D. Davis will review the current Senate By-Laws and suggest revisions at the next Senate By-Laws meeting.

The capacity of the Senate Executive to act on behalf of Senate under certain conditions was discussed and the following amendments to the Terms of Reference were suggested:

Moved by J. McIntosh, seconded by D. Tabachnick that the By-Laws and Elections Subcommittee accept the proposed revision to Article 9.1(c)(vi)

9.1 Senate Executive Committee (EXEC)

- (a) *Ex Officio* Members:
 - (i) the President, who shall be Chair;
 - (ii) the PVPAR, or designate, who shall be Vice-Chair;
 - (iii) the Academic Deans, or their designates;
 - (iv) the Speaker; and
 - (v) the Deputy Speaker.
- (b) Members Elected by Faculty Council:

- (i) one (1) tenured or tenure-track faculty Senator* from each Faculty elected by Senate; and
 - (ii) one (1) student Senator from the NUSU Executive.
*tenured faculty preferred
- (c) Terms of Reference:
- (i) to call Senate meetings and prepare the agendas of Senate;
 - (ii) to approve Senate minutes for circulation prior to adoption;
 - (iii) to manage the workflow of Senate and its committees/subcommittees in order that business is carried out in an expeditious and timely fashion;
 - (iv) to ensure that Senate By-Laws are followed and that Senate decisions are properly recorded, transmitted and implemented;
 - (v) to consider, for approval and conveyance to Senate, reports and recommendations of the By-Laws & Elections Subcommittee and Honorary Degrees Subcommittee;
 - (vi) when required, to exercise Senate's authority and act on Senate's behalf during the Senate summer recess period, with the understanding that all such actions shall be reported at the September meeting of Senate;
 - (vii) the Senate Executive may act on behalf of Senate when quorum of Senate cannot be established, or when the regularly scheduled Senate meeting is delayed, to deal with any urgent matter that is within the responsibility of Senate, with the understanding that all such actions will be reported at the next meeting of Senate;
 - (viii) to approve degree audits for all undergraduate students who have applied to graduate, and to recommend all candidates to Senate for the conferring of undergraduate degrees, diplomas and certificates;
 - (ix) meetings at which candidates for honorary degrees are discussed shall be conducted *in camera* and considered strictly confidential; and
 - (x) to deal with such other matters as may be assigned from time to time by Senate.
- CARRIED

To ensure proportional representation on Senate the Human Resources Department provided an up-to-date faculty count with the following breakdown:

FT CASBU (all A&S) - 14 = **2 Senate Reps.**

APS – 36 + 3 Directors - 39 = **8 Senate Reps.**

A&S – 86 = **17 Senate Reps.**

ED – 52 + 1 Director - 53 = **11 Senate Reps.**

Academic Directors - 4 (3 APS / 1 ED)

Total Senators = 38

The total number of Senators for the 2018-19 academic year will be 38.

Article 28.1, service work during sabbatical leave was discussed. The CA states, "... a sabbatical constitutes a leave from a tenured Member's normal responsibilities of teaching and service to focus on research and scholarship." Members were in agreement that the By-Laws and Elections Subcommittee is not in the position to enforce the CA. The Chair will speak with the Provost and contact the NUFA President to invite her to attend the next By-Laws and Elections Subcommittee meeting to discuss this issue.

By-Law 12.2, participation on Senate standing committees/subcommittees, Senators vs non-Senators was discussed. The Senate By-Laws state, "Recognizing the importance of its standing committees/subcommittees to the effective function of the Senate, all Senators shall be expected to serve on, and regularly attend the meetings of, one or more standing committees/subcommittees each year."

When populating Senate committees and subcommittees the first priority should be to have all Senators serving on at least one standing committee. Members were in agreement that it is a challenge to fill Senate committees and subcommittees and that service needs to be far more recognized and valued. The tenure & promotion policies and procedures indicate that service is an important part of university work. The Annual Staff Award for Exceptional Performance and Service recognizes non-academic staff. The Chancellor's Teaching and Research awards recognize faculty, but there is no recognition for service. The By-Laws and Elections Subcommittee Chair will speak to the Senate Chair regarding the importance of service work and discuss the creation of a faculty award that recognizes service.

The importance of clarity of the motions received by the Senate Secretary was discussed. At the November 19, 2017 Senate meeting an amended Motion was included in the agenda which created confusion. It was agreed that moving forward, motions requiring amendments will be put forward from the Senate floor with a majority vote.

