



Meeting Book - March 27, 2026 - Academic Senate Meeting

Senate Agenda

1. Acknowledgement of the Traditional Territory

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

2. Approval of the Agenda

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

Motion 1

3. Adoption of Minutes

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

Motion 2

- i. Senate Minutes DRAFT February 27, 2026.docx

4. Business Arising from the Minutes

Lockdown information: Follow-up to be provided

5. Reading and Disposing of Communications

6. Reports from Other Bodies

- i. President

Oral Report

- ii. Provost & Vice-President Academic

Oral Report

- iii. Vice-President Finance and Administration

No Report

- iv. Board of Governors

- a. Board Report to Senate - March 2026.docx

- v. Alumni Advisory Board

No Report

- vi. Council of Ontario Universities (Academic Colleague)

No Report

- vii. Joint Committee of the Board and Senate on Governance

No Report

- viii. Nipissing University Student Union (NUSU)

- a. NUSU Academic Senate Report_ March 2026.pdf

7. Question Period

8. Reports of Standing Committees and Faculty Councils

i. Senate Executive Committee

Motion 3

*That Senate receive the report of the Senate Executive Committee dated March 19, 2026, for information, including:
- the 2026-27 Senate Executive and Academic Senate Meeting Dates*

a. Senate Exec Report Mach 19, 2026.pdf

ii. Academic Curriculum Committee

Motion 4

That Senate receive the Report of the Academic Curriculum Committee dated February 26, 2026.

a. ACC REPORT - February 26, 2026.docx

b. Faculty of Arts & Science

Biology/Chemistry/Geography

Motions 5-31
(substantive)

Motion 5: That Senate consider Motions 7-31 as an omnibus motion.

Motion 6: That Senate approve motions 7-31 as an omnibus motion.

Motion 7: That Senate approve the revised learning outcomes for ENSC 1006: Environmental Biology.

Motion 8: That Senate approve the revised learning outcomes for ENSC 1007 Environmental Problems of the 21st Century.

Motion 9: That Senate approve that the lab hour requirements for GEOG 2106 Landscape and Surface Processes be increased from 1 hour to 2 hours per week.

Motion 10: That Senate approve that the Learning Outcomes for GEOG-3016 be created as outlined in the proposal above.

Motion 11: That Senate approve that the learning outcomes be created for GEOG 4247 Environmental Modeling as outlined in the proposal above.

Motion 12: That Senate approve that GEOG 4247 Environmental Modelling be recoded as ENSC 4247 Environmental Modelling.

Motion 13: That Senate approve the creation of ENSC 2116 Hydroclimatology as outlined in the proposal above.

Motion 14: That Senate approve the creation of ENSC 3096 Environmental Hydrology as outlined in the proposal above.

Motion 15: That Senate approve the creation of GEOG 4146 Paleoeecology and Past Environmental Change as outlined in the proposal above.

Motion 16: That Senate approve the creation of ENSC 4147 Changing Climate: Impacts, Insights and Innovation as outlined in the proposal above.

Motion 17: That Senate approve the creation of ENSC 4007 Seminar in Environmental Science as outlined in the proposal above.

Motion 18: That Senate approve that the Honours Specialization in Geography requirements be changed as outlined in the proposal above.

Motion 19: That Senate approve that the Specialization in Geography requirements be changed as outlined in the proposal above.

Motion 20: That Senate approve that the Major in Geography requirements be changed as outlined in the proposal above.

Motion 21: That Senate approve that the Honours Specialization in Environmental Geography requirements be changed as outlined in the proposal above.

Motion 22: That Senate approve that the Specialization in Environmental Geography requirements be changed as outlined in the proposal above.

Motion 23: That Senate approve that the Major in Environmental Geography requirements be changed as outlined in the proposal above.

Motion 24: That Senate approve that the Honours Specialization in Environment and Physical Geography be modified as outlined in the proposal above.

Motion 25: That Senate approve that the Specialization in Environment and Physical Geography be modified as outlined in the proposal above.

Motion 26: That Senate approve that the Major in Environment and Physical Geography be modified as outlined in the proposal above.

Motion 27: That Senate approve that the Honours Specialization in Environmental Science be modified as outlined in the proposal above.

Motion 28: That Senate approve that the Specialization in Environmental Science be modified as outlined in the proposal above.

Motion 29: That Senate approve that the Major in Environmental Science be modified as outlined in the

proposal above.

Motion 30: That Senate approve that Group A, B and C for the Environmental Science programs be modified as outlined in the proposal above.

Motion 31: That Senate approve that the Certificate in Environmental Management be modified as outlined in the proposal above.

Non-Substantive:

**That the course title for ENSC 1006 be changed from "Introduction to Environmental Science Part 1" to "Environmental Biology".*

**That the course description for ENSC 1006 Environmental Biology be revised.*

**That the course title for ENSC 1007 be changed from Introduction to Environmental Science Part 2 to Environmental Problems of the 21st Century.*

**That the course description for ENSC 1007 Environmental Problems of the 21st Century be revised.*

**That the prerequisite for ENSC 1007 Environmental Problems of the 21st Century be changed as outlined below.*

**That the course title for GEOG 4227 Themes in Cultural and Social Geography be changed to Community Geography.*

**That the course description for GEOG 4227 Community Geography be revised.*

**That GEOG-3016 Field Techniques in Geography be unbanked.*

**That the course description for GEOG 3016 Field Techniques in Geography be modified as outlined in proposal above.*

**That GEOG 4247 Environmental Modeling be unbanked.*

**That the course description for GEOG 4247 Environmental Modeling be modified as outlined in the proposal above.*

**That the prerequisites for ENSC 4247 Environmental Modelling be changed as described in the proposal above.*

**The deletion of GEOG 4326 Environmental Hydrology.*

**The deletion of GEOG 2126 Physical Hydrology.*

**That the deletion of GEOG 2107 Weather and Climate.*

**That GEOG 3026 Geography of Developing Countries be banked.*

**That GEOG 3706 A Geography of Russia and the Eurasian Republics be banked.*

**That GEOG 3206 Urban Growth and Development be banked.*

**That GEOG 3356 Intro to International Development be banked.*

**That GEOG 4806 Natural Res. Dev. In Regional Planning be banked.*

**That GEOG 4106 Geomorphic Analysis of Landscapes be banked.*

**That GEOG 4116 Pleistocene and Glacial Geomorphology be banked.*

**That GEOG-4907 Special Topics in Human Geography be unbanked.*

**That the prerequisite for GEOG-3086 Biogeography be changed as outlined in the proposal above.*

**That the prerequisite for GEOG-3057 Environmental Geomorphology be changed as outlined in the proposal above.*

**That the prerequisite for BIOL 4506 be changed as outlined in the proposal above.*

**That the prerequisite for BIOL 4995 Thesis be changed as outlined in the proposal above.*

ACC Report Supporting Documentation - February 26, 2026.pdf

Computer Science and Mathematics

Motion 32: That Senate consider Motions 34-40 as an omnibus Motion.

**Motions 32 - 40
(Substantive)**

Motion 33: That Senate approve Motions 34-40 as an omnibus Motion.

Motion 34: That Senate approve that the Game Design and Development certificate in COSC be discontinued effective as of 27FW.

Motion 35: That Senate approve that the learning outcomes for COSC 3206: Theory of Computation be changed as outlined in the proposal above.

Motion 36: That Senate approve the creation of a new course: COSC 3116: Artificial Neural Networks and Deep

Learning as outlined in the proposal above.

Motion 37: That Senate approve that the '6 credits of requirement in the Post Baccalaureate Diploma in AI and Machine Learning be changed as outlined in the proposal above.

Motion 38: That Senate approve the creation of COSC 1367: Introduction to Problem Solving with Generative AI per attached document as outlined in the proposal above.

Motion 39: That Senate approve that COSC 1757 Digital Systems be replaced by COSC 1367- Introduction to Problem Solving with Generative AI in the following Computer Science programs: the BSc Honours Specialization, Specialization and Major, the BA Honour Specialization, Specialization and Major.

Motion 40: That Senate approve that COSC minor be modified as outlined in the proposal above.

Non-Substantive:

**That COSC 3406: Advanced Game Design and Development be banked as outlined in the proposal above.*

**That COSC 3206: Theory of Computation be unbanked as outlined in the proposal above.*

**That the course description for COSC 3206: Theory of Computation be changed as outlined in the proposal above.*

**That COSC 2116 Artificial Neural Networks be deleted.*

**That COSC 3307: 3D Computer Graphics be renamed to: COSC 3307: Advanced Computer Graphics as outlined in the proposal above.*

**That the Academic Calendar course description for COSC 3007: Artificial Intelligence be changed as outlined in the proposal above.*

**That the Academic Calendar course description for COSC 3606: Database and Data Management Systems be changed as outlined in the proposal above.*

**That the Academic Calendar course description for COSC 3306: Programming Paradigms be changed as outlined in the proposal above.*

**That the Academic Calendar course description for COSC 3207: Computer Graphics be changed as outlined in the proposal above.*

**That the Academic Calendar course description for COSC 3307: 3D Computer Graphics (COSC 3307:*

Advanced Computer Graphics) be changed as outlined in the proposal above.

**That the Academic Calendar course description for COSC 3657 Distributed Systems be changed as outlined in the proposal above.*

**That the prerequisites for COSC 3206: Theory of Computation be changed as outlined in the proposal above.*

**That the prerequisites for COSC 3606: Databases and Data Management Systems be changed as outlined in the proposal above.*

**That the prerequisites for COSC 3306: Programming Paradigms be changed as outlined in the proposal above.*

**That the prerequisites for COSC 2106: Machine Structures I be changed as outlined in the proposal above.*

**That the prerequisites for COSC 3106: Human-Computer Interaction be changed as outlined in the proposal above.*

**That the prerequisites for COSC 3116: Artificial Neural Networks and Deep Learning (currently COSC 2116: Artificial Neural Network Computing) be changed as outlined in the proposal above.*

**That the prerequisites for COSC 3007: Artificial Intelligence be changed as outlined in the proposal above.*

**That the prerequisites for COSC 3207: Computer Graphics be changed as outlined in the proposal above.*

**That the prerequisites for COSC 3657 Distributed Systems be changed as outlined in the proposal above.*

**That the prerequisites for COSC 4406 Software Engineering be changed as outlined in the proposal above.*

History

Motion 41

Motion 41: That Senate approve the creation of the course HIST 1266 – Sex, Violence, and Power in Early America as outlined in the proposal above.

Psychology, Child Family Studies, Social Welfare and Social Development

Motions 42-47

Motion 42: That Senate consider Motions 44-47 as an omnibus Motion.

Motion 43: That Senate approve Motions 44-47 as an omnibus Motion.

Motion 44: That Senate approve the Honours Specialization – Child and Family Studies requirements be modified as outlined in the proposal above.

Motion 45: That Senate approve the Specialization – Child and Family Studies requirements be modified as outlined in the proposal above.

Motion 46: That Senate approve the Major – Child and Family Studies requirements be modified as outlined in the proposal above.

Motion 47: That Senate approve the removal of PSYC 2020 Developmental Psychology for Educators from Group II of the CHFS program as outlined in the proposal above.

Non-Substantive:

**That PSYC 2020 Developmental Psychology for Educators be removed as an antirequisite to PSYC 2007 Adult Development as outlined in the proposal above.*

**That the course CHFS 3035 be banked as outlined in the proposal above.*

c. Faculty of Education and Professional Studies

Indigenous Education Programs

Motion 48: That Senate approve that the Good Academic Standing 2.0 policy for the Indigenous Classroom Assistant Diploma Program (ICADP) be created as outlined in Proposal EPS-2526-00074

Motion 49: That Senate approve that the Academic Standing and Progression regulation 1.4 be changed as outlined in Proposal EPS-2526-00074.

Motion 50: That Senate approve that the Academic Standing and Progression regulation 6.4 be changed as outlined in Proposal EPS-2526-00074.

Motion 51: That Senate approve that the Academic Standing and Progression regulation 9.0 be changed as outlined in Proposal EPS-2526-00074.

Motion 52: That Senate approve that the Academic Standing and Progression regulation 3.0 be changed as outlined in Proposal EPS-2526-00074.

School of Nursing

Motion 53: That Senate approve the approval and addition of NSGD 4237 Complex and Multi-System Health Challenges to the academic calendar as outlined in Proposal EPS-2526-00081.

Motion 54: That Senate approve that the Blended Learning program NSGD program requirements be modified as outlined in Proposal EPS-2526-00081.

School of Physical and Health Education (Proposal #EPS-2526-00082)

**Motions 48-52
(Substantive)**

Motions 53-54

Motions 55-57

Motion 55: That Senate approve that the instructional hours of 1 credit BPHE practical courses change from 16 hrs to 12 hrs as outlined in Proposal EPS-2526-00082.

Motion 56: That Senate approve that the instructional hours of 2 credit BPHE practical courses change from 32 hrs to 24 hrs as outlined in Proposal EPS-2526-00082.

Motion 57: That Senate approve that the instructional hours of 3 credit BPHE practical courses change from 48 hrs to 36 hrs as outlined in Proposal EPS-2526-00082.

School of Physical and Health Education (Proposal #EPS-2526-00084)

Motion 58

Motion 58: That Senate approve that the PHED 3006 (Exercise Physiology) labs be changed from 1 hour biweekly to 1.5 hours biweekly as outlined in Proposal EPS-2526-00084.

Faculty of Education and Professional Studies Attendance Policy (Proposal #EPS-2526-00093)

Motions 59-60

Motion 59: That Senate approve the creation of the Faculty of Education and Professional Studies Attendance Policy as outlined in Proposal EPS-2526-00093.

Motion 60: That Senate approve the deletion of the Bachelor of Education Program Attendance Policy as outlined in Proposal EPS-2526-00093.

Placement Screening Policy (Proposal #EPS-2526-00094)

Motion 61

Motion 61: That Senate approve the creation of the Placement Screening Policy.

d. Placement Professionalism Policy (Proposal #EPS-2526-00095)

Motion 62

Motion 62: That Senate approve the creation of the Placement Professionalism Policy.

e. Admission Policy (Proposal #NIP-2526-00097)

Motion 63

Motion 63: That Senate approve that the Bachelor of Science (Psychology) admission policy modification be approved as outlined in the above proposal.

f. Pathways (Proposal #NIP-2526-00098)

Motion 64

Motion 64: That Senate approve that the modifications to the Business college transfer pathways to the Bachelor of Commerce (4-year) and Bachelor of Business Administration be approved as outlined in the above policy.

iii. Senate Research Committee

Motion 65

That Senate receive the report of the Senate Research Committee dated February 24, 2026, for information.

a. SRC February 2026 Report to Senate.docx

iv. Senate Budget Advisory Committee

Motion 66

That Senate receive the report of the Senate Budget Advisory Committee dated March 3, 2026, for information.

v. Academic Curriculum Committee (2)

Motion 67: That Senate receive the Report of the ACC, dated February 2, 2026.

Motion 67

a. ACC REPORT - February 2, 2026.docx

b. ACC Report - February 2, 2025 Supporting Documentation.pdf

c. Faculty of Arts & Science

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

Motion 68: That Senate approve that both INDG-1306 (Anishinaabemowin Ojibwe I) and INDG-2307 (Anishinaabemowin Ojibwe II) be credited towards Humanities, as outlined in the attached proposal.

Motions 68-69
(Substantive)

Motion 69: That Senate approve that INDG-3206 (Moose Studies) be credited towards Science, as outlined in the attached proposal.

History

Motion 70: That Senate approve the creation of the course HIST-4105 – Seminar in Ancient History, as outlined in the attached proposal.

Motion 70
(Substantive)

** Non-Substantive: That HIST-4446 Seminar in Ancient History be deleted, as outlined in the attached proposal.*

Psychology, Child Family Studies, Social Welfare and Social Development, and Sociology

Motion 71: That Senate approve the creation of PSYC-4006 History of Psychology, as outlined in the attached proposal.

Motions 71-73

Motion 72: That Senate approve the Major Modification for the BA Psychology Program, as outlined in the attached proposal.

Motion 73: That Senate approve the Major Modification for the BSc Psychology, as outlined in the attached proposal.

**Non-Substantive:*

That PSYC-1036 Applied Development Psychology be deleted, as outlined in the attached proposal.

That PSYC-2257 Psychology of Art I be banked, as outlined in the attached proposal.

That PSYC-2267 Psychology of Art II be banked, as outlined in the attached proposal.

That PSYC-3007 Science of Mind Reading be banked, as outlined in the attached proposal.

That PSYC-4616 Neural Basis of Consciousness be

banked, as outlined in the attached proposal.

That the prerequisites for PSYC-3626 Psychological Disorders in Children be changed, as outlined in the attached proposal.

That the prerequisites for PSYC-2907 Perception be changed, as outlined in the attached proposal.

That the prerequisites for PSYC-4105 Senior Empirical Thesis be changed, as outlined in the attached proposal.

That the prerequisites for PSYC-4215 Senior Research Seminar be changed, as outlined in the attached proposal.

That the prerequisite for PSYC-4206 Clinical Psychology I be modified, as outlined in the attached proposal.

That the prerequisite for PSYC-4207 Clinical Psychology II be modified, as outlined in the attached proposal.

That PSYC-4005 Systems and Theories in Psychology be deleted, outlined in the attached proposal.

MA Sociology

Motion 74: That Senate approve that SOCI-5306 Sociology of Organizations be added to the academic calendar, as outlined in the attached proposal.

**Motion 74
(Substantive)**

9. Other Business

10. Amendments of By-Laws

11. Elections

12. New Business

Motion 75: That Senate Move in camera.

Motion 76: That Senate consider the candidates for Professor Emeriti.

In Camera Discussion: Academic Program Reviews

Motion 77: That Senate move out of camera.

Motions 75-77

13. Announcements

14. Adjournment

Nipissing University
Minutes of the Academic Senate Meeting
February 27, 2026
2:30 p.m.
Room F210 & Zoom Videoconference

Members Present:

K. Wamsley (Chair), C. Richardson, R. Hacquard, B. Law,
N. Colborne, G. Raymer, N. Black

R. Davis, H. Earl, R. Gendron, A. Hatef, G. McCann, P.
Nosko, M. Owens, T. Smith, K. Srigley (Interim Speaker),
S. Srigley, T. Stewart, L. Thielen-Wilson, H. Zhu

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

C. Irwin, O. Pokorny,

R. Hehn

J. Martin, N. Botham

Absent With Regrets:

D. Iafrate, K. Lucas, S. Kariuki, H. Texiera, R.
Kasperavicius, D. Hemsworth, F. Couchie, O. Remillard, D.
Lamirande

The Senate Speaker offered a Traditional Territory acknowledgement.

Adoption of the Agenda of the Senate Meeting of: February 27, 2026

- Motion 1: Moved by H. Earl, seconded by R. Gendron that the agenda of the Senate meeting of February 27, 2026 be adopted with the following amendments:
- Motion 9 be revised to indicate that Senate approve not receive the proposal to remove the Indigenous Studies program from the Department of Gender Equality & Social Justice, Indigenous Studies, and Religions and Cultures, Faculty of Arts and Science; and join the Department of History, Anthropology, Ancient Studies, and Indigenous Studies, Faculty of Arts and Science.
 - The addition of an election for one (1) tenured faculty member to be elected by Senate to serve on the Committee for the Search/Appointment/Reappointment of the Provost and Vice-President, Academic
- CARRIED

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

- Motion 2: Moved by V. Williams, seconded by N. Botham that the minutes of the Senate meeting of January 16, 2026 be adopted with the following revisions to the non-substantive History course title and course description in November 24, 2025 ACC Report:
- HIST 4815 “Canada in the Twentieth Century” be revised to read to HIST 4185
 - HIST 4815 “Seminar in Canadian History” be revised to read HIST 4185
- CARRIED

Reports From Other Bodies

The President’s report highlighted a stable financial outlook with an expected balanced budget for 2025–26, supported by stronger-than-expected domestic enrolment and government grants for program expansion and Northern funding. Staff were recognized for maintaining smooth operations while advancing strategic initiatives, policy updates, governance reviews, and early budget planning for 2026–27. Recent provincial funding changes may allow tuition increases and provide higher program funding weights and increased grants, which are expected to positively impact finances over the next three years, although exact allocations are not yet known. The important work of the academic departments responding to the ever-changing environment was also recognized. The university is also reviewing OSAP changes affecting students with financial need and will evaluate Professor Emeritus/Emerita nominations this year while considering updates to the policy. The full report is appended to the minutes.

The Provost and Vice-President Academic (PVPA) advised that the Annual Program Reviews Report 2024–25 will be presented for discussion at the next Senate meeting. Updates were provided on several academic initiatives and upcoming activities, including the Dave Marshall Leadership Awards and the Centre for Teaching and Learning’s ongoing support for feedback on the Ad Hoc Committee on GenAI in Teaching and Learning recommendations, as well as several IQAP processes. In March, CTL will also focus on Work-Integrated Learning (WIL) in collaboration with Denyse Lafrance-Horning.

Quality Assurance program review site visits are scheduled for March 19–20 for the on-campus 4-year BScN, 3-year RPN to BScN Bridging, and RPN to BScN Blended Learning programs, and March 24–27 for the BEd, MEd, PhD, and ITEP programs. An enrolment update was also shared, noting that while the Ontario university sector is experiencing a 2.2% year-over-year increase, the university has seen a 9.9% increase. Upcoming recruitment activities include the March Open House and the online BEd Expo.

The Provost also highlighted Research Month, which features events such as NU360, RDS Canada’s Living Library, the Three Minute Thesis (3MT) competition, and the Undergraduate Research Conference, with keynote speaker Dr. Stephen Connor. Updates were provided on progress related to the Academic Plan and Operational Plan (APOP), including the completion of a review and updated inventory of research labs and infrastructure, the hiring of a Director of Indigenous Initiatives, and the completion of a comprehensive EDIA Audit to support actions related to equity, diversity, inclusion, accessibility, and anti-racism. Implementation of the APOP will continue through coordinated work across university units with ongoing monitoring and reporting. The full report is appended to the minutes.

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

Senator Martin, NUSU VP Advocacy and Awareness, provided a report. The report is appended to the minutes. Senator Martin noted that the report did not include students’ concerns regarding

proposed changes to OSAP. She advised that NUSU is working closely with the Canadian Federation of Students to provide information and support to ensure students are well informed and indicated that protests may occur in response to these changes.

She also referenced a recent article in the North Bay Nugget regarding a group of students who were removed from the Harris Learning Library while creating signs to protest the Government's planned cuts to the Ontario Student Assistance Program (OSAP). She emphasized that students have the right to express criticism and engage in protest and stated that it was discouraging to see students asked to leave the Library. She added that the university community should be prepared for the possibility of further demonstrations.

Question Period

The following question was forwarded for inclusion in the minutes:

Will the report of the Equity, Diversity, Inclusion, and Accessibility (EDIA) Audit be brought forward to Academic Senate for substantive discussion and the development of a concrete, time-bound action plan?

Of particular relevance to Senate's academic oversight role, the audit highlights a critical institutional moment:

"With a large portion of faculty nearing retirement, NU can rebuild with greater diversity, but only if it reforms hiring, selection, and onboarding processes."

This finding has direct implications for academic staffing, collegial governance, workload equity, and the future composition of the professoriate. Without deliberate reform, the audit cautions that existing inequities will simply be reproduced.'

The President advised that a series of recommendations from the Parriage Report have been accepted and that efforts are underway to establish a steering committee to monitor changes at the university and ensure that the recommendations are implemented in due course. The university is committed to providing a dashboard and annual progress reports to both Academic Senate and the Board of Governors.

The President noted that the committee will be established shortly, and that a call for nominations for the Equity Access Steering Committee will be issued in the coming weeks to invite participation. Some recommendations have already been implemented, and progress is underway. The President also emphasized the institution's commitment to hiring practices that support a diverse workforce. Regular updates, including an annual report, will be provided to Senate.