The next meeting of the By-Laws and Elections Subcommittee will be held on December 19, 2017 at 10:30 a.m. in F307.

MOTION 1: That Senate Executive receive the Report of the By-Laws and Elections Subcommittee dated November 28, 2017.

Respectfully submitted,
Original signed by:

Dr. Blaine Hatt
Chair
By-Laws and Elections Subcommittee

Nipissing University

Report of the By-Laws and Elections Subcommittee

December 19, 2017

A meeting of the By-Laws and Elections Subcommittee was held on Tuesday, December 19, 2017 at 10:30 a.m. in F307.

Present: B. Hatt, N. Colborne, D. Davis, D. Tabachnick, A. Vainio-Mattila

Regrets: C. Allen, J. McIntosh

The Agenda of the December 19, 2017 By-Laws and Elections Subcommittee meeting was approved.

Moved by N. Colborne, seconded by D. Davis that the Report of the November 28, 2017 By-Laws and Elections Subcommittee meeting be accepted.

CARRIED

Under Business Arising from the Report, Article 11.3 Standing Joint Committee of the Board and Senate on Governance proposed Terms of Reference and Statement on the Importance of Collegial Governance at Nipissing University were discussed. D. Tabachnick advised that a response had not yet been received from the Chair of the Board Governance Committee regarding the Terms of Reference. The Provost suggested that the reference of collegiality in the first line of the Statement on the Importance of Collegial Governance be changed to collegial governance as referenced in the remainder of the document. It was agreed that the statement would be inserted at the front of the Senate By-Laws document.

Proposed Terms of Reference Joint Committee

- (a) *Ex Officio* Members:
 - (i) The President of the Nipissing University Student Union (NUSU) or Designate
- (b) Members Elected by Senate:
 - (i) Three (3) Senators or non-Senators Elected by Senate
- (c) Members Elected by Board:
 - (i) Three (3) members of the Board of Governors Elected by the Board
- (d) Terms of Reference:
 - (i) to periodically review on an at least an annual basis the governance structures and practices of the University to foster bicameral communication and collegiality and to recommend amendments to by-laws, practices or policies as may be advisable;
 - (ii) to establish and oversee a procedure for providing a joint orientation to new members of the Senate and Board as a means of promoting the effective governance of the university;
 - (iii) to establish and oversee a statement on the importance of collegial governance at Nipissing;
 - (iv) to address issues that may arise concerning a lack of civility and decorum in the conduct of the interaction of the Senate or Board and which cannot be satisfactorily addressed under the existing policies and bylaws of each, and to recommend amendments to by-laws, practices or policies as may be advisable; and
 - (v) to oversee the implementation of the recommendations of the Special Governance Commission Report of October 27, 2016

Moved by D. Tabachnick, seconded by D. Davis that the By-Laws and Elections Subcommittee, subject to the approval of the Standing Joint Committee of the Board and Senate on Governance, accepts the

proposed revised Terms of Reference of the Standing Joint Committee of the Board and Senate on Governance.

CARRIED

Statement on the Importance of Collegial Governance at Nipissing University

Collegiality **governance** is essential to the structure and practice of university ~~ies. governance~~ Given the diversity of its constituent groups and its mission of advancing truth and knowledge, the university is best served by the open expression of ideas and opinions; encouraging thoughtful dissenting views. Successful collegial governance depends on all participants acting in good faith and having access to relevant information to offer sound opinions. In the same spirit, decision-making must ensure inclusiveness, equality, transparency, and broad participation.

Recognizing the obligations, responsibilities and jurisdictions of the Senate and the Board of Governors, collegial governance requires interdependence, mutual respect and good relationships. The primary mission of the University is academic and is served by responsible resource allocation and planning.

All of us must do our part to uphold the ideals of academic freedom and democratic practice inherent in our system of collegial governance.

Moved by D. Tabachnick, seconded by N. Colborne that the By-Laws and Elections Subcommittee, subject to the approval of the Standing Joint Committee of the Board and Senate on Governance, accepts the proposed amended Statement on the Importance of Collegial Governance at Nipissing University.
CARRIED

In response to the recent revision of the Senate By-Laws which made all Deans members of all Senate Committees, it was agreed that as the Dean of Graduate Studies and Research is not a Dean of an academic faculty that reference to the Academic Deans in the Senate By-Laws document requires clarification. N. Colborne and D. Davis reviewed the Senate By-Laws and proposed the following revisions.

Moved by N. Colborne, seconded by D. Davis that the By-Laws and Elections Subcommittee accept the proposed revisions to the following Senate By-Laws:

General Definitions

- 1.1 (m) "Dean" means the Dean of an academic faculty or the Dean of Graduate Studies and Research of the University:

Senate Membership and Terms of Office

2.1 *Ex Officio* Senators

- (a) The following shall be *ex officio* voting members of Senate:
- (i) the President;
 - (ii) the Provost Vice President Academic and Research;
 - (iii) The Vice President responsible for Finance and Administration
 - (iv) the ~~Academic Deans~~ **Dean of the Schulich School of Education;**
 - (v) **the Dean of Applied and Professional Studies;**
 - (vi) **the Dean of Arts & Science;**
 - (vii) **the Dean of Graduate Studies and Research;**
 - (viii) the Registrar;
 - (ix) the Executive Director, Library Services. ~~;~~ ~~and~~

9.1 Senate Executive Committee (EXEC)

- (a) *Ex Officio* Members:

- (i) the President, who shall be Chair;
- (ii) the PVPAR, or designate, who shall be Vice-Chair;
- (iii) ~~the Academic Deans, or their designates~~ **Dean of the Schulich School of Education, or designate;**
- (iv) **the Dean of Applied and Professional Studies, or designate;**
- (v) **the Dean of Arts & Science, or designate;**
- (vii) the Dean of Graduate Studies and Research, or designate;**
- (vii)** the Speaker; and
- (viii)** the Deputy Speaker.

9.2 Planning and Priorities Committee (PPC)

- (a) *Ex Officio* Members:
 - (i) the PVPAR, or designate, who shall be Chair;
 - (ii) one (1) representative chosen by and from the Board of Governors;
 - (iii) ~~the Academic Deans, or their designates~~ **Dean of the Schulich School of Education, or designate;**
 - (iv) **the Dean of Applied and Professional Studies, or designate;**
 - (v) **the Dean of Arts & Science, or designate;**
 - (vi) **the Dean of Graduate Studies and Research, or designate;**
 - (vii)** the Registrar (non-voting); and
 - (viii)** the Executive Director of Library Services, or designate (non-voting).

9.3 Undergraduate Studies Committee (USC)

- (a) *Ex Officio* Members:
 - (i) PVPAR, or designate, (Chair) (non-voting)
 - (ii) ~~the Academic Deans, or their designates~~ **Dean of the Schulich School of Education, or designate;**
 - (iii) **the Dean of Applied and Professional Studies, or designate;**
 - (iv) **the Dean of Arts & Science, or designate; and**
 - (v)** the Registrar, or designate.
 - one of the Deans, on a rotating basis shall be Vice-Chair

9.3.1 Undergraduate Standing & Petitions Subcommittee (S&P)

- (a) *Ex Officio* Members:
 - (i) the Registrar, (non-voting), who shall be Chair; and
 - (ii) ~~the Academic Deans, or their designates~~ **Dean of the Schulich School of Education, or designate;**
 - (iii) **the Dean of Applied and Professional Studies, or designate;**
 - (iv) **the Dean of Arts & Science, or designate.**

9.5 Teaching & Learning Committee (T&L)

- (a) *Ex Officio* Members:
 - (i) ~~the Academic Deans, or their designates~~ **Dean of the Schulich School of Education, or designate;**
 - (ii) **the Dean of Applied and Professional Studies, or designate;**
 - (iii) **the Dean of Arts & Science, or designate; and,**
 - (iv) the Executive Director of Library Services, or designate (non-voting)
 - **one of the Deans shall be Chair.**

10.1 Research Council (RC)

- (a) Membership:
 - Voting Members:

- (i) the ~~Academic Deans including the~~ Dean of Graduate Studies and Research who shall be Chair; and
- (ii) the Dean of the Schulich School of Education;**
- (iii) the Dean of Applied and Professional Studies;**
- (iv) the Dean of Arts & Science;**
- (v)** Six (6) Faculty members, elected by Senate for a minimum two (2) year term, to include: one (1) faculty member from each Faculty representing the Tri-Council disciplines as follows: 1 CIHR, 1 NSERC, 1 SSHRC, two (2) remaining faculty, and one (1) Canada Research Chair or Indigenous Education Chair; and
- (vi)** One (1) student representative from a Graduate program.