A Senator noted that, while recognizing the challenges involved in preparing the Senate agenda, it would be beneficial for Senators to receive the agenda more than three days in advance of meetings to allow sufficient time for review and consideration.

The Provost acknowledged that this matter has been discussed previously and suggested that moving the date of the Senate Executive Committee meetings earlier may help facilitate earlier distribution of the agenda. Stricter adherence to Senate report submission deadlines will be required, and reports received after the deadline may not be included. The timeline will be reviewed and backward planning will be implemented. Efforts will be made to put this approach into practice.

A Senator expressed concern about the risk of school shootings in Canada, referencing the recent incident in Tumbler Ridge. She noted that after reviewing the university's policy and instructions, she had not observed any active shooter training or drills during the current academic year. She further indicated that the policy states it should be updated annually, yet the

most recent update appears to have occurred in 2018. She asked what actions have been taken to address this issue from both a policy perspective and in terms of physical or architectural considerations (e.g., door access and classroom furniture), and whether future plans are in place.

President Wamsley acknowledged the importance of the question and noted that the issue also came to the forefront following the attack at the University of Waterloo, prompting reviews of campus procedures. He indicated that this serves as an important reminder to review university policies and procedures in collaboration with Campus Security and the North Bay Police Service regarding responses to active shooter situations both on campus and in the surrounding community. He added that such reviews can also serve as an educational opportunity for faculty, staff, and students regarding appropriate responses in emergency situations. He thanked the Senator for raising the matter, noting that the issue is both timely and relevant and that it is appropriate to undertake a review.

A Senator noted that students have expressed concerns about the lack of a consistent schedule for recreational sports on campus. It was also noted that some outdoor trails are not groomed for skiing or snowshoeing. While varsity teams are active, students have indicated a desire for more intramural opportunities to support physical activity and wellness.

The President advised that when he arrived at the university following the pandemic, many activities had been suspended. He noted that the recently appointed Athletics Director, Sarah Batley, has a mandate that includes expanding and developing intramural sports programming. Currently, some intramural activities are offered on a weekend basis, and additional staff have recently been added at the Surtees Centre. He also noted that the Monastery trails are being used and are packed down for winter activities. The President thanked the Senator for raising the issue.

The NUSU Vice-President, Advocacy and Awareness (VPAA) added that the Athletics Department typically organizes two intramural sport activities per semester. Recent offerings include pickleball and basketball, as well as weekend volleyball tournaments. While there are opportunities for students to participate in sports on campus, demand is high and spaces can be competitive. The VPAA expressed support for expanding these resources and increasing awareness among students. Information about activities is available on the bulletin board at the Athletic Centre, through gym schedules, and on the Athletics social media channels. It was also noted that snowshoes are available for loan to students and staff from the university and Canadore College.

A Senator inquired about the progress of the student course experience surveys, noting that previous surveys included neutrally phrased open-ended questions allowing students to comment on both positive and negative aspects of courses and instructors. The current required survey only asks what can be improved, which may not capture what students value or what is working well. The Senator asked about the rationale for this change and whether an additional question could be included.

Senator Raymer reported that this concern was raised at the Senate Teaching and Learning Committee (TLC). The committee reviewed the survey framework, which was developed by the University of Toronto. While there were questions regarding response rates, the committee is satisfied with the tool as designed for gathering student experience information. He noted that the TLC is also considering broader recommendations from the Joint Committee on the Assessment of Teaching and Learning, which emphasizes that the survey is only one tool for evaluating effective teaching and that alternative sources of evidence such as peer review

should also be considered. The TLC, with support from the Director of TLC, is exploring additional methods, and further updates will be provided in the coming months. The Senator added that, based on personal experience, alternative tools beyond the surveys are needed to fully capture student perspectives.

Another Senator commented that student surveys focusing on likes and dislikes do not measure learning outcomes or teaching effectiveness. Citing research from Ryerson, he emphasized the need for valid and reliable tools, and shared that he developed a course-specific tool to assess student learning. He recommended that the TLC ensure all survey tools accurately evaluate teaching effectiveness.

In follow-up to Senator Martin's comments in NUSU's Senate Report regarding students being removed from the Harris Learning Library, a request was made for Senator Black, Associate Director of Library Services, to provide further information.

Senator Black described the incident as unfortunate and regrettable, attributing it to confusion and a lack of prior communication. Students arrived later in the evening to create signs protesting the Government's planned cuts to OSAP. While libraries are public institutions, there are established parameters, guidelines, protocols, and expectations for holding events. Had Library staff been informed in advance, they could have determined how to accommodate and support the activity. She clarified that students were not forcibly removed but were politely asked to leave, and that students were understanding, though the message conveyed could have been handled better. Senator Black extended an invitation to NUSU to engage in conversations to restore mutual understanding.

Senator Martin expressed appreciation for the clarification, noting that the event was not sponsored by NUSU and that she had no prior knowledge. She indicated that future events will be communicated in advance and looks forward to meeting with the Executive Director of Library Services to understand procedures and ensure shared understanding of Library policies.

Senators discussed concerns about recent Provincial Government funding announcements, noting disappointment at the low level of support for students. In response to a question as to how effectively the university can track student reliance on OSAP and whether students in professional programs can still be exposed to the Social Sciences despite the Premier's comments minimizing support for these fields, the Vice-President Finance and Academic noted that a group is being formed to examine student needs and that further information will be provided.

The Provost highlighted that Quality Assurance processes help address these issues, as external reviewers assess professional programs' self-studies, engage in discussions with faculty, and provide recommendations through the Deans and Provost. When asked about broader plans, including how many Humanities and Social Science courses students are required to take, the Provost explained that the university currently does not have specific requirements, but degree programs include breadth requirements set by individual units.

It was noted that the NDP has raised these concerns in the House of Commons. The President confirmed that he recently spoke with the Minister regarding challenges arising from the OSAP changes.

Reports of Standing Committees and Faculty or University Councils

Senate Executive Committee

- Motion 3: Moved by C. Richardson, seconded by N. Colborne that Senate receive the report of the Senate Executive Committee dated February 19, 2026 which includes for information:
- a) Senate Governance Review Report
 - b) 2025-26 By-laws and Elections Committee Work Plan
 - c) Revisions to the Professor Emeritus/Emerita Policy
- CARRIED

Academic Curriculum Committee

- Motion 4: Moved by C. Richardson, seconded by J. Allison that the Report of the Academic Curriculum Committee dated January 14, 2026, be received.
- CARRIED

Faculty of Arts & Science

Sociology

Non-Substantive:

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

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

Substantive:

- Motion 5: Moved by C. Richardson, seconded by S. Srigley that Senate approve that the program-level learning outcomes for Indigenous Studies be revised with as outlined in the proposal above.
- CARRIED

Political Science, Philosophy and Economics

Substantive:

- Motion 6: Moved by C. Richardson, seconded by N. Botham that Senate approve that SOCI 2126 'Sociological Research Methods' and SOCI 2127 'Quantitative Research Methods' be cross-listed with Political Science as outlined in the proposal above.
- CARRIED

Political Science, Philosophy and Economics

Non-Substantive:

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

Academic Quality Assurance and Planning Committee (AQAPC)

- Motion 7: Moved by C. Richardson, seconded by N. Colborne that Senate receive the Report of the Academic Quality Assurance and Planning Committee dated January 30, 2026., which includes for information:
- CARRIED

- Motion 7(b) Moved by C. Richardson, seconded by N. Colborne that Senate approve the Provost's recommendation for suspension of admission to the Major Art History and Visual Studies (AHVS) Stream in the BA (Fine Arts) program.
- CARRIED

The following points were raised:

- A concern was raised that there should be a space for Senators to comment once Senate has received a report.
- The Provost noted that the suspension of admission had been approved at the previous Senate meeting, during which Senators had the opportunity to raise questions or concerns; none were expressed. This update informs Senate that the Provost has accepted the recommendation and that proper process was followed.
- The Speaker clarified that under Senate By-law 8.4, Senate has the right to receive a report but not approve any substantive decisions in the report although the report has been received. Any substantive decisions should be presented as motions from the floor and Senate can discuss the merit of the action in the motion.
- The Speaker also noted that the January 16, 2026, Senate Minutes indicate that the motion was received, not approved. A broader discussion regarding terminology, policy, and process will occur under the Governance Review.
- A friendly amendment to add a second motion for Senate to approve the Provost's recommendation to suspend admission to the Major Art History and Visual Studies (AHVS) Stream in the BA (Fine Arts) program was approved.
- The importance of following proper procedures was emphasized.

Motion 8: Moved by C. Richardson, seconded by T. Horton that Senate receive the proposal for suspension of admission to the Social Welfare and Social Development programs, Faculty of Arts and Science.
CARRIED (following a request to record the vote: 18 in favour - 16 against)

Motion 9: Moved by C. Richardson, seconded by T. Stewart that Senate ~~receive~~ **approve** the proposal to remove the Indigenous Studies program from the Department of Gender Equality & Social Justice, Indigenous Studies, and Religions and Cultures, Faculty of Arts and Science; and join the Department of History, Anthropology, Ancient Studies, and Indigenous Studies, Faculty of Arts and Science.
CARRIED

Motion 9(b): Moved by R. Gendron, seconded by H. Earl that Senate recommend to the Board of Governors that the Indigenous Studies program be removed from the Department of Gender Equality & Social Justice, Indigenous Studies, and Religions and Cultures, Faculty of Arts and Science; and join the Department of History, Anthropology, Ancient Studies, and Indigenous Studies, Faculty of Arts and Science.
CARRIED

The Speaker noted that our present procedure for this kind of transfer is forwarded to the Board of Governors automatically. The President also noted that the Provost has the responsibility to bring forward recommendations of new and closed programs from Senate to the Board of Governors.

Motion 10: Moved by C. Richardson, seconded by B. Law that Senate approve the new Visiting Graduate Student Policy.
CARRIED

Motion 11: Moved by C. Richardson, seconded by B. Law that Senate approve the revised External Examiner Policy.
CARRIED

By-laws and Elections Committee

- Motion 12: Moved by C. Richardson, seconded by N. Botham that the Report of the By-laws and Elections Committee dated February 9, 2026 be received.
CARRIED

Graduate Studies Committee

- Motion 13: Moved by B. Law, seconded by M. Sullivan that the Report of the Graduate Studies Committee dated December 18, 2025 be received.
CARRIED
- Motion 14: Moved by B. Law, seconded by N. Botham that the Report of the Graduate Studies Committee dated January 23, 2026 be received.
CARRIED

Research Committee

- Motion 15: Moved by B. Law, seconded by T. Stewart that the Report of the Research Committee dated January 21, 2026 be received.
CARRIED

Teaching and Learning Committee

- Motion 16: Moved by G. Raymer, seconded by M. Sullivan that the Report of the Teaching and Learning Committee dated December 19, 2025 be received.
CARRIED

Other Business

The President introduced the proposed Community Planning Program, asking Senate to support its creation in principle, with all courses to be approved by Senate in the future. The program will prepare graduates for professional planning careers across Canada, with a focus on Northern regions, rural municipalities, and Indigenous communities.

Developed in response to a provincial shortage of approximately 800 planning program seats in Ontario, the program builds on the university's Environmental Science and Geography strengths. The initiative was developed within four months by an academic team led by April James and an organizational team led by Robin Gibson, with key contributions from Nathan Colborne, Ann Barbara Graff, Kirsten Greer, and others. Following Senate Executive Committee approval, the proposal was submitted to the Quality Council and received provincial approval last fall. The university has been designated the "Planning School of the North," selected over larger institutions.

Funded through tuition revenues, the program aims to enroll 60 first-year students in September 2027, reaching 240 students across four years by 2030–31. Provincial start-up funding has also been secured to support hiring, course development, and student services, without impacting existing budgets. The program is expected to strengthen enrolment in related electives and contribute to the university's long-term sustainability.

- Motion 17: Moved by N. Colborne, seconded by N. Botham that Senate approve the Nipissing University Community Planning Program. (*approved by AQAPC on June 20, 2025 and by the Senate Executive Committee on June 26, 2025*)
CARRIED

Elections

- Elect one (1) faculty Senator to serve as Speaker of Senate for a three-year term effective now until July 1, 2028.
ACCLAIMED: Dr. Katrina Srigley
- Elect one (1) faculty Senator to serve as Deputy Speaker of Senate for a three-year term effective now until July 1, 2028.
ACCLAIMED: Dr. Gyllie Phillips
- Elect one (1) tenured faculty member to be elected by Senate to serve on the Committee for the Search/Appointment/Reappointment of the Provost and Vice-President, Academic (to replace Dr. Glenda Black).
ACCLAIMED: Dr. Cindy Peltier (EPS)

New Business

- Motion 1: Moved by C. Richardson, seconded by N. Colborne that Senate consider receipt of the Graduation Applicants dated February 18, 2026.
CARRIED
- Motion 2: Moved by C. Richardson, seconded by M. Sullivan that Senate receive the Report of Graduation Applicants dated February 18, 2026.
CARRIED
- Motion 3: Moved by C. Richardson, seconded by N. Botham that Senate grant approval to graduate the students listed in the Report on Graduation Applicants dated February 18, 2026.
CARRIED

The Deans read the list of February 18, 2026 graduands by Faculty and degree and extended congratulations to the students and faculty members on their achievements.

Announcements

The Executive Director of Library Services was pleased to announce that Erin Moorhead has been appointed to the position of Scholarly Communication and Research Data Management Librarian. Ms. Moorhead will commence her duties on June 8, 2026.

Adjournment

Senate was adjourned at 4:40 p.m.

.....
K. Wamsley (Chair)

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



Board of Governors Report to Senate – March 2026

Board of Governors Meeting February 19, 2026

The Board of Governors met on Thursday, February 19, 2026, In the President's Boardroom and via Zoom remote conferencing.

The Provost provided information to members of the Board on the Quality Assurance process, noting recent cyclical reviews were completed and available for review via the Academic section of the Office of the Provost Website. The programs include Anthropology, Indigenous Studies, Liberal Arts, Liberal Science, the MSc in Kinesiology, Political Science, and Social Board.

The Student Organization Policy was developed jointly with the Nipissing University Student Union (NUSU). The policy clarifies relationships, responsibilities, and accountabilities among student organizations, NUSU, and the University, including both NUSU-affiliated groups and student organizations supported by academic departments.

The Board also received the revised Student Sexual Violence Response Policy, with revisions intended to improve clarity, organization, and accessibility for students. The policy was both shortened and reorganized, with the core policy separated from procedures, definitions, and roles, which are now contained in appendices.

The Board accepted the recommendation of the University Governance Committee to approve both the creation of the Student Organization Policy and the revisions to the Sexual Violence Policy. Both policies will be available for viewing on the University Website.

Following the proposal to consolidate several academic programs that had been previously reviewed and approved by the Academic Senate, the Board voted to approve the consolidation of Anthropology, Religions and Cultures, Gender, Equality and Social Justice, and Sociology into a singly Sociology Program.

NUSU Academic Senate Report: March 2026

OSAP & Tuition Information Session and Protest

NUSU will be hosting an information session on March 18 to provide students with information regarding recent OSAP and tuition changes and to answer questions about how these changes will impact them. In collaboration with the Learning Library, a sign-making event will be hosted before the protest. NUSU will then be participating in a student protest on March 24, aligning with the broader timeline coordinated by the Canadian Federation of Students (CFS).

Campus Events and Bookings

The NUSU Student Centre continues to be active spot on campus. Over the past month, the building has hosted a number of major events, including formals, the Dave Marshall Leadership Award ceremony, and the Undergraduate Research Conference (UGRC). We are pleased to see the space being used for a wide range of academic, leadership, and student community initiatives.

Holi Celebration

NUSU is partnering with Canadore College to host a Holi celebration on March 27. This event will provide an opportunity for students from both institutions to come together to celebrate the festival of colours, culture, and community.

Preparing for the Next Academic Year

As the term progresses, NUSU has also begun transitioning and focus toward planning for the upcoming academic year. Early preparations are underway for Executive training, annual staff training, and initial planning for Orientation (O-Week) programming.

Executive Introductions

In April, the incoming Executive team will begin conducting introductory meetings with various university departments. These meetings will provide an opportunity for departments to meet the new executive, discuss priorities, and strengthen collaboration as we move into the next term.

NIPISSING UNIVERSITY
REPORT OF THE SENATE EXECUTIVE COMMITTEE

March 19, 2026

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

The following members participated:

K. Wamsley (Chair), C. Richardson, K. Srigley, N. Colborne, G. Raymer, G. Phillips, D. Iafrate, J. Allison, B. Law, J. Martin, A. Blaszczyk (University Secretary, non-voting)

Regrets: K. Lucas

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

Reports from the Academic Curriculum Committee, Senate Research Committee, and Senate Budget Advisory Committee were received and included in the Senate agenda.

As previously discussed, members considered the candidates for Professor Emeritus/Professor Emerita and a motion was made to approve the slate of candidates.

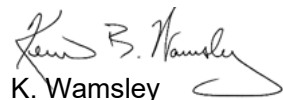
Members discussed the Annual Program Reviews 2024–25 Report. As the information contained in the Report is considered proprietary, it will be presented for in camera discussion at the March 27, 2026 Senate meeting and circulated via BoardEffect.

Following a request at the last Senate to resume past practice of pre-Senate caucuses, a discussion took place noting their origins as a forum for faculty senators to ask questions, become familiar with the agenda, and raise concerns following the move to an elected Senate. While these meetings support informed participation, concerns were raised about perceptions of exclusivity, entrenched factions, and potential impacts on frank discussion. The group emphasized the need for mechanisms that allow for open, sometimes difficult conversations while reinforcing shared goals and avoiding an adversarial dynamic.

Senate dates for 2026-27 were discussed in detail. At the February 19, 2026, meeting of the Academic Senate, a Senator indicated it would be beneficial for Senators to receive the agenda more than three days in advance of meetings to all sufficient time for review and consideration. In response to this request, the Senate Executive Committee has reviewed the timeline and dates of the Senate and its committees to ensure the cycle of work appropriately aligns with the business of Senate. Following the discussion, the calendar of dates was approved.

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

Respectfully submitted,



K. Wamsley
Chair, Senate Executive Committee

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

Motion 2: That the Senate Executive Committee approve the candidates for Professor Emeriti.

Motion 3: That the Senate Executive Committee approve the 2026-2027 Academic Senate Calendar
Year

2026-2027 Academic Senate Year

COMMITTEE MATERIALS/REPORTS TO BE RECEIVED BY:	SENATE EXECUTIVE COMMITTEE MEETING DATES:	SENATE MEETING DATES:
Thursday, August 20, 2026	Thursday, Aug 27, 2026	Friday, September 11, 2026
Thursday, October 1, 2026	Thursday, Oct 8, 2026	Friday, October 23, 2026
Thursday, November 5, 2026	Thursday, Nov 12, 2026	Friday, November 27, 2026
Monday, December 21, 2026	Thursday, Jan 7, 2027	Friday, January 15, 2027
Thursday, Jan 21, 2027	Thursday, Jan 28, 2027	Friday, February 12, 2027
Thursday, February 18 2027	Thursday, Feb 25, 2027	Friday, March 12, 2027
Thursday, April 1, 2027	Thursday, April 8, 2027	Friday, April 23, 2027
Thursday, April 22, 2027	Thursday, April 29, 2027	Friday May 14, 2027

*All Senate meetings are scheduled to begin at 2:30 p.m., except the meeting on May 14 (10:30 a.m.), and will be held in the Fedeli Theatre (F210) and via Zoom at the link below for members unable to attend in person.

Senate Meeting Zoom Link:

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

Meeting ID: 880 9246 1985

Passcode: 194317

All Senate Executive Committee meetings are scheduled to begin at 3:00 p.m. and will be held in the President's Boardroom (F303) and via Teams for members unable to attend in person. Meeting details will be shared via an Outlook calendar invitation.

**Report of the
Academic Curriculum Committee (ACC)**

February 26, 2026

Members Present:

Carole Richardson
Graydon Raymer
Ali Hatef
Ping Zou
Dakota Lamirande

Nathan Colborne
Nancy Black
Aaron Kociolek
Robin Gibson
Jaden Martin

Barbi Law
Kurt Clausen
Toivo Koivukoski
Trevor Holmes

Regrets: Debra Iafrate, Gillian McCann

Guests: Charles Anyinam, Heather Brown, Marie-Claude Guillemette, Chris Hachkowski, Dean Hay, Dan Walters, Andrew Weeks, Haibin Zhu

Recording Secretary: Jane Hughes

The Academic Curriculum Committee reviewed and discussed proposed changes from the Faculty of Arts and Science, Faculty of Education and Professional Studies, Policies and Pathways. The outcomes of those discussions are reflected in the following recommendations to Senate.

Respectfully submitted,



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

Motion 1: That Senate receive the Report of the ACC, dated February 26, 2026.

Faculty of Arts & Science

Biology/Chemistry/Geography (Proposal #FAS-2526-00092)

Non-Substantive

That the course title for ENSC 1006 be changed from "Introduction to Environmental Science Part 1" to "Environmental Biology".

Non-Substantive

That the course description for ENSC 1006 Environmental Biology be revised.

Substantive:

Motion 2: That Senate approve the revised learning outcomes for ENSC 1006: Environmental Biology.

Non-Substantive:

That the course title for ENSC 1007 be changed from Introduction to Environmental Science Part 2 to Environmental Problems of the 21st Century.

Non-Substantive:

That the course description for ENSC 1007 Environmental Problems of the 21st Century be revised.

Substantive:

Motion 3: That Senate approve the revised learning outcomes for ENSC 1007 Environmental Problems of the 21st Century.

Non-Substantive:

That the prerequisite for ENSC 1007 Environmental Problems of the 21st Century be changed as outlined below.

Substantive:

Motion 4: That Senate approve that the lab hour requirements for GEOG 2106 Landscape and Surface Processes be increased from 1 hour to 2 hours per week.

Non-Substantive:

That the course title for GEOG 4227 Themes in Cultural and Social Geography be changed to Community Geography.

Non-Substantive:

That the course description for GEOG 4227 Community Geography be revised.

Non-Substantive:

That GEOG-3016 Field Techniques in Geography be unbanked.

Substantive:

Motion 5: That Senate approve that the Learning Outcomes for GEOG-3016 be created as outlined in the proposal above.

Non-Substantive:

That the course description for GEOG 3016 Field Techniques in Geography be modified as outlined in proposal above.

Non-Substantive:

That GEOG 4247 Environmental Modeling be unbanked.

Non-Substantive:

That the course description for GEOG 4247 Environmental Modeling be modified as outlined in the proposal above.

Substantive:

Motion 6: That Senate approve that the learning outcomes be created for GEOG 4247 Environmental Modeling as outlined in the proposal above.

Substantive:

Motion 7: That Senate approve that GEOG 4247 Environmental Modelling be recoded as ENSC 4247 Environmental Modelling.

Non-Substantive:

That the prerequisites for ENSC 4247 Environmental Modelling be changed as described in the proposal above.

Substantive:

Motion 8: That Senate approve the creation of ENSC 2116 Hydroclimatology as outlined in the proposal above.

Substantive:

Motion 9: That Senate approve the creation of ENSC 3096 Environmental Hydrology as outlined in the proposal above.

Substantive:

Motion 10: That Senate approve the creation of GEOG 4146 Paleoecology and Past Environmental Change as outlined in the proposal above.

Substantive:

Motion 11: That Senate approve the creation of ENSC 4147 Changing Climate: Impacts, Insights and Innovation as outlined in the proposal above.

Substantive:

Motion 12: That Senate approve the creation of ENSC 4007 Seminar in Environmental Science as outlined in the proposal above.

Non-Substantive:

The deletion of GEOG 4326 Environmental Hydrology.

Substantive:

Motion 13: That Senate approve that the Honours Specialization in Geography requirements be changed as outlined in the proposal above.

Substantive:

Motion 14: That Senate approve that the Specialization in Geography requirements be changed as outlined in the proposal above.

Substantive:

Motion 15: That Senate approve that the Major in Geography requirements be changed as outlined in the proposal above.

Substantive:

Motion 16: That Senate approve that the Honours Specialization in Environmental Geography requirements be changed as outlined in the proposal above.

Substantive:

Motion 17: That Senate approve that the Specialization in Environmental Geography requirements be changed as outlined in the proposal above.

Substantive:

Motion 18: That Senate approve that the Major in Environmental Geography requirements be changed as outlined in the proposal above.

Substantive:

Motion 19: That Senate approve that the Honours Specialization in Environment and Physical Geography be modified as outlined in the proposal above.

Substantive:

Motion 20: That Senate approve that the Specialization in Environment and Physical Geography be modified as outlined in the proposal above.

Substantive:

Motion 21: That Senate approve that the Major in Environment and Physical Geography be modified as outlined in the proposal above.

Non-Substantive:

The deletion of GEOG 2126 Physical Hydrology.

Non-Substantive:

The deletion of GEOG 2107 Weather and Climate.

Non-Substantive:

That GEOG 3026 Geography of Developing Countries be banked.

Non-Substantive:

That GEOG 3706 A Geography of Russia and the Eurasian Republics be banked.

Non-Substantive:

That GEOG 3206 Urban Growth and Development be banked.

Non-Substantive:

That GEOG 3356 Intro to International Development be banked.

Non-Substantive:

That GEOG 4806 Natural Res. Dev. In Regional Planning be banked.

Non-Substantive:

That GEOG 4106 Geomorphic Analysis of Landscapes be banked.

Non-Substantive:

That GEOG 4116 Pleistocene and Glacial Geomorphology be banked.

Non-Substantive:

That GEOG-4907 Special Topics in Human Geography be unbanked.

Non-Substantive:

That the prerequisite for GEOG-3086 Biogeography be changed as outlined in the proposal above.

Non-Substantive:

That the prerequisite for GEOG-3057 Environmental Geomorphology be changed as outlined in the proposal above.

Non-Substantive:

That the prerequisite for BIOL 4506 be changed as outlined in the proposal above.

Substantive:

Motion 22: That Senate approve that the Honours Specialization in Environmental Science be modified as outlined in the proposal above.

Substantive:

Motion 23: That Senate approve that the Specialization in Environmental Science be modified as outlined in the proposal above.

Substantive:

Motion 24: That Senate approve that the Major in Environmental Science be modified as outlined in the proposal above.

Substantive:

Motion 25: That Senate approve that Group A, B and C for the Environmental Science programs be modified as outlined in the proposal above.

Substantive:

Motion 26: That Senate approve that the Certificate in Environmental Management be modified as outlined in the proposal above.

Non-Substantive:

That the prerequisite for BIOL 4995 Thesis be changed as outlined in the proposal above.

Computer Science and Mathematics (*Proposal #FAS-2526-0089*)

Non-Substantive:

That MATH 2036: Advanced calculus I be renamed to MATH 2036: Sequences and Series as outlined in the proposal above.

Non-Substantive:

That MATH 2037: Advanced calculus II be renamed to MATH 2037: Multivariate Analysis as outlined in the proposal above.

Computer Science and Mathematics (*Proposal #FAS-2526-0090*)

Substantive:

Motion 27: That Senate approve that the Game Design and Development certificate in COSC be discontinued effective as of 27FW.

Non-Substantive:

That COSC 3406: Advanced Game Design and Development be banked as outlined in the proposal above.

Non-Substantive:

That COSC 3206: Theory of Computation be unbanked as outlined in the proposal above.

Non-Substantive:

That the course description for COSC 3206: Theory of Computation be changed as outlined in the proposal above.

Substantive:

Motion 28: That Senate approve that the learning outcomes for COSC 3206: Theory of Computation be changed as outlined in the proposal above.

Substantive:

Motion 29: That Senate approve the creation of a new course: COSC 3116: Artificial Neural Networks and Deep Learning as outlined in the proposal above.

Non-Substantive:

That COSC 2116 Artificial Neural Networks be deleted.

Non-Substantive:

That COSC 3307: 3D Computer Graphics be renamed to: COSC 3307: Advanced Computer Graphics as outlined in the proposal above.

Non-Substantive:

That the Academic Calendar course description for COSC 3007: Artificial Intelligence be changed as outlined in the proposal above.

Non-Substantive:

That the Academic Calendar course description for COSC 3606: Database and Data Management Systems be changed as outlined in the proposal above.

Non-Substantive:

That the Academic Calendar course description for COSC 3306: Programming Paradigms be changed as outlined in the proposal above.

Non-Substantive:

That the Academic Calendar course description for COSC 3207: Computer Graphics be changed as outlined in the proposal above.

Non-Substantive:

That the Academic Calendar course description for COSC 3307: 3D Computer Graphics (COSC 3307: Advanced Computer Graphics) be changed as outlined in the proposal above.

Non-Substantive:

That the Academic Calendar course description for COSC 3657 Distributed Systems be changed as outlined in the proposal above.

Non-Substantive:

That the prerequisites for COSC 3206: Theory of Computation be changed as outlined in the proposal above.

Non-Substantive:

That the prerequisites for COSC 3606: Databases and Data Management Systems be changed as outlined in the proposal above.

Non-Substantive:

That the prerequisites for COSC 3306: Programming Paradigms be changed as outlined in the proposal above.

Non-Substantive:

That the prerequisites for COSC 2106: Machine Structures I be changed as outlined in the proposal above.

Non-Substantive:

That the prerequisites for COSC 3106: Human-Computer Interaction be changed as outlined in the proposal above.

Non-Substantive:

That the prerequisites for COSC 3116: Artificial Neural Networks and Deep Learning (currently COSC 2116: Artificial Neural Network Computing) be changed as outlined in the proposal above.

Non-Substantive:

That the prerequisites for COSC 3007: Artificial Intelligence be changed as outlined in the proposal above.

Non-Substantive:

That the prerequisites for COSC 3207: Computer Graphics be changed as outlined in the proposal above.

Non-Substantive:

That the prerequisites for COSC 3657 Distributed Systems be changed as outlined in the proposal above.

Non-Substantive:

That the prerequisites for COSC 4406 Software Engineering be changed as outlined in the proposal above.

Substantive:

Motion 30: That Senate approve that the '6 credits of' requirement in the Post Baccalaureate Diploma in AI and Machine Learning be changed as outlined in the proposal above.

Substantive:

Motion 31: That Senate approve the creation of COSC 1367: Introduction to Problem Solving with Generative AI per attached document as outlined in the proposal above.

Substantive:

Motion 32: That Senate approve that COSC 1757 Digital Systems be replaced by COSC 1367- Introduction to Problem Solving with Generative AI in the following Computer Science programs: the BSc Honours Specialization, Specialization and Major, the BA Honour Specialization, Specialization and Major.

Substantive:

Motion 33: That Senate approve that COSC minor be modified as outlined in the proposal above.

History ([Proposal #FAS-2526-00087](#))

Substantive:

Motion 34: That Senate approve the creation of the course *HIST 1266 – Sex, Violence, and Power in Early America* as outlined in the proposal above.

Psychology, Child Family Studies, Social Welfare and Social Development (*Proposal #FAS-2526-00088*)

Substantive:

Motion 35: That Senate approve the Honours Specialization – Child and Family Studies requirements be modified as outlined in the proposal above.

Substantive:

Motion 36: That Senate approve the Specialization – Child and Family Studies requirements be modified as outlined in the proposal above.

Substantive:

Motion 37: That Senate approve the Major – Child and Family Studies requirements be modified as outlined in the proposal above.

Substantive:

Motion 38: That Senate approve the removal of PSYC 2020 Developmental Psychology for Educators from Group II of the CHFS program as outlined in the proposal above.

Non-Substantive:

That PSYC 2020 Developmental Psychology for Educators be removed as an antirequisite to PSYC 2007 Adult Development as outlined in the proposal above.

Non-Substantive:

That the course CHFS 3035 be banked as outlined in the proposal above.

Faculty of Education & Professional Studies**Indigenous Education Programs** (*Proposal #EPS-2526-00074*)

Substantive:

Motion 39: That Senate approve that the Good Academic Standing 2.0 policy for the Indigenous Classroom Assistant Diploma Program (ICADP) be created as outlined in Proposal EPS-2526-00074.

Substantive:

Motion 40: That Senate approve that the Academic Standing and Progression regulation 1.4 be changed as outlined in Proposal EPS-2526-00074.

Substantive:

Motion 41: That Senate approve that the Academic Standing and Progression regulation 6.4 be changed as outlined in Proposal EPS-2526-00074.

Substantive:

Motion 42: That Senate approve that the Academic Standing and Progression regulation 9.0 be changed as outlined in Proposal EPS-2526-00074.

Substantive:

Motion 43: That Senate approve that the Academic Standing and Progression regulation 3.0 be changed as outlined in Proposal EPS-2526-00074.

School of Nursing (*Proposal #EPS-2526-00081*)

Substantive:

Motion 44: That Senate approve the approval and addition of NSGD 4237 Complex and Multi-System Health Challenges to the academic calendar as outlined in Proposal EPS-2526-00081.

Substantive:

Motion 45: That Senate approve that the Blended Learning program NSGD program requirements be modified as outlined in Proposal EPS-2526-00081.

School of Physical and Health Education (*Proposal #EPS-2526-00082*)

Substantive:

Motion 46: That Senate approve that the instructional hours of 1 credit BPHE practical courses change from 16 hrs to 12 hrs as outlined in Proposal EPS-2526-00082.

Substantive:

Motion 47: That Senate approve that the instructional hours of 2 credit BPHE practical courses change from 32 hrs to 24 hrs as outlined in Proposal EPS-2526-00082.

Substantive:

Motion 48: That Senate approve that the instructional hours of 3 credit BPHE practical courses change from 48 hrs to 36 hrs as outlined in Proposal EPS-2526-00082.

School of Physical and Health Education (*Proposal #EPS-2526-00084*)

Substantive:

Motion 49: That Senate approve that the PHED 3006 (Exercise Physiology) labs be changed from 1 hour biweekly to 1.5 hours biweekly as outlined in Proposal EPS-2526-00084.

Faculty of Education and Professional Studies Attendance Policy (*Proposal #EPS-2526-00093*)

Substantive:

Motion 50: That Senate approve the creation of the Faculty of Education and Professional Studies Attendance Policy as outlined in Proposal EPS-2526-00093.

Substantive:

Motion 51: That Senate approve the deletion of the Bachelor of Education Program Attendance Policy as outlined in Proposal EPS-2526-00093.

Placement Screening Policy (*Proposal #EPS-2526-00094*)

Substantive:

Motion 52: That Senate approve the creation of the Placement Screening Policy.

Placement Professionalism Policy (*Proposal #EPS-2526-00095*)

Substantive:

Motion 53: That Senate approve the creation of the Placement Professionalism Policy.

Admission Policy (*Proposal #NIP-2526-00097*)

Substantive:

Motion 54: That Senate approve that the Bachelor of Science (Psychology) admission policy modification be approved as outlined in the above proposal.

Pathways (*Proposal #NIP-2526-00098*)

Substantive:

Motion 55: That Senate approve that the modifications to the Business college transfer pathways to the Bachelor of Commerce (4-year) and Bachelor of Business Administration be approved as outlined in the above policy.

Motion 1 (Non-substantive): That the Academic Regulations and Curriculum Committee recommend to Faculty Executive that the course title for ENSC 1006 be changed from “Introduction to Environmental Science Part 1” to “Environmental Biology”.

Rationale: The current name is not informative and does not provide students with a sense of the overall purpose of the course. The course introduces students to the structure and function of ecosystems, as well as important biological concepts such as evolution, while linking all of these things to the practical aspects of environmental science.

Motion 2 (Non-substantive): That the Academic Regulations and Curriculum Committee recommend to Faculty Executive the revision of the course description for ENSC 1006 Environmental Biology.

Old Description:

Students are exposed to a basic background of various sciences – such as Ecology, Biology, Chemistry, and Geography – that are integrated as “Environmental Science” and used to study the environment and to solve environmental problems. In Part 1, students use this knowledge to: learn about natural and altered ecosystems, consider issues stemming from human population growth & impact, and comprehend a host of problems associated with biodiversity, extinctions and invasive species.

New Description:

Students learn foundational knowledge and basic theories of the biological sciences that form the basis of environmental science. Through examining key concepts such as evolution, biodiversity, and ecosystem ecology from a scientific perspective, students learn about natural and altered ecosystems, consider issues stemming from human population growth and impact, and comprehend a host of problems associated with extinctions and invasive species.

Rationale: The course description is altered slightly to reflect the emphasis on biological concepts that will form the basis for understanding the structure and function of natural and artificial ecosystems.

Motion 3 (Substantive): that the ARCC recommend to the Arts & Science Executive the revised learning outcomes for ENSC 1006: Environmental Biology

Old Outcomes:

Students who successfully complete this course will be able to:

1. Master the body of knowledge associated with an introduction to Environmental Science, its sub-disciplines and its major topics.
2. Comprehend and explain the ecological principles underlying environmental problems.
3. Apply this understanding to creative solutions for environmental problems.

4. Identify key aspects of environmental topics that require further study.
5. Demonstrate competence with field and laboratory techniques that are used to study environmental topics.
6. Collect, analyze and interpret environmental data.
7. Communicate effectively about environmental topics, using both verbal and written skills.

New Outcomes:

Students who successfully complete this course will be able to:

1. Explain the major concepts of evolution, biodiversity, and ecosystems and their relevance to environmental science.
2. Explain the biological principles underlying environmental problems such as human population growth and loss of biodiversity.
3. Identify aspects of human population growth and biodiversity loss that require further study.
4. Demonstrate competence with field and laboratory techniques that are used to study biological patterns and processes relevant to environmental science.
5. Collect, analyze, and interpret environmental data.
6. Communicate scientific ideas effectively using both verbal and written skills.

Rationale: The course learning outcomes are altered slightly to reflect the emphasis on biological concepts that form the basis for understanding key environmental problems in the follow-up course ENSC 1007.

Motion 4 (Non-substantive): That the Academic Regulations and Curriculum Committee recommend to Faculty Executive that the course title for ENSC 1007 be changed from Introduction to Environmental Science Part 2 to Environmental Problems of the 21st Century.

Rationale: The current name is not informative and does not provide students with a sense of the overall purpose of the course. In ENSC 1007, students examine key environmental problems and explore potential solutions.

Motion 5 (Non-substantive): That the Academic Regulations and Curriculum Committee recommend to Faculty Executive the revision of the course description for ENSC 1007 Environmental Problems of the 21st Century

Old Description: In Part 2 of Introduction to Environmental Science, students use the knowledge and experience gained in Part 1 of this course to study the problems,

interconnectedness and proposed solutions associated with environmental topics such as waste disposal, fossil fuels, renewable energy, nuclear energy, food production, pesticide use, water pollution, air pollution and climate change.

New Description: Students develop their knowledge of the environment to study causes, identify connections, and evaluate proposed solutions associated with specific environmental problems. Students consider key contemporary problems such as waste disposal, fossil fuel use, energy efficiency and the use of renewable energy sources, food production, pesticide use, water pollution, air pollution and climate change from a scientific perspective.

Rationale: The existing course description implies that ENSC 1007 builds upon material from ENSC 1006; however, ENSC 1006 is no longer a prerequisite for this course. Furthermore, the revised course description emphasizes the content and skills, wherein students analyze key environmental challenges and investigate possible solutions.

Motion 6 (Substantive): That the ARCC recommend to the Arts & Science Executive the revised learning outcomes for ENSC 1007 Environmental Problems of the 21st Century

Old Outcomes:

Students who successfully complete this course will be able to:

1. Master the body of knowledge associated with an introduction to Environmental Science, its sub-disciplines and its major topics.
2. Comprehend and explain the ecological principles underlying environmental problems.
3. Apply this understanding to creative solutions for environmental problems.
4. Identify key aspects of environmental topics that require further study.
5. Demonstrate competence with field and laboratory techniques that are used to study environmental topics.
6. Collect, analyze and interpret environmental data.
7. Communicate effectively about environmental topics, using both verbal and written skills.

New Outcomes:

Students who successfully complete this course will be able to:

1. Identify the causes of contemporary environmental problems.
2. Evaluate proposed solutions to specific problems through critical thinking.

3. Apply an understanding of causes and consequences of specific environmental problems to propose creative solutions.
4. Identify key aspects of environmental problems that require further study.
5. Demonstrate competence with field and laboratory techniques that are used to study the biological, chemical or physical causes and consequences of environmental problems.
6. Collect, analyze, and interpret environmental data.
7. Communicate scientific ideas effectively using both verbal and written skills.

Rationale: The course learning outcomes are altered slightly to reflect the emphasis on understanding key environmental problems.

Motion 7 (Non-substantive): That the ARCC recommend to the Arts & Science Executive that the prerequisite ENSC 1007 Environmental Problems of the 21st Century be changed as outlined below.

From: ENSC 1006

To: No prerequisite

Rationale: Per motions 1-6, ENSC 1006 is no longer required for students as a prerequisite for ENSC 1007, as the two courses examine distinct aspects of Environmental Science.

Motion 8 (substantive): That the Academic Regulations and Curriculum Committee recommend to Faculty Executive that the lab hour requirements for GEOG 2106 Landscape and Surface Processes be increased from 1 hour to 2 hours per week.

Rationale: Increasing laboratory hours for this second year Physical Geography/Environmental Science course supports experiential learning opportunities, allowing students to directly connect theory to real world applications. It will allow scaffold development of technical skills supporting upper year courses and training. The current 1 hr lab (50 minutes) is too short to offer opportunities for outdoor field trips on campus or infield demonstrations. In the past, small class sizes with only 1 lab section offered flexibility with lecture and lab time scheduled sequentially. Recent increases in class sizes (with the addition of the PBD in Environment and Sustainability) with multiple lab sections removed the flexible use of lecture time to supplement infield activities.

Motion 9 (Non-substantive): That the Academic Regulations and Curriculum Committee recommend to Faculty Executive that the course title for GEOG 4227 Themes in Cultural and Social Geography be changed to Community Geography.

Rationale: The purpose of renaming this course is to revise the title to a more exciting and emerging subfield of Geography that teaches students to respond directly to community needs through geographical research.

Motion 10 (Non-substantive): That the Academic Regulations and Curriculum Committee recommend to Faculty Executive the revision of the course description for GEOG 4227 Community Geography

From:

The main components of this course examine the impact of human society and culture on the earth's surface. It seeks to understand how places develop meaning for people, through the analysis of socio-cultural processes, landscapes, and identities. Topics may include ethnic divisions, religious denominations, and socio-professional structures.

To:

Community Geography empowers students to actively engage with local communities through collaborative research and problem-solving. Students learn diverse research methods and integrate community-based learning, encouraging direct involvement with local organisations and residents. Students participate in real-world projects and analyze case studies, developing practical skills and insight into how geography can address community challenges and foster meaningful change.

Rationale: This course will explore the role of geography in fostering meaningful community engagement and collaborative problem-solving. While geographers have contributed to community-engaged research for decades, Community Geography is a new subfield of Geography which emphasizes the co-creation of place-based collaborative approaches in geographic research with communities. Community geography embraces a variety of research methods, including qualitative, quantitative, and participatory approaches, depending on the specific research questions and community context. It also emphasizes where community members are actively involved in the process. A key aspect would be the integration of community-based learning, where students will learn about local organizations and meet community members on projects that address real-world issue. Furthermore, the course will highlight case studies and examples of community-based initiatives and projects that demonstrate the practical application of community geography.

Motion 11 (Non-substantive): That ARCC recommend to A&S Executive that GEOG-3016 Field Techniques in Geography be unbanked

Rationale: Unbanking GEOG-3016 Field Techniques in Geography is essential to ensure students develop hands-on skills that are foundational for success in upper-level Physical Geography and Environmental Science courses. These advanced courses often require extensive fieldwork in the Nipissing forest and streams, and a strong background in field techniques will better prepare students to collect, analyze, and interpret environmental data in real-world contexts. By reinstating this course, we support experiential learning and skill development that directly aligns with the demands of the curriculum and local field study opportunities. There is a motion to cross-code this course as ENSC; this course was included in the Environmental Science (BSc) New Degree Program proposal.

Motion 12 (Substantive): That ARCC recommend to A&S Executive that the Learning Outcomes for GEOG-3016 be created as outlined below.

Upon the successful completion of this course, students will be able to:

- Design and execute field investigations with appropriate sampling designs, identify suitable field sites, and conduct systematic data collection using field equipment and protocols.
- Operate field instrumentation proficiently to collect accurate environmental data using GPS receivers, surveying tools, environmental sensors, and water quality monitoring equipment in field conditions.
- Perform geospatial data analysis by processing, analyzing, and visualizing field-collected data using GIS and remote sensing tools to identify spatial patterns and relationships in environmental systems.
- Interpret and synthesize field observations with remotely sensed imagery and GIS analysis to develop comprehensive understanding of environmental conditions and spatial processes.
- Maintain professional field practices by demonstrating safety protocols, systematic data recording, quality assurance procedures, and ethical data handling in field and laboratory settings.
- Collaborate effectively in field teams and work productively with peers, communicate findings clearly, and contribute to shared research objectives during field investigations.
- Connect fieldwork to environmental problem-solving by applying field data and spatial analysis to investigate environmental issues and develop evidence-based recommendations for environmental management or monitoring.

Rationale: The Learning Outcomes for the course were not provided when the course was initially developed.

Motion 13 (non-substantive): That ARCC recommend to A&S Executive that the course description for GEOG 3016 Field Techniques in Geography be modified as outlined below.

From:

The objective of this course is to provide an introduction to field research techniques in

Physical and Human geography. Lecture topics include an introduction to research design, the numerous approaches used to acquire data over time and space, and the use of geographic models. Lab exercises focus on the collection of spatial information and physical measurements in specific sub-fields of Human and Physical Geography. This course may be credited towards Science.

To:

Students build practical skills in geographic field methods by collecting data, mapping, and conducting spatial analysis. Students design and carry out field investigations with GPS, surveying tools, and environmental sensors. The course connects field observations with GIS and remote sensing to interpret landscapes and spatial patterns. Field excursions foster professional skills, data recording, teamwork, and real-world problem-solving. This course may be credited towards Science.

Rationale: The revised course description more accurately captures the objectives of the course. The emphasis is on physical geography and environmental science. The Field methods in Human Geography are now distributed through our Arts courses, such as Cultural Geography, Economic Geography, and Community Geography.

Motion 15 (non-substantive): That ARCC recommend to A&S Executive that GEOG-4247 Environmental Modeling be unbanked.

Rationale: Unbanking GEOG-4247 Environmental Modeling is essential to ensure that students gain advanced skills in the use of models as critical tools for analysing complex environmental systems. As environmental challenges increasingly require interdisciplinary perspectives, this course provides students with practical experience in systems thinking and dynamic modelling, integrating biophysical, social, and economic processes. The use of the web-based modelling tool STELLA equips students with hands-on skills that are highly relevant for research, policy-making, and professional practice in environmental science and related fields. Reinstating this course will strengthen the curriculum by fostering analytical and problem-solving abilities, supporting experiential learning, and preparing graduates to address real-world environmental issues through innovative and collaborative approaches.

Motion 16 (non-substantive): That ARCC recommend to A&S Executive the course description for GEOG-4247 Environmental Modeling be modified as outlined below:

From:

This course introduces students to systems thinking and dynamic environmental modeling. Case studies from contemporary environmental issues may include watershed hydrology and management, biogeochemical cycling and other select systems of interest. In consultation with the instructor, students undertake a major term project in which they conceptualize, build and test an environmental system model. This course may be credited towards Science.

To:

Models have become a fundamental tool in studying the environment, allowing interdisciplinary consideration of biophysical, social, and economic processes. Students learn how systems thinking and dynamic environmental modelling can help build our understanding of complex environmental problems and find solutions. Students learn to conceptualize and construct a model of an environmental system and how it changes over time using web-based modelling tools.