10.3 Graduate Studies Committee (GSC):

- (a) Members:
 - (i) the Dean of Graduate Studies and Research, or designate, Chair (non-voting)
 - (ii) the Registrar or designate (non-voting)
 - (iii) the Executive Director of Library Services or designate (non-voting)
 - (iv) the ~~Deans of all Faculties, or designate~~ **Dean of the Schulich School of Education, or designate;**
 - (v) **the Dean of Applied and Professional Studies, or designate;**
 - (vi) **the Dean of Arts & Science, or designate;**
 - (vii) Graduate Coordinators / Graduate Chairs from each graduate program, or designate
 - (viii) 1 graduate student from each level of graduate studies
 - (ix) 1 graduate student Senator (non-voting).

CARRIED

Following a review of the membership of faculty Senators and non-Senators on Senate committees and subcommittees the Chair expressed concern that currently there does not seem to be a strong faculty Senate representation. The Honorary Degrees Subcommittee has no faculty Senate representation. Without faculty Senate representation, reports and information are not conveyed back to Senate. Discussions have taken place with the Senate Chair and the Senate Executive with the goal of working towards having a ratio of 2 Senators to 1 non-Senator on Senate committees and subcommittees. In order to strengthen faculty Senate representation, information will be sent out reminding of Senate election procedures and further information will be sent out to the newly elected Senators advising that Senators should sit on at least one Senate committee or subcommittee. It was noted that the Executive Director of Library Services and the Registrar are currently non-voting members. The Provost advised that when the terms of reference are reviewed the structure of the membership of Senate committees and subcommittees can be compared and discussed further to ensure that there is an equal balance of administration, faculty and students. The Provost also commented that it may not be necessary for all of the Deans to sit on all Senate committees and subcommittees.

It was advised that the role of Senate on Governance Committees will be brought up as a point of discussion at the next Senate meeting.

The Chair advised that a response had been received from the NUFA President regarding faculty service while on sabbatical. After consultation with NUFA colleagues, the NUFA President reported that the resounding response from NUFA is that they have never policed their members while on sabbatical or asked that they remove themselves from service on committees. The Chair stated that this was not a By-Laws matter and requested that the Provost discuss this issue further with NUFA.

The Chair advised that he had spoken with the President regarding the creation of a Chancellor's Award for Excellence in Service. Faculty currently can be nominated for the Chancellors Award for Excellence in Teaching as well as the Chancellor's Award for Excellence in Research. The Chair reported that the

President agreed that the award makes sense and advised that the Board Secretary would investigate the matter further.

Article 4.3 Annual Senate election procedures and timelines were discussed. The current Article states that by 10 January each year, the By-Laws and Elections Subcommittee shall announce the list of Senate seats available in each faculty to be filled in the next Senate election cycle. By 17 January each year, the Deans shall invite nominations for all Senate seats available to be filled within their respective constituencies, and shall provide a list of all constituency members currently eligible to serve and/or vote in the election. Nominations shall be submitted in writing to the Dean not later than 31 January each year. In the first week after the nomination period, each Faculty Council shall meet. The Deans will present the list of nominees and seek out new nominees if there have not been enough nominations. Elections for each Faculty shall normally be completed by no later than 28 February each year. The Deans shall notify their faculties of the results within three days of the close of voting, and shall normally report their final slates of Faculty representatives to the By-Laws and Elections Subcommittee no later than 01 March. As the full slate of Senators has not been received until the end of May or later often due to the confirmation of sabbatical leaves and the release of tenure & promotion results, for next year we would ask that elections be moved back by one month so that the process could be completed by 01 April. A suggestion was also made to cut the election nomination period to one week.

Under New Business a request to revise the name of the Planning & Priorities Committee (PPC) was received. PPC members agreed that in order to better reflect the terms of reference, the Planning & Priorities Committee be renamed the Academic Quality Assurance and Planning Committee.

Moved by D. Tabachnick, seconded by N. Colborne that the By-Laws and Elections Subcommittee accept Motion 2 from the PPC Report to revise the name of the Planning and Priorities Committee to the Academic Quality Assurance and Planning Committee.

CARRIED

As this is a non-substantive change, this information will be provided to Senate for information purposes in the January 12, 2018 Senate Agenda.

The next meeting of the By-Laws and Elections Subcommittee will be held on January 30, 2018 at 10:30 a.m. in F307.

MOTION 1: That Senate Executive receive the Report of the By-Laws and Elections Subcommittee dated December 19, 2017.

Respectfully submitted,
Original signed by:

Dr. Blaine Hatt
Chair
By-Laws and Elections Subcommittee