Rationale: The revised course description for Environmental Modeling more accurately reflects the evolving role of models in environmental science. The updated language highlights the interdisciplinary nature of environmental modelling, acknowledging the integration of biophysical, social, and economic processes. By specifically referencing the use of the web-based modelling tool STELLA, the new description clarifies the practical, hands-on skills students will acquire, which are directly relevant to current research and professional practices. The revised description also provides transparency about the course content and expectations, better supporting student understanding about the breadth of modeling applications.

Motion 17 (substantive) That ARCC recommend to A&S Executive that the following learning outcomes be created for GEOG-4247 Environmental Modeling.

Learning Outcomes:

- Demonstrate knowledge of key concepts of systems thinking and dynamic modeling as they apply to environmental systems.
- Demonstrate knowledge of key model components, their functions, and model structures from which environmental models are built.
- Demonstrate practical skills in building a dynamic model of an environmental system.
- Evaluate model function and its abilities to meet design objectives.
- Critically analyze model structure and function for select case studies.

- Apply their understanding of systems thinking and dynamic modeling and practical modeling skills to investigate how an environmental system changes through time in response to natural and/or human impacts.

Rationale: The Learning Outcomes for the course were not provided when the course was initially developed.

Motion 18 (substantive) That ARCC recommend to A&S Executive that GEOG 4247 Environmental Modelling be recoded as ENSC 4247 Environmental Modelling.

Rationale: This course provides a 4000-level science class that is applicable to Environmental Science, Biology, and Geography programs. The term "environment" is interpreted broadly here, encompassing not only natural systems but also models of human systems like migration patterns, labor markets, and commodity chains. The course may be of interest to students from programs across both faculties.

MOTION 19 (non-substantive) That ARCC recommend to A&S Executive that the prerequisites for ENSC 4247 Environmental Modelling be changed as described below.

From

GEOG 3056, GEOG 3066, ENSC 3096

To

Any 54 credits completed including GEOG 2026 or BIOL 3117

Rationale: The Environmental Modeling course is not intended for only Geography and Environmental Science students. The STELLA modeling software is a dynamic system that is capable of modeling natural and human systems. The modeling software has applications for population migration, economic systems, disease outbreaks and more. Some statistical analysis background is required, so either the statistics course in Geography or Biology would be more suitable than the geomatics and hydrology course currently listed.

Motion 21 (substantive): That ARCC recommend to A&S Executive the creation of ENSC Hydroclimatology as outlined below.

New Course Template

Please include a draft course syllabus along with the following template. If this course is proposed to be offered under more than one delivery mode (for example, on-site and Distance Learning), please include a separate syllabus for each version of this course.

MOTION:	That ARCC recommend to A&S Executive the creation of ENSC-2116 Hydroclimatology as outlined below.

JUSTIFICATION (Rationale):

Rationale: The introduction of a second-year ENSC 2116 Hydroclimatology course addresses a growing need for students to understand the dynamic interactions between Earth's energy, climate, and hydrologic cycles at an early stage in their academic development. As climate variability and water-related extreme events become increasingly central to environmental challenges, a foundational course in hydroclimatology equips students with essential knowledge and analytical skills to interpret and respond to these phenomena. The curriculum's emphasis on core processes, such as precipitation, evapotranspiration, soil moisture, water storage, and runoff, ensures that students gain a comprehensive understanding of both natural and human influences on water systems. This course supports interdisciplinary learning by bridging concepts from geography, environmental science, and related fields, helping students appreciate the complexity of interactions that govern climate and hydrologic systems.

Course Code	ENSC 2116
Course Title:	Hydroclimatology
Course Credits	☒ 3 credits ☐ 6 credits ☐ Other
Course Description: <i>Restricted to 50-75 words, student-focused, present tense and active voice)</i>	Students learn the principles of hydroclimatology, focusing on interactions between the Earth's energy, climate and the hydrologic cycles across spatial and temporal scales. Students gain an understanding of the fundamental processes governing energy and water flow on Earth to explore how atmospheric and hydrological process govern precipitation, evapotranspiration, soil moisture, water storage, runoff, extreme events (floods and droughts) and how these processes influence climate variability and climate change.
Course Prerequisite:	GEOG 1017
Course Corequisite:	
Course Antirequisite:	GEOG 2107 and GEOG 2126
List any restrictions: <i>For example, "This course is restricted to BPHE students".</i>	
Is this a Topic Course? <i>Topic courses are courses that students can take more than once for credit.</i>	☐ Yes ☒ No
Will this course have an Experiential Learning component as defined by the MCU? <u>As defined by MCU</u>	☐ Yes ☒ No
Outline the department's plan for offering this course. <i>For example, consider how this course will be cycled, whether it replaces a current course, when it will first be offered, etc.</i>	This core course for the Geography and Environmental Science program will be offered annually. Three full-time Geography faculty members are qualified to teach it. It replaces GEOG 2107 and GEOG 2126, and a new 3000-level hydrology course is being added to strengthen learning outcomes.

List the total hours and the weekly breakdown of hours by instructional method. Courses that are 3 credits must include at least 36 hours, while 6 credit courses must be at least 72 hours. <i>For example, Two hours of lecture and one hour of laboratory work per week. 36 hours total.</i>	Total Hours: _____ 4 _____ <u>Breakdown of hours per week</u> Clinical: _____ Independent Study: _____ Lecture: _____ 2 _____ Lab: ____ 2 _____ Practical: _____ Seminar : _____ Tutorial: _____ Service Learning: _____
<u>Is this course cross-listed? If so, with what department?</u>	☐ Yes ☐ No <i>If yes, please written support from all departments/disciplines whose programs are affected by this proposal.</i>
<u>Program Implications:</u> <i>Is this a required course for a program, or part of a Group, Concentration, Stream, etc.?</i>	<i>This course replaces GEOG 2107 and GEOG 2126 in the Geography and Environmental Science programs.</i> <i>This course is cross-coded with ENSC and GEOG.</i>
Do the Learning Outcomes for this course have significant overlap with any other course(s) offered at Nipissing?	☐ Yes ☒ No If yes, include rationale:

Learning Outcomes (6-8 points, visible, measurable and active voice) For detailed information on Learning Outcomes, please consult the Quality Assurance website.	Students who successfully complete this course will: Enter Learning Outcomes: • Explain the physical processes linking the earth energy, climate and hydrological cycles • Understand the processes controlling the cycling of water between the surface and atmosphere • Describe how the three phases of water are controlled by climatological processes • Apply field techniques to quantify both hydrological and climatological processes • Analyse climate variability and its influence on water availability • Apply water balance concepts at catchment scales
Will this course have budgetary implications? (e.g. lab consumables, software, experiential learning, CASBU contract, library resources, honoraria for elder, travel, etc.)	☒ Yes ☐ No enter additional resources: Students participating in this science course will require typical supplies for sensor calibration, as well as ongoing maintenance of existing field equipment. These are standard expenses for delivering a course focused on fieldwork within Environmental Science and Physical Geography.
How will this course contribute to the program level outcomes?	The second-year Hydroclimatology course directly supports the Geography and Environmental Science Program outcomes by equipping students with foundational knowledge of earth systems and practical field skills. Through its focus on the physical processes linking energy, climate, and hydrology, students develop a comprehensive understanding of how water cycles interact with atmospheric conditions. This integration of theory and hands-on experience fosters critical thinking and technical expertise essential for careers in environmental science and geography.
Who amongst your current faculty has the competencies to teach this course?	April James, Colin McCarter, Kristen Beck

How does this course contribute to the institution's commitments to equity, inclusive teaching, accessibility, decolonization, Indigenous learning and sustainability?	This Hydroclimatology course contributes to the institution's commitments to equity, inclusive teaching, accessibility, decolonization, Indigenous learning, and sustainability in several ways. The curriculum is designed to be accessible to a diverse student population, incorporating a variety of teaching methods, fieldwork opportunities, and assessment formats to address different learning needs and backgrounds. By integrating case studies and examples from a range of cultural and geographic contexts, the course fosters an inclusive classroom environment that values multiple perspectives. In alignment with decolonization and Indigenous learning, the course acknowledges and respects Indigenous knowledge systems related to water, climate, and land stewardship. Sustainability is embedded throughout the course by emphasizing the interconnectedness of climate, water, and human activity, and by encouraging students to consider long-term environmental impacts and ethical responsibilities in their analyses and fieldwork.
How will you communicate this new offering to students?	Information about the new course will be shared with students enrolled in the Geography and Environmental Science program through coordinated efforts with the Marketing and Registrar's offices. Once Senate approval is granted, details about the curriculum will be made available on the university's website.

Hydroclimatology

GEOG-2116

Fall 202X

Instructor:	TBD (TBD@nipissingu.ca), Office: TBD
Lecture Time:	TBD, 9:00 – 10:50 am (in-person), TBD
Office Hours:	TBD 11:30 am – 12:30 pm
Course Web Site:	Everything on Blackboard (https://learn.nipissingu.ca/)
Laboratory Instructors:	TBD (TBD@nipissingu.ca), Office: TBD
Laboratory Times:	TBD 11:00 AM – 1:00 PM

Land Acknowledgement

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

Course Description

Students learn the principles of hydroclimatology, focusing on interactions between the Earth's energy, climate and the hydrologic cycles across spatial and temporal scales. Students gain an understanding of the fundamental processes governing energy and water flow on Earth to explore how atmospheric and hydrological processes govern precipitation, evapotranspiration, soil moisture, water storage, runoff, extreme events (floods and droughts) and how these processes influence climate variability and climate change.

Method of Delivery: In-person Lectures and Labs

Prerequisites: GEOG 1017 or permission of the instructor

Antirequisites: GEOG 2026, GEOG 2107

Hours: Two (2) hours of lectures and two (2) hour of laboratory time for one term

Credits: Three (3)

Course Format

The course will consist of a series of lectures posted weekly on blackboard, and 2-hour laboratory meetings that will take place partially in the Laboratory and outside in the nearby natural areas. Some laboratory work will occur during the lecture time to ensure enough time is available to complete the assignments. All content required for the week will be posted on Sunday (including outlines, assignments, marking rubrics, etc.). All assignments will be due the Sunday of the current week on Blackboard. As there is a mandatory field component for this course, please wear appropriate clothing and footwear for activities in forests and/or wetlands. You will be expected to hand in a short assignment for each lab. Some labs will be spaced over several weeks. Please read the assigned readings and be ready to discuss major issues that arise in the readings during our class.

Course Communication

All course communication will be through Blackboard or in-person during office hours or lecture times, rather than email. We (the instructors) will strive to answer digital communication through Blackboard within 24 hours. However, please be aware that it may take up to 48 hours for a response. If there is an urgent situation that needs a rapid response, please place URGET in the subject line and give a clear timeline required for a response.

Course Learning Objectives

Through hands-on approaches whenever possible, students learn how to measure various aspects of the interconnected energy and water cycles. Very simply we will look at the movement of

energy & water from the oceans to the sky and back again and everything in between. The fundamental knowledge and skills developed in this course will provide students with the basis to appreciate and understand the Earth's hydrological and climate systems. It also provides the required foundation for advanced courses in climatology and hydrology. Practical skills gained in this course includes, but is not limited to, research (both academic and internet) skills, proficiency with scientific writing, greater proficiency with Microsoft Word and Excel, and some data management.

By the end of the course students will be able to:

- Explain the physical processes linking the earth energy, climate and hydrological cycles
- Understand the processes controlling the cycling of water between the surface and atmosphere
- Describe how the three phases of water are controlled by climatological processes
- Apply field techniques to quantify both hydrological and climatological processes
- Analyse climate variability and its influence on water availability
- Apply water balance concepts at catchment scales

Connections to Geography and Environmental Science

A good understanding of hydroclimatology underpins much of climate change, forestry, agriculture, plant biology, ecology, biogeography, and human and environmental health. Water availability, which many other disciplines depend on, is governed by the movement, transformations and storage of energy & water on Earth.

Lecture Notes

PDF and PowerPoint files of lecture slides will be posted at the course website Sunday prior to each week under Course Content/Lectures, followed by the corresponding week number. In lieu of a large Midterm and/or Final, there will be five (5) in-person tests starting on week 4 that will cover both lecture and lab content.

Laboratory Manual

The Laboratory exercises for each week will be posted at the course website under Course Content/Labs.

Course Readings: The required textbook is *Hydroclimatology: Perspectives and Applications*, Marlyn. L. Shelton, Cambridge, 2009. I would also look at these freely available resources to supplement the lectures and your learning: **The Groundwater Project** ([Books | The Groundwater Project \(gw-project.org\)](#)), **Groundwater by Freeze & Cherry** ([Groundwater | The](#)

[Groundwater Project \(gw-project.org\)](http://gw-project.org)), or **Fundamentals of Hydrology by Davie** ([Fundamentals of Hydrology, Second Edition \(archive.org\)](http://archive.org)).

Late Policy

The penalty for late assignments is 15% per day, including weekends, until the assignment is returned (usually 2-3 weeks). After which, a grade of 0 will be assigned. If you find that you have several assignments or outside obligations coming due on the same day, please contact the instructor **before** the assignment is due so that we can explore a reasonable extension.

Academic Conduct

We are bound by an academic code of rights and responsibilities that details the behaviour and conduct that is expected in a community of scholars. This code provides for serious sanctions for academic dishonesty (that includes, but is not limited to, plagiarism and cheating). We expect that you will follow the honour code. If you have any questions about the honour code or about what constitutes plagiarism or cheating, please check the university website or speak with me. Do remember that writing that has been copied from the internet without attribution is easy to identify, so be particularly careful in your citation of sources. That is, if you use a source, be sure to identify (cite) where the phrase or idea came from, and “rephrase” text in your own words.

Submitting or presenting course work created by or modified by Artificial Intelligence as your own is a form of plagiarism and constitutes academic misconduct. Referencing Artificial Intelligence in your work is not an appropriate citation and is not permitted. However, Artificial Intelligence can be a very useful tool to better understand topics or subjects that you are learning. I encourage you to use Artificial Intelligence to deepen or further your knowledge but be wary that many Artificial Intelligence can lead you astray (they are not perfect).

GRADING

All Tests will be in class, and you will have the entire lecture period to complete the test (2 hr). All lab assignments will be due on Blackboard on the indicated week in the associated Blackboard Dropbox by Sunday at 11:59 pm.

Component	(%)
Tests (5 at 10% each)	50
Labs (5 at 10% each)	50
TOTAL	100

CLASS OUTLINE / SCHEDULE (subject to minor changes)

WEEK	CONTENT
Sept. 2 Week 1	Introduction to hydroclimatology, Importance of water

	<i>Readings:</i> Course outline and Chapter 1
Sept. 9 Week 2	Earth's energy balance <i>Lab:</i> Introduction to Lab 1 <i>Readings:</i> Chapter 2, p34-49
Sept. 16 Week 3	Earth's water balance <i>Lab:</i> Lab 1 Help Session <i>Readings:</i> Chapter 2, p49-54
Sept. 23 Week 4	Precipitation <i>Lab:</i> Introduction to Lab 2 <i>Readings:</i> Chapter 4, p74-101 Test 1: Weeks 1,2,3
Sept. 30 Week 5	Evaporation <i>Lab:</i> Lab 2 Help Session <i>Readings:</i> Chapter 4, p102-125
Oct. 7 Week 6	Water Storage and Flow <i>Lab:</i> Lab 2 Help Session <i>Readings:</i> Chapter 6, p200-204 Test 2: Weeks 4,5
Oct. 14 Week 7	Reading Week. NO CLASS!!
Oct. 21 Week 8	Runoff <i>Lab:</i> Introduction to Lab 3 <i>Readings:</i> Chapter 6, p176-189
Oct. 28 Week 9	Hydroclimatic spatial variation <i>Lab:</i> Lab 3 Help Session <i>Readings:</i> Chapter 7, p235-247 Test 3: Weeks 6,8
Nov. 4 Week 10	Hydroclimatic temporal variation <i>Lab:</i> Introduction to Lab 4 <i>Readings:</i> Chapter 8, p272-289 Lab 3 Due
Nov. 11 Week 11	Flooding <i>Lab:</i> Lab 4 Help Session <i>Readings:</i> Chapter 9, p203-310 Test 4: Weeks 9,10
Nov. 18 Week 12	Droughts <i>Lab:</i> Introduction to Lab 5

	<i>Readings:</i> Chapter 10, p344-355 Lab 4 Due
Nov. 25 Week 13	Climate Feedbacks <i>Lab:</i> Lab 5 Help Session Test 5: Weeks 11, 12, 13 Lab 5 Due the following week (Dec 4) *note that material from Lab 5 will not be on Test 5.

COURSE POLICIES AND OTHER IMPORTANT NOTICES

1. Policy for Recording of Lectures/Materials

<https://www.nipissingu.ca/departments/student-development-and-services/accessibility-services/faculty-resources/classroomaccommodations>

The Ontario Human Rights Commission ‘Policy and Guidelines on Disabilities and the Duty to Accommodate’ (2001) details the responsibility of the University to provide reasonable academic accommodations to students with disabilities. This includes providing accommodations that will allow for the removal of disadvantage to learning and the demonstration of learning. The accommodations will have been deemed to be reasonable, necessary and supported by documentation provided to Student Accessibility Services.

For some students with disabilities, audio-recording lectures is a necessary accommodation which enables full access to course and lecture materials that may otherwise be unavailable. Once a student has recorded a lecture, the teaching material remains the property of the instructor and is not to be disclosed unless the professor has otherwise consented. Such recording is allowable under existing Canadian copyright legislation due to the exception of ‘fair dealing’. For more information about copyright law please visit the Canadian Intellectual Property Office (CIPO) or view the Copyright Act.

Students with disabilities have permission to audio record and, based on the terms defined in fair dealing use the material “for purposes of private study, research, criticism [or] review” (CIPO, 2011). However, the information contained in the audio-recorded lecture is still protected under federal and international copyright legislation and, therefore, may not be published or quoted without the lecturer’s explicit consent and without properly identifying and crediting the lecturer.

2. Grading Standards/link to Academic Calendar

<https://academiccalendar.nipissingu.ca/2016/Page1082.html>

Grades and the Basis for Assessment Letter Grades and Grading Standards

“A” (80-100%)

“B” (70-79%)

“C” (60-69%)

“D” (50-59%)

“F” (0-49%)

“A” indicates Exceptional Performance: comprehensive in-depth knowledge of the principles and materials treated in the course, fluency in communicating that knowledge and independence in applying material and principles.

“B” indicates Good Performance: thorough understanding of the breadth of materials and principles treated in the course and ability to apply and communicate that understanding effectively.

“C” indicates Satisfactory Performance: basic understanding of the breadth of principles and materials treated in the course and an ability to apply and communicate that understanding competently.

“D” indicates Minimally Competent Performance: adequate understanding of most principles and materials treated in the course, but significant weakness in some areas and in the ability to apply and communicate that understanding.

“F” indicates Failure: inadequate or fragmentary knowledge of the principles and materials treated in the course or failure to complete the work required in the course.

“I” indicates Incomplete.

“W” indicates Withdrawal with permission.

3. Academic Integrity statement and link to Academic Calendar Policy

<https://academiccalendar.nipissingu.ca/Catalog/ViewCatalog.aspx?pageid=viewcatalog&catalogid=8&chapterid=637&topicgroupid=3057&loaduserredits=False>

The University takes a most serious view of offences against academic honesty such as plagiarism, cheating, impersonation and the presentation of altered or falsified documents. Penalties for dealing with such offences will be strictly enforced.

Plagiarism

Essentially, plagiarism involves submitting or presenting work in a course as if it were the student's own work done expressly for that particular course when, in fact, it is not. Plagiarism should be noted and reported to the Dean. Students should be informed of the University's definition and policy on plagiarism at the beginning of each course.

Most commonly plagiarism exists when:

the work submitted or presented was done, in whole or in part, by an individual other than the one submitting or presenting the work; parts of the work (e.g. phrases, ideas through paraphrase

or sentences) are taken from another source without reference to the original author; the whole work (e.g. an essay) is copied from another source; and/or a student submits or presents a work in one course which has also been submitted or presented in another course (although it may be completely original with that student) without the knowledge or prior agreement of the instructors involved.

Cheating

Cheating at tests or examinations includes, but is not limited to, dishonest or attempted dishonest conduct such as speaking to other candidates or communicating with them under any circumstances whatsoever; bringing into the examination room any textbook, notebook, or memoranda not authorized by the examiner, or leaving answer papers exposed to view.

4. For information on Petitions and Grade Appeals, follow this link:

<https://academiccalendar.nipissingu.ca/2016/Page1085.html>

5. Library statement

The Harris Learning Library enriches academic achievement, scholarly research, and life-long learning goals by supporting exploration, innovation, teaching, and research. The Library works in partnership with Nipissing University and Canadore College students, staff, and faculty through the provision of exemplary services and a diverse range of resources. The Learning Library home page (<http://www.eclibrary.ca/library/>) is your Gateway to library services, instructional tutorials, LibGuides and a wealth of academic books, articles, and streaming videos accessible through the OMNI Search tool. Friendly, knowledgeable staff are always ready to provide help by email, phone, or in person.

6. Student Code of Conduct

<https://www.nipissingu.ca/departments/student-development-and-services/student-rights-responsibilities>

At Nipissing University, students are free to think, speak, write, create, study, learn, pursue social, cultural and other interests, and freely associate together for all these purposes, subject to the requirement that they respect the rights of members of the University and general community to pursue these same freedoms and privileges. In order to secure these rights, the University will use its best efforts to ensure the following: that those who wish to teach and those who wish to learn can do so under proper conditions; that academic and general facilities are available to those who wish to use them for their normal purposes; that freedom of movement and freedom from harassment are protected; that all property, including records, documents, and the like is protected; that those who wish to file a complaint have the right to do so without fear of reprisal.

7. Supporting Students

Your success and well-being are important. If you find yourself struggling while at Nipissing University and it is having a negative impact on your academic progress, success, or mental

health, please be aware there are many supports available to help through **Student Development & Services (SDS)**. Academic writing, math and science supports; peer tutoring; individualized accommodations for students with disabilities; personal or group counselling; and sexual violence prevention and education awareness, are only a few of the support services aimed at helping you succeed.

SDS also works closely with faculty to support your success while in class. One of the ways this is done is through Student Retention Alert. Student Retention Alert is an early alert referral system that allows faculty and staff to identify a concern regarding your academic progress or well-being and connect you with resources or support services on campus. You are under no obligation to follow through with a referral unless you want to; it is your choice unless otherwise stated (i.e. a breach of the Code of Student Rights and Responsibilities). Student Retention Alert does not affect your academic standing, transcript, or overall academic record and your information is kept private and confidential; it is only accessible to authorized University personnel who will reach out to you to see how they can help.

**For more information or to reach out for support contact:
Student Development and Services**

Visit <https://www.nipissingu.ca/sds> or email sds@nipissingu.ca

Student Retention Alert

Visit www.nipissingu.ca/nusuccess or email nusuccess@nipissingu.ca

Nipissing is committed to supporting your success and well-being!

Motion 22 (substantive): That ARCC recommend to A&S Executive the creation of ENSC-3096 Environmental Hydrology as outlined below.

New Course Template

Please include a draft course syllabus along with the following template. If this course is proposed to be offered under more than one delivery mode (for example, on-site and Distance Learning), please include a separate syllabus for each version of this course.

JUSTIFICATION (Rationale):

The new ENSC 3096 *Environmental Hydrology* course will replace GEOG 4326 *Environmental Hydrology*, which has been deleted from the academic calendar. Changes in faculty complement in Physical Geography and Environmental Sciences are supporting review of GEOG/ENSC courses and new opportunities to scaffold skills and knowledge development. As such, this new course will build from the new ENSC 2116 Hydroclimatology course to allow students to further study the variability of water movement, distribution and quality in the environment, offering a foundation for sustainable water management.

Course Code	ENSC 3096
Course Title:	Environmental Hydrology
Course Credits	☒ 3 credits ☐ 6 credits ☐ Other
Course Description: <i>Restricted to 50-75 words, student-focused, present tense and active voice)</i>	Studying the variability of water movement, distribution and quality in the environment offers a foundation for sustainable water management. Students explore hydrologic processes that govern water movement and linkages to water quality within varying natural and human impacted landscapes. Drawing from case studies in subfields of hydrology (e.g. forest, agriculture, urban, isotope), students learn key concepts related to environmental tracers and develop practical skills in conducting hydrological studies. The course can be taught together with ENST 5326 Topics in Environmental Hydrology with undergraduate students being subject to different assignments and evaluation criteria than graduate students.
Course Prerequisite:	ENSC 2116 or BIOL/GEOG/ENSC 3397
Course Corequisite:	
Course Antirequisite:	
List any restrictions: <i>For example, "This course is restricted to BPHE students".</i>	
Is this a Topic Course? <i>Topic courses are courses that students can take more than once for credit.</i>	☐ Yes ☒ No

Will this course have an Experiential Learning component as defined by the MCU? <u>As defined by MCU</u>	☐ Yes ☒ No
Outline the department's plan for offering this course. <i>For example, consider how this course will be cycled, whether it replaces a current course, when it will first be offered, etc.</i>	This upper year course will replace a 4th year course to address scaffolding of skills development in physical geography and environmental science with the recent changes in faculty complement. This course will be regularly offered as part of the member's course workload but could be cycled. Geography and Environmental Science will share a 3-year course cycling plan with students, so they can schedule their courses accordingly.
List the total hours and the weekly breakdown of hours by instructional method. Courses that are 3 credits must include at least 36 hours, while 6 credit courses must be at least 72 hours. <i>For example, Two hours of lecture and one hour of laboratory work per week. 36 hours total.</i>	Total Hours: _____ 4 _____ <u>Breakdown of hours per week</u> Clinical: _____ Independent Study: _____ Lecture: _____ 2 _____ Lab: 2 (scheduled directly after lecture to accommodate field activities) _____ Practical: _____ Seminar : _____ Tutorial: _____ Service Learning: _____
Is this course cross-listed [-coded]? If so, with what department?	☒ Yes ☐ No <i>This course is cross-coded with Environmental Science and Geography.</i>
<u>Program Implications:</u> <u><i>Is this a required course for a program, or part of a Group, Concentration, Stream, etc.?</i></u>	This course and the learning outcomes contribute to the overall program learning outcomes. As mentioned above, this upper-level course will replace a current 4th year course and address gaps in skills and knowledge development. The course is part of the Group A list in the Environmental Science program.

Do the Learning Outcomes for this course have significant overlap with any other course(s) offered at Nipissing?	☐ Yes ☒ No If yes, include rationale:
Learning Outcomes (6-8 points, visible, measurable and in active voice) For detailed information on Learning Outcomes, please consult the Quality Assurance website.	Students who successfully complete this course will: Enter Learning Outcomes: • Demonstrate knowledge of hydrological processes governing the movement of water and how they can vary in space and time. • Demonstrate knowledge of key concepts and theory in isotope hydrology related to use in tracing water and solute movement. • Develop practical skills in hydrological measurements. • Perform quantitative analyses of hydrological datasets to interpret water and solute movement. • Analyze environmental tracer datasets that are often integrated with hydrological datasets in the study of hydrological processes. • Apply process-based knowledge, concepts and practical skills in designing a hydrological study.
Will this course have budgetary implications? (e.g. lab consumables, software, experiential learning, CASBU contract, library resources, honoraria for elder, travel, etc.)	☐ Yes ☒ No enter additional resources: Students participating in this science course will require typical supplies for sensor calibration, as well as ongoing maintenance of existing field equipment. These are standard expenses for delivering a course focused on fieldwork within Environmental Science and Physical Geography.
How will this course contribute to the program level outcomes?	As a quantitative science-based course focused on environmental hydrology, this course will directly support program level outcomes 1-4. It will require students to develop an understanding of how processes are active across various landscape (outcome 5) and will include specific case studies related to Canadian and northern regional environments that will also consider the impact of humans on our environment (outcome 6-7). As an upper level course, it will integrate opportunities for independent and collaborative inquiry through lab assignments and student and/or group projects (outcome 7).

Who amongst your current faculty has the competencies to teach this course?	April James and Colin McCarter
How does this course contribute to the institution's commitments to equity, inclusive teaching, accessibility, decolonization, Indigenous learning and sustainability?	This course will integrate hydrological case studies that include local examples of how scientists are partnering with First Nation communities to investigate community-driven concerns surrounding water resources. As part of this course, students will consider readings on contemporary training and practices for scientists working with the community.
How will you communicate this new offering to students?	The course will be advertised on the academic calendar. We will work with Marketing or RO to develop communications to notify Geography and Environmental Science and any other additional science students.

Environmental Hydrology

ENSC 3096

Instructor: **April James**, PhD, Professor
 Department of Biology, Chemistry and Geography
aprilj@nipissingu.ca
 Office: R216
 Office Hours:

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

COURSE DESCRIPTION:

Studying the variability of water movement, distribution and quality in the environment offers a foundation for sustainable water management. Students explore hydrologic processes that govern water movement and linkages to water quality within varying natural and human impacted landscapes. Drawing from case studies in subfields of hydrology (e.g. forest, agriculture, urban, isotope), students learn key concepts related to environmental tracers and develop practical skills in conducting hydrological studies. The course can be taught together with ENST 5326 Topics in Environmental Hydrology with undergraduate students being subject to different assignments and evaluation criteria than graduate students.

Method of Delivery: Face-to-Face

Prerequisites: GEOG/ENSC 2XXX Hydroclimatology or BIOL/GEOG/ENSC 3397

Hours: Two hours of lecture and two hours of lab per week (back-to-back to allow booking for field seasons).

Credits: 3

Method of delivery, strategies for success, communication expectations:

The course is a lecture and lab-based course. Students will be provided theoretical background on concepts, techniques and practices in environmental hydrology during lecture periods and through readings, and engage in active learning and student engagement through various labs assignments, field trips and discussion with guest speakers. Lectures will be conducted in person and will focus on the background material needed to gain an understanding of select hydrological processes. Labs will focus on putting concepts into practice and developing quantitative skills.

Attendance: Students are expected to participate in class lectures, labs, guest lectures and field trips. Attendance will be taken and will be considered towards your evaluation.

Class preparation and student participation: Students are expected to do the assigned readings in advance and be prepared to participate discussion of lecture material, in labs and other in-class activities. This class aims to foster an environment that encourages student participation and questions, and active discussions.

Course manners: You are expected to handle yourselves with respect towards the instructors and your peers in all matters related to the course, including participation in class, any group work, student presentations, communications regarding course content or evaluation, etc.

COURSE LEARNING OUTCOMES:

Students who successfully complete this course will:

- Demonstrate knowledge of hydrological processes governing the movement of water and how they can vary in space and time.
- Demonstrate knowledge of key concepts and theory in isotope hydrology related to use in tracing water and solute movement.
- Develop practical skills in hydrological measurements.
- Perform quantitative analyses of hydrological datasets to interpret water and solute movement.
- Analyze environmental tracer datasets that are often integrated with hydrological datasets in the study of hydrological processes.
- Apply process-based knowledge, concepts and practical skills in designing a hydrological study.

REQUIRED RESOURCES:

Textbook and other required materials: There is no single dedicated textbook. A full listing of readings, videos and resources will be provided on the course blackboard site. There are several texts on reserve in the library that are included and they are listed below. Students are responsible for sourcing these materials either through the course blackboard site or other venues as indicated. See assigned reading materials in the schedule below.

Technology requirements and/or Blackboard Access: Students are required to access course materials from the course Blackboard site. Lab assignments will require use of Microsoft Excel, Word or equivalent.

Intellectual Property: All materials developed for this course, including, but not limited to, lectures, lecture notes and slides, assignments, examinations and syllabi, that are provided in class or online, are the intellectual property of the course instructor. Recording lectures in any way is prohibited unless express written consent has been granted by the instructor. Posting, providing, sharing or selling unauthorized audio, video, or textual material violates an instructor's intellectual property rights, the Canadian Copyright Act, and may violate the rights and privacy of others in the classroom. Failure to follow these instructions is in contravention of the university's Code of Student Rights and Responsibilities. Participation in this course constitutes an agreement by all parties to respect the intellectual property and privacy of others during and after their association with Nipissing University.

COURSE EVALUATION (ENSC 3096):

Quizzes & Lab Attendance:	10%
Lab Assignments and Reports:	35% (not equally weighted)
Midterm:	25%
Final Exam	30%

Short quizzes (~ 2-3 questions) will take place in class and will be focused on the assigned readings. Lab assignments are due at the start of the next lecture or date indicated in schedule. If you have a reason for handing in the assignments late, let me know in advance. Otherwise, every late day is -10% of the maximum score. Assignments handed in more than a week late will not be graded. Not all assignments will weigh equally.

See additional course policies and important notices in Appendix.

Schedule

The following 12-week scheduled may changed or be adjusted.

W k	Dat e	Activit y	Topic	Readings	Quiz/Test/Exa m
1	6- Sept	Lectur e Lab	Week 1: Course Introduction /Basic Concepts begin Lab 1. Excel: A Refresher		
2	13- Sept	Lectur e Lab	Week 2: Basic Concepts Lab 2. Water Balance Applications	<i>Reading: Dingman 2015, Chpt 1</i>	Quiz #1
3	20- Sept	Lectur e Lab	Week 3: The Unsaturated Zone Core-scale hydrology (Soils, soil moisture, pore pressure/matri c potential; direction of flow in UZ; soil moisture characteristic curves and hysteresis). Lab 3: Capillary Action	<i>Reading: Sections of Ward and Robinson (1990)</i>	Quiz #2
4	27- Sept	Lectur e	Week 4: Plot- scale Hydrology (fluxes/flow, unsaturated hydraulic conductivity,	<i>Reading: Sections of Ward and Robinson (1990); Sections of Buttle (1998)</i>	Quiz #3

		Lab	preferential flow, infiltration) Lab 4: Infiltration and Estimating Saturated Hydraulic Conductivity		
5	4- Oct	Lecture Lab	Week 5: Groundwater and Interactions with Surface Water Lab 5. Potentiometric surfaces and profiles	<i>Reading: Sections from Domenico & Schwartz. 1998, Chpt 3</i>	<i>Quiz #4 (extra)</i>
6	11- Oct	Lecture Lab	No lab		Midterm
	18- Oct	<i>Reading Week</i>			
7	25- Oct	Lecture Lab	Week 7 : Water Quality: Physical and Chemical Characteristics. Lab 6. Loading Calculation	<i>Reading: Sections of Buttle (1998); Shaw (2011) Chpt 8</i>	<i>Quiz #5 (extra)</i>
8	1- Nov	Lecture Lab	Week 8: Hillslope-scale hydrology and streamflow generation Lab 7: Streamflow	<i>Readings: Sections of Buttle (1998)</i>	<i>Quiz #6</i>

			generation and hydrograph separation		
9	8-Nov	Lecture Lab	Week 9: Isotope Hydrology - The Basics Lab 8: Isotope hydrology and applications	<i>Readings: Sections of Clark 2015 Chpt 1 and 4 .</i>	Quiz #7
10	15-Nov	Lecture Lab	Week 10: Isotope Hydrology - Tracing the Water Cycle Visit to Picarro Isotope Analyzer (Work on Lab 8)	<i>Readings: Clarke 2015, Chpt 5.</i>	Quiz #8
11	22-Nov	Lecture Lab	Week 11: River Hydrology: Flow Alteration and Environmental Flow Lab 9: Flood frequency analysis	<i>Readings: TBA (e.g. Schumtz et al. 2018. Riverine Ecosystem Management. Chpt 5. Hydropeaking Impacts and Mitigation)</i>	
12	29-Nov	Lecture	Week 12: Evolving Topics + Course Review	Readings: TBA	
		Lab	No Lab		

Course Resources:**Textbook Readings Available on Blackboard**

- Buttle (1998) Fundamentals of Small Catchment Hydrology.
- Clark (2015) Groundwater Geochemistry and Isotopes. Chapters 1, 4 and 5. NU library call no: GB1001.72.R34 C53 2015 (also available online)
- Dingman, S.L. (2008). Chapter 1. Hydrology – Basic Concepts and Challenges. *Physical Hydrology*, Second Edition, Waveland Press, Inc. ISBN: 1-57766-561-9. NU library call no: GB661.2.D56 2008.
- Metcalfe, et al. 2013. Aquatic Ecosystem Assessments for Rivers. Ministry of Natural Aquatic Research and Monitoring Section, Science and Research Branch, Ministry of Natural Resources, ISBN 978-1-4606-3215-4, 215p.
- Shaw et al. (2011) Hydrology In Practice. Chpt 8. Water-quality measurement.
- Schmutz and Sendzimir. 2018. Riverine Ecosystem Management (free download).
- Ward and Robison (1990). Chapter 5. Soil Water. Principles of Hydrology, 3rd edition. McCraw-Hill. P. 129-167.
- Dominico and Schwartz. 1998. Physical and Chemical Hydrogeology. 2nd edition. (available through interlibrary loan or talk to Dr. James)
- **Additional Resources that may be of interest:**
 - Woessner. 2020. Groundwater-Surface Water Exchange. The Groundwater Project. Chpts 1-6. Free download from gw-project.org.
 - Freeze, RA and Cherry, JA. (1979). *Groundwater*. Prentice-Hall, 604p. NU library call no: GB1003.2.F73.
 - Rivera A., 2014. *Canada's Groundwater Resources*, Fitzhenry & Whiteside, 803p. NU library call no: GB1029.C36.
 - Davie, T. 2002. *Fundamentals of Hydrology*, Routledge, 200p. NU Library Reserve Desk: RSV PC 0175. Also available online.

APPENDIX: COURSE POLICIES AND OTHER IMPORTANT NOTICES

1. Recording	Course	Content	Policy

The Ontario Human Rights Commission ‘Policy and Guidelines on Disabilities and the Duty to Accommodate’ (2001) details the responsibility of the University to provide reasonable academic accommodations to students with disabilities. This includes providing accommodations that will allow for the removal of disadvantage to learning and the demonstration of learning. The accommodations will have been deemed to be reasonable, necessary, and supported by documentation provided to Student Accessibility Services. For some students with disabilities, having access to course recordings is a necessary accommodation that makes course and lecture materials fully available, when it otherwise would not be. Once a student has recorded a lecture, the teaching material remains the property of the instructor and is not to be disclosed unless the professor has otherwise consented. Such recording is allowable under existing Canadian copyright legislation due to the exception of ‘fair dealing.’ For more information about copyright law please visit the Canadian Intellectual Property Office (CIPO) or view the Copyright Act. Specifically, students with disabilities have permission to record and, based on the terms defined in fair dealing use the material “for purposes of private study, research, criticism [or] review” (CIPO, 2011). However, the information contained in the course recording is still protected under federal and international copyright legislation and, therefore, may not be published or quoted without the lecturer’s explicit consent and without properly identifying and crediting the lecturer.

2. Academic Integrity

Academic integrity is all about demonstrating your commitment to the academic process. It’s about being trustworthy and honest. It’s about giving credit to the researchers and writers you’ve learned from. This isn’t a subject you should avoid; You should show your commitment to academic integrity at every opportunity! See this website for more information on resources and frequently asked question about [Academic Integrity | Nipissing University](#) and the Academic Integrity Policy.

The University takes a most serious view of offences against academic honesty as plagiarism, cheating, and impersonation. Penalties for dealing with such offences will be strictly enforced. The definition of cheating is fairly straightforward. The following information on plagiarism is offered to clear up any possible confusion. We advise you to read the section of the university calendar dealing with academic dishonesty and ask the instructor if you have any questions or concerns.

The university calendar defines plagiarism as follows: Essentially, plagiarism involves submitting or presenting work in a course as if it were the student's own work done expressly for that particular course when, in fact, it is not. Most commonly plagiarism exists when:

- a) the work submitted or presented was done, in whole or in part, by an individual other than the one submitting or presenting the work.
- b) parts of the work (e.g. phrases, ideas through paraphrase or sentences) are taken from another source without reference to the original author.
- c) the whole work (e.g. an essay) is copied from another source and/or
- d) a student submits or presents a work in one course which has also been submitted or presented in another course (although it may be completely original with that student) without the knowledge or prior agreement of the instructors involved.

Penalties range from a grade of zero on the assignment concerned to expulsion from the university. Students should be warned that we take a very dim view of plagiarism and will pursue the maximum possible penalty against anyone suspected of it.

3. For information on Petitions and Grade Appeals, follow this link:

<https://academiccalendar.nipissingu.ca/2016/Page1085.html> 5.

4. Library statement

[Harris Learning Library | Nipissing University](#)

The Harris Learning Library enriches academic achievement, scholarly research, and life-long learning goals by supporting exploration, innovation, teaching, and research. The Library works in partnership with Nipissing University and Canadore College students, staff, and faculty through the provision of exemplary services and a diverse range of resources. The Learning Library home page (<http://www.eclibrary.ca/library/>) is your Gateway to library services, instructional tutorials, LibGuides and a wealth of academic books, articles, and streaming videos accessible through the OMNI Search tool. Friendly, knowledgeable staff are always ready to provide help by email, phone, or in person.

5. Student Code of Conduct

[Code of Student Rights and Responsibilities | Nipissing University](#)

At Nipissing University, students are free to think, speak, write, create, study, learn, pursue social, cultural and other interests, and freely associate together for all these purposes, subject to the requirement that they respect the rights of members of the University and general community to pursue these same freedoms and privileges. In order to secure these rights, the University will use its best efforts to ensure the following: that those who wish to teach and those who wish to learn can do so under proper conditions; that academic and general facilities are available to those who wish to use them for their normal purposes; that freedom of movement and freedom from

harassment are protected; that all property, including records, documents, and the like is protected; that those who wish to file a complaint have the right to do so without fear of reprisal.

6. Supporting Students

[Student Development and Services | Nipissing University](#)

Your success and well-being are important. If you find yourself struggling while at Nipissing University and it is having a negative impact on your academic progress, success, or mental health, please be aware there are many supports available to help through Student Development & Services (SDS). Academic writing, math and science supports; peer tutoring; individualized accommodations for students with disabilities; personal or group counselling; and sexual violence prevention and education awareness, are only a few of the support services aimed at helping you succeed.

Motion 23 (substantive): That ARCC recommend to A&S Executive the creation of GEOG 4146 Paleoecology and Past Environmental Change as outlined below.

New Course Template

Please include a draft course syllabus along with the following template. If this course is proposed to be offered under more than one delivery mode (for example, on-site and Distance Learning), please include a separate syllabus for each version of this course.

MOTION:	That ARCC recommend to A&S Executive the creation of GEOG 4146 Paleoecology and Past Environmental Change as outlined below.

JUSTIFICATION (Rationale):

The introduction of the new Geography course, Paleoecology and Past Environmental Change, is vital for upholding the depth and relevance of the Geography and Environmental Science program. This advanced course addresses curricular gaps created by faculty retirements and the discontinuation of older classes, while drawing upon the specialized knowledge of our new tenure-track faculty member. By exploring the history of ecological and environmental transformations through a palaeoecological lens, the course equips students with essential perspectives on long-term climate and ecosystem dynamics. This ensures our curriculum remains comprehensive and current, preparing graduates to understand present-day environmental issues within a broader historical context and fostering the analytical skills needed for leadership in environmental science.

Course Code	GEOG 4146
Course Title:	Palaeoecology and Past Environmental Change
Course Credits	☒ 3 credits ☐ 6 credits ☐ Other
Course Description: Restricted to 50-75 words, student-focused, present tense and active voice)	Studying past environments is vital to conservation and global change challenges. This cross-disciplinary subject utilizes the understanding of the past to better inform the future. The principal aims are to interrogate past environmental change using natural archives and proxy data. Students learn key concepts and theories necessary to investigate important topics in palaeoecology. Students assess how palaeoecological approaches can be applied to understanding global problems, such as climate change, wildfires, pollution, biodiversity, and habitat degradation. This course may be credited towards Biology.
Course Prerequisite:	GEOG 2106 or BIOL 2446
Course Corequisite:	
Course Antirequisite:	
List any restrictions: For example, "This course is restricted to BPHE students".	
Is this a Topic Course? Topic courses are courses that students can take more than once for credit.	☐ Yes ☐ No
Will this course have an Experiential Learning component as defined by the MCU?	☐ Yes ☐ No

Outline the department's plan for offering this course. For example, consider how this course will be cycled, whether it replaces a current course, when it will first be offered, etc.	As mentioned above, this upper-level course not only fills the gap left by the retirement of previous faculty and the deletion of older courses but also leverages the specialized expertise of our new tenure-track faculty member. The course will be regularly cycled as part of the member's workload. Geography and Environmental Science will share a 3-year course cycling plan with students, so they can schedule their courses accordingly.

List the total hours and the weekly breakdown of hours by instructional method. Courses that are 3 credits must include at least 36 hours, while 6 credit courses must be at least 72 hours. For example, Two hours of lecture and one hour of laboratory work per week. 36 hours total.	Total Hours: ____ 4 ____ Breakdown of hours per week Clinical: _____ Independent Study: _____ Lecture: ____ 2 ____ Lab: ____ 2 ____ (scheduled directly after lecture to accommodate field activities) _____ Practical: _____ Seminar : _____ Tutorial: _____ Service Learning: _____
Is this course cross-listed [-coded]? If so, with what department?	☐ Yes ☒ No This course is cross-listed with Biology and cross-coded with Environmental Science and Geography.
Program Implications: Is this a required course for a program, or part of a Group, Concentration, Stream, etc.?	This course and the learning outcomes contribute to the overall program learning outcomes. As mentioned above, this upper-level course fills the gap left by the retirement of previous faculty and the deletion of other upper-level physical geography courses. Add this course to the Environmental Science Group A list.
Do the Learning Outcomes for this course have significant overlap with any other course(s) offered at Nipissing?	☐ Yes ☒ No If yes, include rationale:
Learning Outcomes (6-8 points, visible, measurable and in active voice) For detailed information on Learning Outcomes, please consult the Quality Assurance website.	Students who successfully complete this course will: Enter Learning Outcomes: - Demonstrate knowledge of key palaeoecological concepts and contexts, fundamental to understanding and interpreting global and environmental change on various temporal scales - Apply palaeoecological methods and perform quantitative data analysis to interpret past environmental trends - Demonstrate proficiency in field techniques for collecting natural archives for constructing palaeoecological records - Analyze microfossil evidence (e.g., pollen, charcoal) using laboratory and microscopy techniques to reconstruct past environmental changes.

	- Design and implement custom workflows and statistical methods to process, analyze, and visualize time-series data - Critically evaluate proxy datasets and palaeoecological records to contextualize findings within local-to-global environmental issues
Will this course have budgetary implications? (e.g. lab consumables, software, experiential learning, CASBU contract, library resources, honoraria for elder, travel, etc.)	☒ Yes ☐ No enter additional resources: Students participating in this science course will require typical supplies for sensor calibration, as well as ongoing maintenance of existing field equipment. These are standard expenses for delivering a course focused on fieldwork within Environmental Science and Physical Geography.
How will this course contribute to the program level outcomes?	The Paleocology and Past Environmental Change course will make a significant contribution to both the Environmental Science and Physical Geography programs by equipping students with specialized skills and knowledge directly aligned with contemporary environmental challenges. By demonstrating a thorough understanding of key palaeoecological concepts and contexts, students will gain the ability to interpret and assess global and environmental change across multiple temporal scales. Students will apply palaeoecological methods and perform quantitative data analysis to interpret historical environmental trends, thereby strengthening their analytical capabilities and methodological rigor. Finally, the ability to critically evaluate proxy datasets and palaeoecological records allows students to contextualize their findings within local and global environmental issues. This integrative approach not only supports the achievement of program-level outcomes but also prepares graduates to contribute meaningful insights to environmental policy, resource management, and sustainability initiatives.
Who amongst your current faculty has the competencies to teach this course?	Kristen Beck
How does this course contribute to the institution's commitments to	In this course we examine fire tools and past burning practices as part of understanding past landscape change.

equity, inclusive teaching, accessibility, decolonization, Indigenous learning and sustainability?	This contributes to decolonization by challenging colonial narratives that frame Indigenous land management as absent or destructive. It supports Indigenous learning by showcasing Indigenous voices in academia, knowledge transmission, and long-term relationships with fire and landscape within the learning process.
How will you communicate this new offering to students?	The course will be advertised on the academic calendar. We will work with Marketing or RO to develop communications to notify Biology, Geography, and Environmental Science students.

New Course Sample Syllabus

Palaeoecology and Past Environmental Change

GEOG 4146

Instructor: **Kristen K. Beck**, PhD, Assistant Professor
 Department of Biology, Chemistry and Geography.
kristenbe@nipissingu.ca
 705-474-2045
 Office: R208
 Office Hours:

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

COURSE DESCRIPTION:

Studying past environments has become increasingly vital to conservation and global change challenges, it is an inherently cross-disciplinary subject, of Ecology, Geology, and Geography, that utilises the understanding of the past to better inform the future. The principals of this discipline are to interrogate past environmental change using natural archives and proxy data. In this course students will learn the key concepts and theories important to the discipline and investigate key topics assessing how palaeoecological approaches can be applied to understanding global problems, such as climate change, environmental degradation, wildfires, pollution, biodiversity and more. In addition to

lectures, students will develop the practical skills related to collecting, interpreting and assessing palaeoecological datasets through a field excursion, and lab and IT sessions.

METHOD OF DELIVERY: FACE-TO-FACE

PREREQUISITES: GEOG-2106 or BIOL2446

HOURS: 1 hr Lecture and 3 hrs lab each week for one term (back to back to allow booking for field sessions)

CREDITS: 3.00

All course materials including lecture slides, recordings and assessment information will be accessible on the Blackboard page.

Strategies for success, communication expectations: For any questions regarding the course material or assessments please contact the instructor via email or come visit them during their office hours.

Workload estimations: For every hour spent in class you should spend 1.5 hours of independent study.

Gender & Pronouns Statement: “Class rosters are provided to the instructor with the student’s legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me accordingly early in the semester so that I may make appropriate changes to my records.” (Center for Excellence in Learning and Teaching, Iowa State University, n.d.)

COURSE LEARNING OUTCOMES:

Upon the successful completion of this course, students will be able to:

- Demonstrate knowledge of key palaeoecological concepts and contexts, fundamental to understanding and interpreting global and environmental change on various temporal scales
- Apply palaeoecological methods and perform quantitative data analysis to interpret past environmental trends
- Demonstrate proficiency in field techniques for collecting natural archives for constructing palaeoecological records
- Analyze microfossil evidence (e.g., pollen, charcoal) using laboratory and microscopy techniques to reconstruct past environmental changes.

- Design and implement custom workflows and statistical methods to process, analyze, and visualize time-series data
- Critically evaluate proxy datasets and palaeoecological records to contextualize findings within local-to-global environmental issues

COURSE EVALUATION

Assessment	Overall Grade Weight
Mid-term	20%
Lab Report	40%
Final exam	40%
Total	100%

Lab Report Assessment:

The aim of the lab report is to interpret your own palaeoenvironmental reconstruction using data collected during the lab practicals of the course. This report should be formatted like a scientific paper. The data should be presented in a similar way to the laboratory practical instructions. Discuss the environmental changes determined by the proxy data in the record in a regional context.

Specific tasks:

- Introduce the region and the context important to the findings of the palaeoenvironmental record (i.e. fire history, vegetation dynamics, Holocene climate changes, and past human activity). The introduction should also clearly state the aim and objectives of the study including a site description.
- Describe the methods and the laboratory analysis performed.
- The results should be described in a coherent way with data displayed in clear easy to read figures. Figures and written results should include all data and statistics important to the study objectives.
- Data should be presented in a similar way to the practical instructions. You need to include a pollen stratigraphy and a Principal Component Analysis of one or more of your proxy datasets in your report.
- A discussion will analyse the data collected and interpret the trends in the palaeoenvironmental data.
- Discussion should critically evaluate the proxy data collected and contextualize the record and importance for the region and/or site.

- A concise conclusion should review the findings and provide recommendations for management or future research.

Mid-Term and Exam:

- The final exam will test knowledge based on the lecture material and readings.
- The questions will be a selection of short answer and long answer questions. Your response should reflect your understanding of the content of the course and critical assessment of the topics and themes from the lectures and literature.
- The mid-term will be held in class during week X
- The final exam will be in person during the exam period.
- Final grades will be posted on Blackboard gradebook.
- Feedback on exam papers will be provided in person during office hours at the student's request
- No make-up exam will be scheduled.

COURSE POLICIES AND OTHER IMPORTANT NOTICES**1. Policy for Recording of Lectures/Materials**

<https://www.nipissingu.ca/sites/default/files/2022-07/Recording%20Course%20Content%20Policy%202022.pdf>

The Ontario Human Rights Commission 'Policy and Guidelines on Disabilities and the Duty to Accommodate' (2001) details the responsibility of the University to provide reasonable academic accommodations to students with disabilities. This includes providing accommodations that will allow for the removal of disadvantage to learning and the demonstration of learning. The accommodations will have been deemed to be reasonable, necessary and supported by documentation provided to Student Accessibility Services.

For some students with disabilities, audio-recording lectures is a necessary accommodation which enables full access to course and lecture materials that may otherwise be unavailable. Once a student has recorded a lecture, the teaching material remains the property of the instructor and is not to be disclosed unless the professor has otherwise consented. Such recording is allowable under existing Canadian copyright legislation due to the exception of 'fair dealing'. For more information about copyright law please visit the Canadian Intellectual Property Office (CIPO) or view the Copyright Act.

Students with disabilities have permission to audio record and, based on the terms defined in fair dealing use the material “for purposes of private study, research, criticism [or] review” (CIPO, 2011). However, the information contained in the audio-recorded lecture is still protected under federal and international copyright legislation and, therefore, may not be published or quoted without the lecturer’s explicit consent and without properly identifying and crediting the lecturer.

2. Grading Standards/link to Academic Calendar

<https://academiccalendar.nipissingu.ca/Catalog/ViewCatalog.aspx?pageid=viewcatalog&catalogid=9&chapterid=695&topicgroupid=3362&loaduserredits=False>

Grades and the Basis for Assessment

Letter Grades and Grading Standards

“A”	(80-100%)
“B”	(70-79%)
“C”	(60-69%)
“D”	(50-59%)
“F”	(0-49%)

“A” indicates Exceptional Performance: comprehensive in-depth knowledge of the principles and materials treated in the course, fluency in communicating that knowledge and independence in applying material and principles.

“B” indicates Good Performance: thorough understanding of the breadth of materials and principles treated in the course and ability to apply and communicate that understanding effectively.

“C” indicates Satisfactory Performance: basic understanding of the breadth of principles and materials treated in the course and an ability to apply and communicate that understanding competently.

“D” indicates Minimally Competent Performance: adequate understanding of most principles and materials treated in the course, but significant weakness in some areas and in the ability to apply and communicate that understanding.

“F” indicates Failure: inadequate or fragmentary knowledge of the principles and materials treated in the course or failure to complete the work required in the course.

“INC” indicates Incomplete.

“WDR” indicates Withdrawal with permission.

3. Academic Integrity statement and link to Academic Calendar Policy

<https://academiccalendar.nipissingu.ca/Catalog/ViewCatalog.aspx?pageid=viewcatalog&topicgroupid=3366&entitytype=GEN&entityid=2024&loaduseredits=False>

The University takes a most serious view of offences against academic honesty such as plagiarism, cheating, impersonation and the presentation of altered or falsified documents. Penalties for dealing with such offences will be strictly enforced.

Plagiarism

Essentially, plagiarism involves submitting or presenting work in a course as if it were the student's own work done expressly for that particular course when, in fact, it is not. Plagiarism should be noted and reported to the Dean. Students should be informed of the University's definition and policy on plagiarism at the beginning of each course.

Most commonly plagiarism exists when:

the work submitted or presented was done, in whole or in part, by an individual other than the one submitting or presenting the work; parts of the work (e.g. phrases, ideas through paraphrase or sentences) are taken from another source without reference to the original author; the whole work (e.g. an essay) is copied from another source; and/or a student submits or presents a work in one course which has also been submitted or presented in another course (although it may be completely original with that student) without the knowledge or prior agreement of the instructors involved.

Cheating

Cheating at tests or examinations includes, but is not limited to, dishonest or attempted dishonest conduct such as speaking to other candidates or communicating with them under any circumstances whatsoever; bringing into the examination room any textbook, notebook, or memoranda not authorized by the examiner, or leaving answer papers exposed to view.

4. For information on Petitions and Grade Appeals, follow this link:

<https://academiccalendar.nipissingu.ca/Catalog/ViewCatalog.aspx?pageid=viewcatalog&catalogid=9&chapterid=695&topicgroupid=3365&loaduseredits=False>

5. Library statement

The Harris Learning Library enriches academic achievement, scholarly research, and life-long learning goals by supporting exploration, innovation, teaching, and research. The Library works in partnership with Nipissing University and Canadore College students, staff, and faculty through the provision of exemplary services and a diverse range of resources. The Learning Library home page (<http://www.eclibrary.ca/library/>) is your Gateway to library services, instructional tutorials, LibGuides and a wealth of academic books, articles, and streaming videos accessible through the OMNI Search tool. Friendly, knowledgeable staff are always ready to provide help by email, phone, or in person.

6. Student Code of Conduct

<https://www.nipissingu.ca/departments/student-development-and-services/student-rights-responsibilities>

At Nipissing University, students are free to think, speak, write, create, study, learn, pursue social, cultural and other interests, and freely associate together for all these purposes, subject to the requirement that they respect the rights of members of the University and general community to pursue these same freedoms and privileges. In order to secure these rights, the University will use its best efforts to ensure the following: that those who wish to teach and those who wish to learn can do so under proper conditions; that academic and general facilities are available to those who wish to use them for their normal purposes; that freedom of movement and freedom from harassment are protected; that all property, including records, documents, and the like is protected; that those who wish to file a complaint have the right to do so without fear of reprisal.

7. Supporting Students

Your success and well-being are important. If you find yourself struggling while at Nipissing University and it is having a negative impact on your academic progress, success, or mental health, please be aware there are many supports available to help through **Student Development & Services (SDS)**. Academic writing, math and science supports; peer tutoring; individualized accommodations for students with disabilities; personal or group counselling; and sexual violence prevention and education awareness, are only a few of the support services aimed at helping you succeed.

SDS also works closely with faculty to support your success while in class. One of the ways this is done is through Student Retention Alert. Student Retention Alert is an early alert referral system that allows faculty and staff to identify a concern regarding your academic progress or well-being and connect you with resources or support services on campus. You are under no obligation to follow through with a referral unless you want to;

it is your choice unless otherwise stated (i.e. a breach of the Code of Student Rights and Responsibilities). Student Retention Alert does not affect your academic standing, transcript, or overall academic record and your information is kept private and confidential; it is only accessible to authorized University personnel who will reach out to you to see how they can help.

For more information or to reach out for support contact:

Student Development and Services

Visit <https://www.nipissingu.ca/sds> or email sds@nipissingu.ca

Student Retention Alert

Visit www.nipissingu.ca/nusuccess or email nusuccess@nipissingu.ca

Nipissing is committed to supporting your success and well-being!

8. Clinical confidentiality policy, or department-specific policy for coursework, if applicable

Motion 24 (substantive): That ARCC recommend to A&S Executive the creation of ENSC 4147 Changing Climate: Impacts, Insights and Innovation as outlined below.

New Course Template

Please include a draft course syllabus along with the following template. If this course is proposed to be offered under more than one delivery mode (for example, on-site and Distance Learning), please include a separate syllabus for each version of this course.

MOTION:	That ARCC recommend to A&S Executive the creation of ENSC 4147 Changing Climate: Impacts, Insights and Innovation as outlined below.

JUSTIFICATION (Rationale):

The development of the new Geography course, Changing Climate: Impacts, Insights and Innovation, is essential to maintaining the rigour and relevance of the Geography and Environmental Science program. This upper-level course not only fills the gap left by the retirement of previous faculty and the deletion of older courses but also leverages the specialized expertise of our new tenure-track faculty member. By focusing on contemporary climate challenges, the course provides students with critical insights and innovative approaches, ensuring that our curriculum remains responsive to current environmental issues and prepares graduates for leadership in a rapidly changing world.

Course Code	ENSC 4147
Course Title:	Changing Climate: Impacts, Insight, and Innovations
Course Credits	☒ 3 credits ☐ 6 credits ☐ Other
Course Description: Restricted to 50-75 words, student-focused, present tense and active voice)	Climate change is one of the most important environmental issues of our time. Students explore a variety of climate related topics, case studies, climate interactions and impacts, and innovative adaptation and mitigation strategies. Topics range from past climate change, cryosphere dynamics, ocean and atmosphere processes, terrestrial-aquatic environmental dynamics, ecological resilience and human health. Students will engage critically with current research and policy debates, fostering a deeper understanding of climate science and its societal relevance.
Course Prerequisite:	54 credits completed including GEOG-2106
Course Corequisite:	
Course Antirequisite:	GEOG 4906 in 25FW
List any restrictions: For example, "This course is restricted to BPHE students".	
Is this a Topic Course? Topic courses are courses that students can take more than once for credit.	☐ Yes ☒ No
Will this course have an Experiential Learning component as defined by the MCU? As defined by MCU	☐ Yes ☒ No

Outline the department's plan for offering this course. For example, consider how this course will be cycled, whether it replaces a current course, when it will first be offered, etc.	As mentioned above, this upper-level course not only fills the gap left by the retirement of previous faculty and the deletion of older courses but also leverages the specialized expertise of our new tenure-track faculty member. The course will be regularly cycled as part of the member's workload. Geography and Environmental Science will share a 3-year course cycling plan with students, so they can schedule their courses accordingly.
List the total hours and the weekly breakdown of hours by instructional method. Courses that are 3 credits must include at least 36 hours, while 6 credit courses must be at least 72 hours. For example, Two hours of lecture and one hour of laboratory work per week. 36 hours total.	Total Hours: <u> 3 </u> Breakdown of hours per week Clinical: <u> </u> Independent Study: <u> </u> Lecture: <u> 3 </u> Lab: <u> </u> Practical: <u> </u> Seminar : <u> </u> Tutorial: <u> </u> Service Learning: <u> </u>
Is this course cross-listed? If so, with what department?	☐ Yes ☒ No
Program Implications: Is this a required course for a program, or part of a Group, Concentration, Stream, etc.?	This course and the learning outcomes contribute to the overall program learning outcomes. As mentioned above, this upper-level course fills the gap left by the retirement of previous faculty and the deletion of other upper-level physical geography courses. This course will be part of the ENSC Group A list.
Do the Learning Outcomes for this course have significant overlap with any other course(s) offered at Nipissing?	☐ Yes ☒ No If yes, include rationale:
Learning Outcomes (6-8 points, visible, measurable and active voice) For detailed information on Learning Outcomes, please consult the Quality Assurance website.	Students who successfully complete this course will be able to: • Demonstrate knowledge and understanding of important climate related topics and themes

	• Determine the relevance and limitations of concepts, theory and methods applied to climate related problems and issues • Critically evaluate subject-specific literature, identify emerging knowledge and key knowledge gaps in climate topics and fields • Formulate opinions and solutions to climate change issues and challenges • Appraise processes and causes of climate change and their implications to the environment and society • Illustrate practical knowledge and skills in data interpretation and analysis from a range of climate related datasets • Translate scientific knowledge into practical and workable management recommendations and solutions related to climate change
Will this course have budgetary implications? (e.g. lab consumables, software, experiential learning, CASBU contract, library resources, honoraria for elder, travel, etc.)	☐ Yes ☐ No enter additional resources:
How will this course contribute to the program level outcomes?	<i>Changing Climate: Impacts, Insight, and Innovations</i>, directly supports the program level learning outcomes by equipping students with an advanced understanding of climate change from multiple geographical, ecological, and environmental perspectives. Through its focus on key palaeoecological concepts, field techniques, and quantitative data analysis, students develop the ability to interpret environmental trends and reconstruct past changes using scientific methods. Additionally, the emphasis on experiential learning, such as fieldwork techniques, ensures that students acquire practical skills essential for careers in environmental analysis, research. The curriculum encourages interdisciplinary approaches and supports the development of custom workflows for data visualization and statistical analysis, aligning with the program's goal to produce graduates who are knowledgeable, adaptable, and capable of contributing

	meaningfully to the understanding and management of environmental change.
Who amongst your current faculty has the competencies to teach this course?	Kristen Beck, April James, Colin McCarter,
How does this course contribute to the institution's commitments to equity, inclusive teaching, accessibility, decolonization, Indigenous learning and sustainability?	This course includes content on past cultural burning practices supports decolonization by centring Indigenous knowledge systems as legitimate, place-based ways of understanding landscape management. It encourages learning from Indigenous fire stewardship as lived knowledge rather than treating it solely as data for Western scientific interpretation. It also includes case studies from the global south and under-represented Southern Hemisphere climatic contexts, challenging Northern-centric narratives and expanding knowledge systems and histories fundamental to science understanding.
How will you communicate this new offering to students?	The course will be advertised on the academic calendar. We will work with Marketing or RO to develop communications to notify Biology, Geography, and Environmental Science students.

New Course Sample Syllabus

Changing Climate: Impacts, Insight, and Innovations

ENSC-4147

Instructor: **Kristen K. Beck**, PhD, Assistant Professor
 Department of Biology, Chemistry and Geography.
kristenbe@nipissingu.ca
 705-474-2045
 Office: R208
 Office Hours:

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

COURSE CALENDAR DESCRIPTION

Course Overview: Climate change is one of the most important environmental issues of our time. Students explore a variety of climate-related topics, case studies, climate interactions and impacts, and innovative adaptation and mitigation strategies. Topics range from past climate change, cryosphere dynamics, ocean and atmosphere processes, extreme weather events, terrestrial-aquatic environmental dynamics, ecological resilience and human health from geographical, ecological and environmental perspectives. The course will be delivered through a combination of lectures, interactive discussions, and case study analyses. Students will engage critically with current research and policy debates, fostering a deeper understanding of climate science and its societal relevance.

Method of Delivery: Face-to-Face

Prerequisites: GEOG-2106 and 54 credits completed

Antirequisites: GEOG-4906

Hours: Three hours of lecture per week for one term.

Lectures:

Credits: 3.00

All course materials including lecture slides, recordings and assessment information will be accessible on the Blackboard page.

Strategies for success, communication expectations: For any questions regarding the course material or assessments please contact the instructor via email or come visit them during their office hours.

Workload estimations: For every hour spent in class you should spend 1.5 hours of independent study.

Gender & Pronouns Statement: “Class rosters are provided to the instructor with the student’s legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me accordingly early in the semester so that I may make appropriate changes to my records.” (Center for Excellence in Learning and Teaching, Iowa State University, n.d.)

COURSE LEARNING OUTCOMES:

Upon the successful completion of this course, students will be able to:

- Demonstrate knowledge and understanding of important climate related topics and themes
- Determine the relevance and limitations of concepts, theory and methods applied to climate related problems and issues
- Critically evaluate subject-specific literature, identify emerging knowledge and key knowledge gaps in climate topics and fields

- Formulate opinions and solutions to climate change issues and challenges
- Appraise processes and causes of climate change and their implications to the environment and society
- Illustrate practical knowledge and skills in data interpretation and analysis from a range of climate related datasets
- Translate scientific knowledge into practical and workable management recommendations and solutions related to climate change

REQUIRED RESOURCES:

Key resources for this course will be peer-reviewed scientific articles. A series of readings will be provided for each lecture session. These can be accessed through the library online.

You will be expected to read the key reading before class for in-depth discussion.

No cost for resources.

COURSE EVALUATION

Assessment	Deadline	Overall Grade Weight
Mid-term		20%
Project Essay		40%
Final exam		40%
Bonus Marks- Class participation		Up to 5%
Total		100%

Class participation:

Students will be assessed on their participation based on their:

- Engagement with the material
- participation in class,
- contribution to class discussion

Project Essay:

The project essay is a written critical review of an important climate topic of your choosing. The essay should have a clear narrative and rationale introducing the topic. You should present a nuanced review of the literature addressing any important gaps in the research and areas of growth or future work. Include analysis of secondary data; this can be qualitative or quantitative analysis, on your topic should and discuss the interpretations of the results and wider relevance to your topic. Finally, write a concise conclusion on your topic's relevance for future climate issues.

This essay should be no longer than 2,500 words with at least 15 peer-reviewed references presented in Author-Year style (i.e. Harvard).

Marking criteria:

Criteria	What is assessed in each criteria	Contribution to overall grade
Overall topic understanding	• Identification and contextualisation of a research problem • Accuracy of factual content	40%
Data/observation (quantitative or qualitative) analysis	• Quality of data analysis & interpretation (either quantitative or qualitative) • Quality of illustrative material (tables, figures, photos, etc)	30%
Professional standard of presentation	• Organization and synthesis of information • Literacy and appropriateness of writing style • Overall presentation	15%
Correct use and representation of previous work	• Use of material from academic literature	15%

This assessment is **due XX**

- Assessments will be submitted on Blackboard **via the assignment link**
- Late submissions will receive a penalty of 10% deduction per day. Missed submissions will receive a Zero.
- Deadline extensions will be granted on a case-by-case basis providing suitable evidence (e.g. doctors note or bereavement).
- Grading procedures and rubrics can be found on Blackboard.

Mid-term / Final Exam:

- The final exam will test knowledge based on the lecture material and readings.
- The questions will be a selection of long answer questions. Your response should be a critical assessment of the topics and themes from the lectures and literature. You will be provided six questions and be asked to answer three of your choosing.
- The mid-term will be held in class during week **X**
- The final exam will be in person during the exam period.
- Final grades will be posted on Blackboard gradebook.

- Feedback on exam papers will be provided in person during office hours at the student's request
- No make-up exam will be scheduled.

COURSE POLICIES AND OTHER IMPORTANT NOTICES

1. Policy for Recording of Lectures/Materials

<https://www.nipissingu.ca/sites/default/files/2022-07/Recording%20Course%20Content%20Policy%202022.pdf>

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2. Grading Standards/link to Academic Calendar

<https://academiccalendar.nipissingu.ca/Catalog/ViewCatalog.aspx?pageid=viewcatalog&catalogid=9&chapterid=695&topicgroupid=3362&loaduserredits=False>

Grades and the Basis for Assessment

Letter Grades and Grading Standards

"A"	(80-100%)
"B"	(70-79%)
"C"	(60-69%)
"D"	(50-59%)

“F” (0-49%)

“A” indicates Exceptional Performance: comprehensive in-depth knowledge of the principles and materials treated in the course, fluency in communicating that knowledge and independence in applying material and principles.

“B” indicates Good Performance: thorough understanding of the breadth of materials and principles treated in the course and ability to apply and communicate that understanding effectively.

“C” indicates Satisfactory Performance: basic understanding of the breadth of principles and materials treated in the course and an ability to apply and communicate that understanding competently.

“D” indicates Minimally Competent Performance: adequate understanding of most principles and materials treated in the course, but significant weakness in some areas and in the ability to apply and communicate that understanding.

“F” indicates Failure: inadequate or fragmentary knowledge of the principles and materials treated in the course or failure to complete the work required in the course.

“INC” indicates Incomplete.

“WDR” indicates Withdrawal with permission.

3. Academic Integrity statement and link to Academic Calendar Policy

<https://academiccalendar.nipissingu.ca/Catalog/ViewCatalog.aspx?pageid=viewcatalog&topicgroupid=3366&entitytype=GEN&entityid=2024&loadusercredits=False>

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Plagiarism

Essentially, plagiarism involves submitting or presenting work in a course as if it were the student's own work done expressly for that particular course when, in fact, it is not. Plagiarism should be noted and reported to the Dean. Students should be informed of the University's definition and policy on plagiarism at the beginning of each course.

Most commonly plagiarism exists when:

the work submitted or presented was done, in whole or in part, by an individual other than the one submitting or presenting the work; parts of the work (e.g. phrases, ideas through paraphrase or sentences) are taken from another source without reference to the original author; the whole work (e.g. an essay) is copied from another source; and/or a student submits or presents a work in one course which has also been submitted or presented in another course (although it may

be completely original with that student) without the knowledge or prior agreement of the instructors involved.

Cheating

Cheating at tests or examinations includes, but is not limited to, dishonest or attempted dishonest conduct such as speaking to other candidates or communicating with them under any circumstances whatsoever; bringing into the examination room any textbook, notebook, or memoranda not authorized by the examiner, or leaving answer papers exposed to view.

4. For information on Petitions and Grade Appeals, follow this link:

<https://academiccalendar.nipissingu.ca/Catalog/ViewCatalog.aspx?pageid=viewcatalog&catalogid=9&chapterid=695&topicgroupid=3365&loaduserredits=False>

5. Library statement

The Harris Learning Library enriches academic achievement, scholarly research, and life-long learning goals by supporting exploration, innovation, teaching, and research. The Library works in partnership with Nipissing University and Canadore College students, staff, and faculty through the provision of exemplary services and a diverse range of resources. The Learning Library home page (<http://www.eclibrary.ca/library/>) is your Gateway to library services, instructional tutorials, LibGuides and a wealth of academic books, articles, and streaming videos accessible through the OMNI Search tool. Friendly, knowledgeable staff are always ready to provide help by email, phone, or in person.

6. Student Code of Conduct

<https://www.nipissingu.ca/departments/student-development-and-services/student-rights-responsibilities>

At Nipissing University, students are free to think, speak, write, create, study, learn, pursue social, cultural and other interests, and freely associate together for all these purposes, subject to the requirement that they respect the rights of members of the University and general community to pursue these same freedoms and privileges. In order to secure these rights, the University will use its best efforts to ensure the following: that those who wish to teach and those who wish to learn can do so under proper conditions; that academic and general facilities are available to those who wish to use them for their normal purposes; that freedom of movement and freedom from harassment are protected; that all property, including records, documents, and the like is protected; that those who wish to file a complaint have the right to do so without fear of reprisal.

7. Supporting Students

Your success and well-being are important. If you find yourself struggling while at Nipissing University and it is having a negative impact on your academic progress, success, or mental health, please be aware there are many supports available to help through **Student Development & Services (SDS)**. Academic writing, math and science supports; peer tutoring; individualized accommodations for students with disabilities; personal or group counselling; and sexual violence prevention and education awareness, are only a few of the support services aimed at helping you succeed.

SDS also works closely with faculty to support your success while in class. One of the ways this is done is through Student Retention Alert. Student Retention Alert is an early alert referral system that allows faculty and staff to identify a concern regarding your academic progress or well-being and connect you with resources or support services on campus. You are under no obligation to follow through with a referral unless you want to; it is your choice unless otherwise stated (i.e. a breach of the Code of Student Rights and Responsibilities). Student Retention Alert does not affect your academic standing, transcript, or overall academic record and your information is kept private and confidential; it is only accessible to authorized University personnel who will reach out to you to see how they can help.

For more information or to reach out for support contact:

Student Development and Services

Visit <https://www.nipissingu.ca/sds> or email sds@nipissingu.ca

Student Retention Alert

Visit www.nipissingu.ca/nusuccess or email nusuccess@nipissingu.ca

Nipissing is committed to supporting your success and well-being!

8. Clinical confidentiality policy, or department-specific policy for coursework, if applicable

Motion 25 (substantive): That ARCC recommend to A&S Executive the creation of ENSC 4007 Seminar in Environmental Science as outlined below.

New Course Template

Please include a draft course syllabus along with the following template. If this course is proposed to be offered under more than one delivery mode (for example, on-site and Distance Learning), please include a separate syllabus for each version of this course.

MOTION: That ARCC recommend to A&S Executive the creation of ENSC 4007 Seminar in Environmental Science as outlined below.

JUSTIFICATION (Rationale):

This course is a capstone for students in the Environmental Science program. This course was written in the Environmental Science new degree program proposal.

Course Code	ENSC 4007
Course Title:	Seminar in Environmental Science
Course Credits	☒ 3 credits ☐ 6 credits ☐ Other
Course Description: <i>Restricted to 50-75 words, student-focused, present tense and active voice)</i>	Students apply their knowledge of advanced environmental science and geography concepts to examine complex local and regional environmental challenges. Students analyze contemporary issues through multiple disciplinary lenses, synthesize current research and policy frameworks, and develop evidence-based solutions. Through collaborative inquiry and critical discussion, students demonstrate mastery of environmental science principles while building professional competencies in environmental problem-solving and stakeholder engagement. This course may be credited towards Geography.
Course Prerequisite:	GEOG 2226
Course Corequisite:	
Course Antirequisite:	
List any restrictions: <i>For example, "This course is restricted to BPHE students".</i>	
Is this a Topic Course? <i>Topic courses are courses that students can take more than once for credit.</i>	☐ Yes ☒ No
Will this course have an Experiential Learning component as defined by the MCU? <u>As defined by MCU</u>	☐ Yes ☒ No

Outline the department's plan for offering this course. <i>For example, consider how this course will be cycled, whether it replaces a current course, when it will first be offered, etc.</i>	ENSC 4007 is a core course in the ENSC program and will be offered on an annual basis. There are 4 or 5 faculty members in the program with the expertise to offer the course.
List the total hours and the weekly breakdown of hours by instructional method. Courses that are 3 credits must include at least 36 hours, while 6 credit courses must be at least 72 hours. <i>For example, Two hours of lecture and one hour of laboratory work per week. 36 hours total.</i>	Total Hours: _____ 3 _____ <u>Breakdown of hours per week</u> Clinical: _____ Independent Study: _____ Lecture: _____ Lab: _____ Practical: _____ Seminar : _____ 3 _____ Tutorial: _____ Service Learning: _____
<u>Is this course cross-listed? If so, with what department?</u>	☒ Yes ☐ No <i>If yes, please written support from all departments/disciplines whose programs are affected by this proposal. This course will be cross-listed with Geography.</i>
<u>Program Implications:</u> <i><u>Is this a required course for a program, or part of a Group, Concentration, Stream, etc.?</u></i>	<u>This is a required course for Environmental Science program (HS and S).</u> <u>The course will be cross-listed with Geography.</u>
Do the Learning Outcomes for this course have significant overlap with any other course(s) offered at Nipissing?	☐ Yes ☒ No If yes, include rationale:

Learning Outcomes (6-8 points, visible, measurable and in active voice) For detailed information on Learning Outcomes, please consult the Quality Assurance website.	Students who successfully complete this course will be able to: Enter Learning Outcomes: - Integrate disciplinary perspectives by synthesizing knowledge from environmental science, geography, ecology, and policy to frame and analyze environmental problems holistically. - Critically evaluate evidence to assess research methodologies, data quality, and competing evidence to inform judgments about local and regional environmental issues. - Develop solutions-oriented frameworks by proposing evidence-based, implementable solutions that consider ecological, social, economic, and policy dimensions of environmental challenges. - Communicate environmental science concepts clearly to diverse audiences (peers, policymakers, community stakeholders) through written and oral formats. - Apply quantitative and spatial analysis using statistical methods, geospatial analysis, or environmental monitoring data to support environmental assessments and recommendations. - Engage stakeholder perspectives by integrating multiple knowledge systems, including Indigenous environmental perspectives and community knowledge, in environmental problem-solving.
Will this course have budgetary implications? (e.g. lab consumables, software, experiential learning, CASBU contract, library resources, honoraria for elder, travel, etc.)	☐ Yes ☒ No enter additional resources:
How will this course contribute to the program level outcomes?	
Who amongst your current faculty has the competencies to teach this course?	
How does this course contribute to the institution's commitments to equity, inclusive teaching, accessibility, decolonization, Indigenous learning and sustainability?	
How will you communicate this new offering to students?	We will work with Marketing and the RO to develop a communication plan to notify current and future students about the course.

Seminar in Environmental Science

ENSC 4007

Instructor:

Email:

Office:

Office Hours:

Land acknowledgement: Nipissing University sits on the territory of the Anishnaabeg peoples and within lands protected by the Robinson Huron Treaty of 1850. We are grateful to be able to live and learn on these lands with all our relations.

COURSE DESCRIPTION:

Students apply their knowledge of advanced environmental science and geography concepts to examine complex local and regional environmental challenges. Students analyze contemporary issues through multiple disciplinary lenses, synthesize current research and policy frameworks, and develop evidence-based solutions. Through collaborative inquiry and critical discussion, students demonstrate mastery of environmental science principles while building professional competencies in environmental problem-solving and stakeholder engagement.

Method of Delivery: Face-to-Face**Prerequisites:** 54 credits completed including ENSC/GEOG 2226 Environment and Society**Hours:** Three hours of seminar per week**Credits:** 3

Attendance: Students are expected to participate in class seminar, guest lectures and field trips. Attendance will be taken and will be considered towards your evaluation.

Class preparation and student participation: Students are expected to do the assigned readings in advance and be prepared to participate in discussions. This class aims to foster an environment that encourages student participation and questions, and active discussions.

Course manners: You are expected to handle yourselves with respect towards the instructors and your peers in all matters related to the course, including participation in class, any group work, student presentations, communications regarding course content or evaluation, etc.

COURSE LEARNING OUTCOMES:

Upon the successful completion of this course, students will be able to:

- Integrate disciplinary perspectives by synthesize knowledge from environmental science, geography, ecology, and policy to frame and analyze environmental problems holistically.
- Critically evaluate evidence to assess research methodologies, data quality, and competing evidence to inform judgments about local and regional environmental issues.
- Develop solutions-oriented frameworks by proposing evidence-based, implementable solutions that consider ecological, social, economic, and policy dimensions of environmental challenges.
- Communicate environmental science concepts clearly to diverse audiences (peers, policymakers, community stakeholders) through written and oral formats.
- Apply quantitative and spatial analysis using statistical methods, geospatial analysis, or environmental monitoring data to support environmental assessments and recommendations.
- Engage stakeholder perspectives by integrating multiple knowledge systems, including Indigenous environmental perspectives and community knowledge, in environmental problem-solving.

REQUIRED RESOURCES:

Readings: There is no single dedicated textbook. A full listing of readings, videos and resources will be provided on the course blackboard shell.

Technology requirements and/or Blackboard Access: Students are required to access course materials from the course Blackboard site.

Intellectual Property: All materials developed for this course, including, but not limited to, lectures, lecture notes and slides, assignments, examinations and syllabi, that are

provided in class or online, are the intellectual property of the course instructor. Recording lectures in any way is prohibited unless express written consent has been granted by the instructor. Posting, providing, sharing or selling unauthorized audio, video, or textual material violates an instructor's intellectual property rights, the Canadian Copyright Act, and may violate the rights and privacy of others in the classroom. Failure to follow these instructions is in contravention of the university's Code of Student Rights and Responsibilities. Participation in this course constitutes an agreement by all parties to respect the intellectual property and privacy of others during and after their association with Nipissing University.

COURSE EVALUATION (GEOG 4007):

Quizzes & Lab Attendance:	10%
Lab Assignments and Reports:	35% (not equally weighted)
Midterm:	25%
Final Exam	30%

Short quizzes (~ 2-3 questions) will take place in class and will be focused on the assigned readings. Lab assignments are due at the start of the next lecture or date indicated in schedule. If you have a reason for handing in the assignments late, let me know in advance. Otherwise every late day is -10% of the maximum score. Assignments handed in more than a week late will not be graded. Not all assignments will weigh equally.

Schedule

Week	Topic	Readings
1	Introduction to Environmental Science and Interdisciplinary Approaches	- Ch. 1, <i>Principles of Environmental Science</i> by Cunningham & Cunningham- "Why Interdisciplinarity Matters" (journal article)
2	Systems Thinking in Environmental Analysis	- Meadows, D. <i>Thinking in Systems</i> , Ch. 2- Case Study: Watershed Management
3	Ecological Principles and Biodiversity	- Ch. 4, <i>Ecology: Concepts and Applications</i> by Molles- Article: "Biodiversity Loss and Its Impact"

4	Geographical Perspectives and Spatial Analysis	- Ch. 3, <i>Introduction to Geographic Information Systems</i> by Chang- “Spatial Analysis in Environmental Research”
5	Environmental Policy and Governance	- Ch. 2, <i>Environmental Policy</i> by Vig & Kraft- “Policy Instruments for Environmental Protection”
6	Research Methods and Data Quality in Environmental Science	- Creswell, J. <i>Research Design</i> , Ch. 5- “Assessing Data Reliability” (journal article)
7	Quantitative and Geospatial Analysis	- Ch. 7, <i>GIS Fundamentals</i> by Bolstad- “Statistical Tools for Environmental Monitoring”
8	Socioeconomic Dimensions of Environmental Issues	- Ch. 6, <i>Environmental Economics</i> by Field & Field- “Social Impacts of Environmental Change”
9	Indigenous and Community Knowledge Systems	- “Indigenous Environmental Perspectives” (chapter from edited volume)- “Community-Based Environmental Management”
10	Communication Strategies for Diverse Audiences	- Ch. 9, <i>Environmental Communication</i> by Cox- “Best Practices in Science Communication”
11	Developing Solutions-Oriented Frameworks	- “Solution-Focused Environmental Policy” (journal article)- Case Study: Urban Sustainability
12	Integrative Project Presentations and Course Review	- No assigned readings; student presentations and synthesis activities

Readings may be updated or supplemented at the instructor’s discretion. All readings will be provided through the university library or the course website.

APPENDIX: COURSE POLICIES AND OTHER IMPORTANT NOTICES

1. Recording Course Content Policy

The Ontario Human Rights Commission ‘Policy and Guidelines on Disabilities and the Duty to Accommodate’ (2001) details the responsibility of the University to

provide reasonable academic accommodations to students with disabilities. This includes providing accommodations that will allow for the removal of disadvantage to learning and the demonstration of learning. The accommodations will have been deemed to be reasonable, necessary, and supported by documentation provided to Student Accessibility Services. For some students with disabilities, having access to course recordings is a necessary accommodation that makes course and lecture materials fully available, when it otherwise would not be. Once a student has recorded a lecture, the teaching material remains the property of the instructor and is not to be disclosed unless the professor has otherwise consented. Such recording is allowable under existing Canadian copyright legislation due to the exception of ‘fair dealing.’ For more information about copyright law please visit the Canadian Intellectual Property Office (CIPO) or view the Copyright Act. Specifically, students with disabilities have permission to record and, based on the terms defined in fair dealing use the material “for purposes of private study, research, criticism [or] review” (CIPO, 2011). However, the information contained in the course recording is still protected under federal and international copyright legislation and, therefore, may not be published or quoted without the lecturer’s explicit consent and without properly identifying and crediting the lecturer.

2. Academic Integrity

Academic integrity is all about demonstrating your commitment to the academic process. It’s about being trustworthy and honest. It’s about giving credit to the researchers and writers you’ve learned from. This isn’t a subject you should avoid; You should show your commitment to academic integrity at every opportunity! See this website for more information on resources and frequently asked question about [Academic Integrity | Nipissing University](#) and the Academic Integrity Policy.

The University takes a most serious view of offences against academic honesty as plagiarism, cheating, and impersonation. Penalties for dealing with such offences will be strictly enforced. The definition of cheating is fairly straightforward. The following information on plagiarism is offered to clear up any possible confusion. We advise you to read the section of the university calendar dealing with academic dishonesty and ask the instructor if you have any questions or concerns.

The university calendar defines plagiarism as follows: Essentially, plagiarism involves submitting or presenting work in a course as if it were the student's own work done expressly for that particular course when, in fact, it is not. Most commonly plagiarism exists when:

- a) the work submitted or presented was done, in whole or in part, by an individual other than the one submitting or presenting the work.
- b) parts of the work (e.g. phrases, ideas through paraphrase or sentences) are taken from another source without reference to the original author.
- c) the whole work (e.g. an essay) is copied from another source and/or
- d) a student submits or presents a work in one course which has also been submitted or presented in another course (although it may be completely original with that student) without the knowledge or prior agreement of the instructors involved.

Penalties range from a grade of zero on the assignment concerned to expulsion from the university. Students should be warned that we take a very dim view of plagiarism and will pursue the maximum possible penalty against anyone suspected of it.

3. For information on Petitions and Grade Appeals, follow this link:

<https://academiccalendar.nipissingu.ca/2016/Page1085.html> 5.

4. Library statement

[Harris Learning Library | Nipissing University](#)

The Harris Learning Library enriches academic achievement, scholarly research, and life-long learning goals by supporting exploration, innovation, teaching, and research. The Library works in partnership with Nipissing University and Canadore College students, staff, and faculty through the provision of exemplary services and a diverse range of resources. The Learning Library home page (<http://www.eclibrary.ca/library/>) is your Gateway to library services, instructional tutorials, LibGuides and a wealth of academic books, articles, and streaming videos accessible through the OMNI Search tool. Friendly, knowledgeable staff are always ready to provide help by email, phone, or in person.

5. Student Code of Conduct

[Code of Student Rights and Responsibilities | Nipissing University](#)

At Nipissing University, students are free to think, speak, write, create, study, learn, pursue social, cultural and other interests, and freely associate together for all these purposes, subject to the requirement that they respect the rights of members of the University and general community to pursue these same freedoms and privileges. In order to secure these rights, the University will use its best efforts to ensure the following: that those who wish to teach and those who wish to learn can do so under proper conditions; that academic and general facilities are available to those who wish to use them for their normal purposes; that freedom of movement and freedom from harassment are protected; that all property, including records, documents, and the like is protected; that those who wish to file a complaint have the right to do so without fear of reprisal.

6. Supporting Students

[Student Development and Services | Nipissing University](#)

Your success and well-being are important. If you find yourself struggling while at Nipissing University and it is having a negative impact on your academic progress, success, or mental health, please be aware there are many supports available to help through Student Development & Services (SDS). Academic writing, math and science supports; peer tutoring; individualized accommodations for students with disabilities; personal or group counselling; and sexual violence prevention and education awareness, are only a few of the support services aimed at helping you succeed.

Motion 26 (non-substantive) That ARCC recommend to A&S Executive the deletion of GEOG-4326 Environmental Hydrology

Rationale:

The proposed deletion of the 4th year Environmental Hydrology course and the introduction of a new 3rd year Environmental Hydrology course is intended to better align the curriculum with current program learning objectives and student progression. The new 3rd year course is designed to replace and update key learning outcomes previously addressed in the now-deleted 2nd year Physical Hydrology course, ensuring that essential hydrological concepts and skills are delivered at an appropriate level of complexity for undergraduate students.

Motion 27 (substantive) That ARCC recommend to A&S Executive that the Honours Specialization in Geography requirements be changed as outlined below:

From:

Program Requirements:

Students will need to achieve a minimum 70% average in the 60 credits presented for the Honours Specialization in Geography.

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

All of the following: 12 cr.

[GEOG 1016](#) People, Place and Environment

[GEOG 1017](#) Introduction to Physical Geography

[GEOG 2017](#) GIS and the Earth from Space

[GEOG 2026](#) Introduction to Quantitative Methods

Twelve credits from the following: 12 cr.

[GEOG 2106](#) Landscapes and Surface Processes

[GEOG 2107](#) Weather and Climate

[GEOG 2126](#) Physical Hydrology

[GEOG 2136](#) Cultural Geography

[GEOG 2146](#) Cities in a Changing World

[GEOG 2226](#) Environment and Society

Three credits of Regional Geography* 3 cr.

GEOG 3000 level 12 cr.

GEOG 4000 level 12 cr.

GEOG 3000 or 4000 level 9 cr.

To:

Program Requirements:

Students will need to achieve a minimum 70% average in the 60 credits presented for the Honours Specialization in Geography.

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

All of the following: 12 cr.

[GEOG 1016](#) People, Place and Environment

[GEOG 1017](#) Introduction to Physical Geography

[GEOG 2017](#) GIS and the Earth from Space

[GEOG 2026](#) Introduction to Quantitative Methods

Twelve credits from the following: 12 cr.

[GEOG 2106](#) Landscapes and Surface Processes

~~[GEOG 2107](#) Weather and Climate~~

~~[GEOG 2126](#) Physical Hydrology~~

[ENSC 2116](#) Hydroclimatology

[GEOG 2136](#) Cultural Geography

[GEOG 2146](#) Cities in a Changing World

[GEOG 2226](#) Environment and Society

Three credits of Regional Geography* 3 cr.

GEOG 3000
level 12 cr.

GEOG 4000 level	12 cr.

GEOG 3000 or 4000 level	9 cr.

Rationale: The proposed changes to the Honours Specialization in Geography curriculum are designed to better reflect current trends and developments in the field, ensuring that students acquire the knowledge and skills most relevant to contemporary geographical practice. By aligning the requirements with the updated suite of courses, the program will provide a more coherent progression from foundational concepts to advanced topics, supporting both breadth and depth across physical, human, and technical geography. Overall, these changes enhance the program's relevance, foster interdisciplinary learning, and position students for success in both graduate study and the workforce.

Motion 28 (substantive) That ARCC recommend to A&S Executive that the Specialization in Geography requirements be changed as outlined below:

From:

Program Requirements:

Students will need to achieve a minimum 60% average in the 54 credits presented for the Specialization in Geography.

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

All of the following:	12 cr.

GEOG 1016	People, Place and Environment

GEOG 1017	Introduction to Physical Geography

GEOG 2017	GIS and the Earth from Space

GEOG 2026	Introduction to Quantitative Methods

Twelve credits from the following:	12 cr.

GEOG 2106	Landscapes and Surface Processes

GEOG 2107	Weather and Climate	
GEOG 2126	Physical Hydrology	
GEOG 2136	Cultural Geography	
GEOG 2146	Cities in a Changing World	
GEOG 2226	Environment and Society	
Three credits of Regional Geography*		3 cr.
GEOG 3000 level		15 cr.
GEOG Upper level		9 cr.
GEOG 3000 or 4000 level		3 cr.

To:

Program Requirements:

Students will need to achieve a minimum 60% average in the 54 credits presented for the Specialization in Geography.

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

All of the following: 12 cr.

GEOG 1016	People, Place and Environment
GEOG 1017	Introduction to Physical Geography
GEOG 2017	GIS and the Earth from Space
GEOG 2026	Introduction to Quantitative Methods

Twelve credits from the following:	12 cr.
GEOG 2106 Landscapes and Surface Processes	
~~GEOG 2107~~ ~~Weather and Climate~~	
~~GEOG 2126~~ ~~Physical Hydrology~~	
GEOG 2116 Hydroclimatology	
GEOG 2136 Cultural Geography	
GEOG 2146 Cities in a Changing World	
GEOG 2226 Environment and Society	
Three credits of Regional Geography*	3 cr.
GEOG 3000 level	12 cr.
GEOG Upper level	9 cr.
GEOG 3000 or 4000 level	6 cr.

Rationale: The proposed changes to the Specialization in Geography curriculum are designed to better reflect current trends and developments in the field, ensuring that students acquire the knowledge and skills most relevant to contemporary geographical practice. By aligning the requirements with the updated suite of courses, the program will provide a more coherent progression from foundational concepts to advanced topics, supporting both breadth and depth across physical, human, and technical geography.

Motion 29 (substantive) That ARCC recommend to A&S Executive that the Major in Geography requirements be changed as outlined below:

Program Requirements:

Students will need to achieve a minimum 60% average in the 36 credits presented for the Major in Geography.

Students must complete 36 credits in the Major as follows:

All of the following: 9 cr.

GEOG 1016 People, Place and Environment

GEOG 1017 Introduction to Physical Geography

GEOG 2017 GIS and the Earth from Space

Fifteen credits from the following: 15 cr.

GEOG 2026 Introduction to Quantitative Methods

GEOG 2106 Landscapes and Surface Processes

GEOG 2107 Weather and Climate

GEOG 2126 Physical Hydrology

GEOG 2136 Cultural Geography

GEOG 2146 Cities in a Changing World

GEOG 2226 Environment and Society

Three credits of Regional Geography 3 cr.

GEOG 3000 level 9 cr.

To:

Program Requirements:

Students will need to achieve a minimum 60% average in the 36 credits presented for the Major in Geography.

Students must complete 36 credits in the Major as follows:

All of the following: 9 cr.

GEOG 1016 People, Place and Environment

GEOG 1017 Introduction to Physical Geography

GEOG 2017 GIS and the Earth from Space

Fifteen credits from the following: 15 cr.

GEOG 2026 Introduction to Quantitative Methods

GEOG 2106 Landscapes and Surface Processes

~~**GEOG 2107** Weather and Climate~~

~~**GEOG 2126** Physical Hydrology~~

ENSC 2116	Hydroclimatology	
GEOG 2136	Cultural Geography	
GEOG 2146	Cities in a Changing World	
GEOG 2226	Environment and Society	
Three credits of Regional Geography		3 cr.
GEOG 3000 level		9 cr.

Rationale: The proposed changes to the Major in Geography curriculum are designed to better reflect current trends and developments in the field, ensuring that students acquire the knowledge and skills most relevant to contemporary geographical practice. By aligning the requirements with the updated suite of courses, the program will provide a more coherent progression from foundational concepts to advanced topics, supporting both breadth and depth across physical, human, and technical geography.

Motion 30 (substantive) That ARCC recommend to A&S Executive that the Honours Specialization in Environmental Geography requirements be changed as outlined below:

From:

Program Requirements:

Students will need to achieve a minimum 70% average in the 60 credits presented for the Honours Specialization in Environmental Geography.

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

All of the following: 18 cr.

GEOG 1016	People, Place and Environment
GEOG 1017	Introduction to Physical Geography
GEOG 2017	GIS and the Earth from Space
GEOG 2026	Introduction to Quantitative Methods
ENSC 1006	Environmental Biology
ENSC 1007	Environmental Problems of the 21 st Century

Twelve credits from the following: 12 cr.

GEOG 2106	Landscapes and Surface Processes
GEOG 2107	Weather and Climate
GEOG 2126	Physical Hydrology

GEOG 2136	Cultural Geography	
GEOG 2146	Cities in a Changing World	
GEOG 2226	Environment and Society	
GEOG 3000 level		12 cr.
GEOG 4000 level		9 cr.
GEOG 3000 or 4000 level		3 cr.
Six credits from the following:		6 cr.
BIOL 1007	Introduction to Organismal and Evolutionary Biology	
BIOL 2337	The Biology of Seed Plants	
BIOL 2446	Principles of Ecology	
BIOL 2837	Vertebrate Zoology	
ENSC 2006	Topics in Environmental Science I	
ENSC 2007	Topics in Environmental Science II	

To:

Program Requirements:

Students will need to achieve a minimum 70% average in the 60 credits presented for the Honours Specialization in Environmental Geography.

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

All of the following: 18 cr.

GEOG 1016	People, Place and Environment
GEOG 1017	Introduction to Physical Geography
GEOG 2017	GIS and the Earth from Space
GEOG 2026	Introduction to Quantitative Methods
ENSC 1006	Environmental Biology

ENSC 1007	Environmental Problems of the 21 st Century	
Twelve credits from the following:		12 cr.
GEOG 2106	Landscapes and Surface Processes	
~~GEOG 2107~~	~~Weather and Climate~~	
~~GEOG 2126~~	~~Physical Hydrology~~	
GEOG 2116	Hydroclimatology	
GEOG 2136	Cultural Geography	
GEOG 2146	Cities in a Changing World	
GEOG 2226	Environment and Society	
GEOG 3000 level		12 cr.
GEOG 4000 level		9 cr.
GEOG 3000 or 4000 level		3 cr.
Six credits from the following:		6 cr.
BIOL 1007	Introduction to Organismal and Evolutionary Biology	
BIOL 2337	The Biology of Seed Plants	
BIOL 2446	Principles of Ecology	
BIOL 2837	Vertebrate Zoology	
ENSC 2006	Topics in Environmental Science I	
ENSC 2007	Topics in Environmental Science II	

Rationale: The changes to the Honours Specialization in Environmental Geography is a consequence of combining the 2nd year Weather and Climate course with the 2nd year Physical Hydrology class into a single Hydroclimatology course, which streamlines the curriculum and

reflects the interconnected nature of atmospheric and hydrological processes. This integration will provide students with a more holistic understanding of how weather patterns and water systems interact, supporting the development of essential skills for environmental geography. Introducing a new 3rd year course in Physical Hydrology allows for deeper exploration of hydrological principles and applications, ensuring students gain advanced knowledge while maintaining the overall program structure and meeting the established degree learning outcomes.

Motion 31 (substantive) That ARCC recommend to A&S Executive that the Specialization in Environmental Geography requirements be changed as outlined below:

From:

Program Requirements:

Students will need to achieve a minimum 60% average in the 54 credits presented for the Specialization in Environmental Geography.

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

All of the following: 18 cr.

GEOG 1016 People, Place and Environment

GEOG 1017 Introduction to Physical Geography

GEOG 2017 GIS and the Earth from Space

GEOG 2026 Introduction to Quantitative Methods

ENSC 1006 Environmental Biology

ENSC 1007 Environmental Problems of the 21st Century

Twelve credits from the following: 12 cr.

GEOG 2106 Landscapes and Surface Processes

GEOG 2107 Weather and Climate

GEOG 2126 Physical Hydrology

GEOG 2136	Cultural Geography	
GEOG 2146	Cities in a Changing World	
GEOG 2226	Environment and Society	
GEOG 3000 level		12 cr.
GEOG 4000 level		3 cr.
GEOG 3000 or 4000 level		3 cr.
Six credits from the following:		6 cr.
BIOL 1007	Introduction to Organismal and Evolutionary Biology	
BIOL 2337	The Biology of Seed Plants	
BIOL 2446	Principles of Ecology	
BIOL 2837	Vertebrate Zoology	
ENSC 2006	Topics in Environmental Science I	
ENSC 2007	Topics in Environmental Science II	

To:

Program Requirements:

Students will need to achieve a minimum 60% average in the 54 credits presented for the Specialization in Environmental Geography.

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

All of the following: 18 cr.

GEOG 1016 People, Place and Environment

GEOG 1017	Introduction to Physical Geography	
GEOG 2017	GIS and the Earth from Space	
GEOG 2026	Introduction to Quantitative Methods	
ENSC 1006	Environmental Biology	
ENSC 1007	Environmental Problems of the 21 st Century	
Twelve credits from the following:		12 cr.
GEOG 2106	Landscapes and Surface Processes	
~~GEOG 2107~~	~~Weather and Climate~~	
~~GEOG 2126~~	~~Physical Hydrology~~	
ENSC 2116	Hydroclimatology	
GEOG 2136	Cultural Geography	
GEOG 2146	Cities in a Changing World	
GEOG 2226	Environment and Society	
GEOG 3000 level		12 cr.
GEOG 4000 level		3 cr.
GEOG 3000 or 4000 level		3 cr.
Six credits from the following:		6 cr.
BIOL 1007	Introduction to Organismal and Evolutionary Biology	
BIOL 2337	The Biology of Seed Plants	
BIOL 2446	Principles of Ecology	
BIOL 2837	Vertebrate Zoology	

ENSC 2006 Topics in Environmental Science I

ENSC 2007 Topics in Environmental Science II

Rationale: The changes to the Specialization in Environmental Geography is a consequence of combining the 2nd year Weather and Climate course with the 2nd year Physical Hydrology class into a single Hydroclimatology course, which streamlines the curriculum and reflects the interconnected nature of atmospheric and hydrological processes. This integration will provide students with a more holistic understanding of how weather patterns and water systems interact, supporting the development of essential skills for environmental geography. Introducing a new 3rd year course in Physical Hydrology allows for deeper exploration of hydrological principles and applications, ensuring students gain advanced knowledge while maintaining the overall program structure and meeting the established degree learning outcomes.

Motion 32 (substantive) That ARCC recommend to A&S Executive that the Major in Environmental Geography requirements be changed as outlined below:

From:

Program Requirements:

Students will need to achieve a minimum 60% average in the 36 credits presented for the Major in Environmental Geography.

Students must complete 36 credits in the Major as follows:

All of the following: 18 cr.

[GEOG 1016](#) People, Place and Environment

[GEOG 1017](#) Introduction to Physical Geography

[GEOG 2017](#) GIS and the Earth from Space

[GEOG 2026](#) Introduction to Quantitative Methods

ENSC 1006 Environmental Biology

ENSC 1007 Environmental Problems of the 21st Century

Twelve credits from the following: 12 cr.

[GEOG 2106](#) Landscapes and Surface Processes

[GEOG 2107](#) Weather and Climate

[GEOG 2126](#) Physical Hydrology

[GEOG 2136](#) Cultural Geography

[GEOG 2146](#) Cities in a Changing World

[GEOG 2226](#) Environment and Society

Six credits from the following: 6 cr.

[BIOL 1007](#) Introduction to Organismal and Evolutionary Biology

[BIOL 2337](#) The Biology of Seed Plants

[BIOL 2446](#) Principles of Ecology

[BIOL 2837](#) Vertebrate Zoology

[ENSC 2006](#) Topics in Environmental Science I

[ENSC 2007](#) Topics in Environmental Science II

To:

Program Requirements:

Students will need to achieve a minimum 60% average in the 36 credits presented for the Major in Environmental Geography.

Students must complete 36 credits in the Major as follows:

All of the following: 18 cr.

[GEOG 1016](#) People, Place and Environment

[GEOG 1017](#) Introduction to Physical Geography

[GEOG 2017](#) GIS and the Earth from Space

GEOG 2026	Introduction to Quantitative Methods	
ENSC 1006	Environmental Biology	
ENSC 1007	Environmental Problems of the 21 st Century	
Twelve credits from the following:		12 cr.
GEOG 2106	Landscapes and Surface Processes	
~~GEOG 2107~~	~~Weather and Climate~~	
~~GEOG 2126~~	~~Physical Hydrology~~	
ENSC 2116	Hydroclimatology	
GEOG 2136	Cultural Geography	
GEOG 2146	Cities in a Changing World	
GEOG 2226	Environment and Society	
Six credits from the following:		6 cr.
BIOL 1007	Introduction to Organismal and Evolutionary Biology	
BIOL 2337	The Biology of Seed Plants	
BIOL 2446	Principles of Ecology	
BIOL 2837	Vertebrate Zoology	
ENSC 2006	Topics in Environmental Science I	
ENSC 2007	Topics in Environmental Science II	

Rationale: The changes to the Major in Environmental Geography is a consequence of combining the 2nd year Weather and Climate course with the 2nd year Physical Hydrology class into a single Hydroclimatology course streamlines the curriculum and reflects the interconnected nature of atmospheric and hydrological processes. This integration will provide students with a more holistic understanding of how weather patterns and water systems interact, supporting the development of essential skills for environmental geography. Introducing a new 3rd year course in Physical

Hydrology allows for deeper exploration of hydrological principles and applications, ensuring students gain advanced knowledge while maintaining the overall program structure and meeting the established degree learning outcomes.

Motion 33 (substantive) That ARCC recommend to A&S Executive that the Honours Specialization in Environment and Physical Geography be modified as outlined below:

From:

Program Requirements:

Students will need to achieve a minimum 70% average in the 60 credits presented for the Honours Specialization in Environment and Physical Geography.

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

All of the following: 24 cr.

[GEOG 1016](#) People, Place and Environment

[GEOG 1017](#) Introduction to Physical Geography

[GEOG 2017](#) GIS and the Earth from Space

[GEOG 2026](#) Introduction to Quantitative Methods

[GEOG 2106](#) Landscapes and Surface Processes

[GEOG 2107](#) Weather and Climate

[GEOG 2126](#) Physical Hydrology

[GEOG 3086](#) Principles of Biogeography

Three credits from the following: 3 cr.

[GEOG 2136](#) Cultural Geography

[GEOG 2146](#) Cities in a Changing World

[GEOG 2226](#) Environment and Society

GEOG 3000 level	12 cr.
GEOG 4000 level	12 cr.
GEOG 3000 or 4000 level	9 cr.

To:

Program Requirements:

Students will need to achieve a minimum 70% average in the 60 credits presented for the Honours Specialization in Environment and Physical Geography.

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

All of the following: ~~24~~ 21 cr.

[GEOG 1016](#) People, Place and Environment

[GEOG 1017](#) Introduction to Physical Geography

[GEOG 2017](#) GIS and the Earth from Space

[GEOG 2026](#) Introduction to Quantitative Methods

[GEOG 2106](#) Landscapes and Surface Processes

~~[GEOG 2107](#) Weather and Climate~~

~~[GEOG 2126](#) Physical Hydrology~~

[ENSC 2116](#) Hydroclimatology

[GEOG 3086](#) Principles of Biogeography

Three credits from the following:	3 cr.

[GEOG 2136](#) Cultural Geography

[GEOG 2146](#) Cities in a Changing World

[GEOG 2226](#) Environment and Society

6 credits of the following:

GEOG 3016 Field Techniques in Geography	3 cr.

GEOG 3056 Spatial Analysis Using GIS	3 cr.

GEOG 3057 Environmental Geomorphology	3 cr.

GEOG 3066 Remote Sensing of the Environment	3 cr.

ENSC 3096 Environmental Hydrology	3 cr.

GEOG 3397 Introductory Soil Science	3 cr.

GEOG 3436 Earth Resources	3 cr.

Additional GEOG 3000 level	12

6 cr.

6 credits of the following:

GEOG 4516 Biogeochemistry of the Anthropocene	3 cr.

GEOG 4066 Topics in Remote Sensing Applications	3 cr.

GEOG 4087 Advanced Biogeography	3 cr.

GEOG 4027 Spatial Computing	3 cr.

GEOG 4057 Topics in GIS Applications	3 cr.

GEOG 4247 Environmental Modelling	3 cr.

GEOG 4906 Selected Topics in Physical Geography	3 cr.

GEOG 4146 Paleoecology and Past Environmental Change	3 cr.

ENSC 4147 Changing Climate: Impacts, Insights, and Innovations	3 cr.

GEOG 4000 level	~~12 cr.~~ 6 cr.
GEOG 3000 or 4000 level	~~9 cr.~~ 12 cr

Rationale: The proposed changes to the Honours Specialization in Environment and Physical Geography curriculum are designed to better reflect current trends and developments in the field, ensuring that students acquire the knowledge and skills most relevant to contemporary geographical practice. By aligning the requirements with the updated suite of courses, the program will provide a more coherent progression from foundational concepts to advanced topics, supporting both breadth and depth across physical, human, and technical geography. Overall, these changes enhance the program's relevance, foster interdisciplinary learning, and position students for success in both graduate study and the workforce.

Motion 34 (substantive) That ARCC recommend to A&S Executive that the Specialization in Environment and Physical Geography be modified as outlined below:

From:

Program Requirements:

Students will need to achieve a minimum 60% average in the 54 credits presented for the Specialization in Environment and Physical Geography.

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

All of the following: 24 cr.

[GEOG 1016](#) People, Place and Environment

[GEOG 1017](#) Introduction to Physical Geography

[GEOG 2017](#) GIS and the Earth from Space

[GEOG 2026](#) Introduction to Quantitative Methods

[GEOG 2106](#) Landscapes and Surface Processes

[GEOG 2107](#) Climatology

[GEOG 2126](#) Physical Hydrology

[GEOG 3086](#) Principles of Biogeography

Three credits from the following: 3 cr.

[GEOG 2136](#) Cultural Geography

[GEOG 2146](#) Cities in a Changing World

[GEOG 2226](#) Environment and Society

GEOG 3000 level 15 cr.

GEOG 4000 level 9 cr.

GEOG 3000 or 4000 level 3 cr.

To:

Program Requirements:

Students will need to achieve a minimum 60% average in the 54 credits presented for the Specialization in Environment and Physical Geography.

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

All of the following: ~~24~~ 21 cr.

[GEOG 1016](#) People, Place and Environment

[GEOG 1017](#) Introduction to Physical Geography

[GEOG 2017](#) GIS and the Earth from Space

[GEOG 2026](#) Introduction to Quantitative Methods

[GEOG 2106](#) Landscapes and Surface Processes

~~[GEOG 2107](#) Climatology~~

~~[GEOG 2126](#) Physical Hydrology~~

[ENSC 2116](#) Hydroclimatology

[GEOG 3086](#) Principles of Biogeography

Three credits from the following: 3 cr.

[GEOG 2136](#) Cultural Geography

[GEOG 2146](#) Cities in a Changing World

[GEOG 2226](#) Environment and Society

6 credits of the following:

[GEOG 3016](#) Field Techniques in Geography 3 cr.

[GEOG 3056](#) Spatial Analysis Using GIS 3 cr.

[GEOG 3057](#) Environmental Geomorphology 3 cr.

[GEOG 3066](#) Remote Sensing of the Environment 3 cr.

[ENSC 3096](#) Environmental Hydrology 3 cr.

[GEOG 3397](#) Introductory Soil Science 3 cr.

[GEOG 3436](#) Earth Resources 3 cr.

Additional [GEOG 3000](#) level ~~15 cr.~~
9 cr.

6 credits of the following:

[GEOG 4516](#) Biogeochemistry of the Anthropocene

GEOG 4247 Environmental Modeling	3 cr.
GEOG 4066 Topics in Remote Sensing Applications	3 cr.
GEOG 4087 Advanced Biogeography	3 cr.
GEOG 4027 Spatial Computing	3 cr.
GEOG 4057 Topics in GIS Applications	3 cr.
GEOG 4906 Selected Topics in Physical Geography	3 cr.
GEOG 4146 Paleoecology and Past Environmental Change	3 cr.
ENSC 4147 Changing Climate: Impacts, Insights, and Innovations	3 cr.
	3 cr.
Additional GEOG 4000 level	~~9 cr.~~ 3 cr.

GEOG 3000 or 4000 level	-	~~3 cr.~~ 6 cr.

Rationale: The proposed changes to the Specialization in Environment and Physical Geography curriculum are designed to better reflect current trends and developments in the field, ensuring that students acquire the knowledge and skills most relevant to contemporary geographical practice. By aligning the requirements with the updated suite of courses, the program will provide a more coherent progression from foundational concepts to advanced topics, supporting both breadth and depth across physical, human, and technical geography. Overall, these changes enhance the program's relevance, foster interdisciplinary learning, and position students for success in both graduate study and the workforce.

Motion 35 (substantive) That ARCC recommend to A&S Executive that the Major in Environment and Physical Geography be modified as outlined below:

From:

Program Requirements:

Students will need to achieve a minimum 60% average in the 36 credits presented for the Major in Environment and Physical Geography.

Students must complete 36 credits in the Major as follows:

All of the following: 24 cr.

[GEOG 1016](#) People, Place and Environment

[GEOG 1017](#) Introduction to Physical Geography

[GEOG 2017](#) GIS and the Earth from Space

[GEOG 2026](#) Introduction to Quantitative Methods

[GEOG 2106](#) Landscapes and Surface Processes

[GEOG 2107](#) Weather and Climate

[GEOG 2126](#) Physical Hydrology

[GEOG 3086](#) Principles of Biogeography

Three credits from the following: 3 cr.

[GEOG 2136](#) Cultural Geography

[GEOG 2146](#) Cities in a Changing World

[GEOG 2226](#) Environment and Society

Additional GEOG 3000 level 9 cr.

To:

Program Requirements:

Students will need to achieve a minimum 60% average in the 36 credits presented for the Major in Environment and Physical Geography.

Students must complete 36 credits in the Major as follows:

All of the following:

~~24~~ **21** cr.

GEOG 1016 People, Place and Environment

GEOG 1017 Introduction to Physical Geography

GEOG 2017 GIS and the Earth from Space

GEOG 2026 Introduction to Quantitative Methods

GEOG 2106 Landscapes and Surface Processes

~~**GEOG 2107** Weather and Climate~~

~~**GEOG 2126** Physical Hydrology~~

ENSC 2116 Hydroclimatology

GEOG 3086 Principles of Biogeography

Three credits from the following:

3 cr.

GEOG 2136 Cultural Geography

GEOG 2146 Cities in a Changing World

GEOG 2226 Environment and Society

GEOG 3000
level

~~9 cr.~~
12 cr.

Rationale: The proposed changes to the Major in Environment and Physical Geography curriculum are designed to better reflect current trends and developments in the field, ensuring that students acquire the knowledge and skills most relevant to contemporary geographical practice. By aligning the requirements with the updated suite of courses, the program will provide a more coherent progression from foundational concepts to advanced topics, supporting both breadth and depth across physical, human, and technical geography. Overall, these changes enhance the program's relevance, foster interdisciplinary learning, and position students for success in both graduate study and the workforce.

Motion 36 (non-substantive) That ARCC recommend to A&S Executive the deletion of GEOG 2126 Physical Hydrology

Rationale: Removal of this course will support revised curriculum to cover intro-level content related to climate and hydrological processes, to be retitled as 'Hydroclimatology'. This will provide a comprehensive introduction to the linkages between hydrologic and climate systems. More detailed treatment of physical hydrology and climate processes will then be offered at the upper 3000 and 4000-levels

Motion 37 (non-substantive) That ARCC recommend to A&S Executive the deletion of GEOG 2107 Weather and Climate

Rationale: Removal of this course will support revised curriculum to cover intro-level content related to climate and hydrological processes, to be retitled as 'Hydroclimatology'. This will provide a comprehensive introduction to the linkages between hydrologic and climate systems. More detailed treatment of physical hydrology and climate processes will then be offered at the upper 3000 and 4000-levels.

Motion 38 (non-substantive): That the Academic Regulations and Curriculum Committee recommend to Faculty Executive that GEOG 3026 Geography of Developing Countries be banked.

Rationale: Changes to faculty complement are reducing course offerings. The program will maintain at least 3 regional geography courses consistent with program learning objectives.

Motion 39 (non-substantive): That the Academic Regulations and Curriculum Committee recommend to Faculty Executive that GEOG 3706 A Geography of Russia and the Eurasian Republics be banked.

Rationale: Changes to faculty complement are reducing course offerings. The program will maintain at least 3 regional geography courses consistent with program learning objectives.

Motion 40 (non-substantive): That the Academic Regulations and Curriculum Committee recommend to Faculty Executive that GEOG 3206 Urban Growth and Development be banked.

Rationale: Changes to faculty complement are reducing course offerings.

Motion 41 (non-substantive): That the Academic Regulations and Curriculum Committee recommend to Faculty Executive that GEOG 3356 Intro to International Development be banked.

Rationale: Changes to faculty complement are reducing course offerings.

Motion 42 (non-substantive): That the Academic Regulations and Curriculum Committee recommend to Faculty Executive that GEOG 4806 Natural Res. Dev. In Regional Planning be banked.

Rationale: Changes to faculty complement are reducing course offerings.

Motion 43 (non-substantive): That the Academic Regulations and Curriculum Committee recommend to Faculty Executive that GEOG 4106 Geomorphic Analysis of Landscapes be banked.

Rationale: Changes to faculty complement are reducing course offerings.

Motion 44 (non-substantive): That the Academic Regulations and Curriculum Committee recommend to Faculty Executive that GEOG 4116 Pleistocene and Glacial Geomorphology be banked.

Rationale: Changes to faculty complement are reducing course offerings.

Motion 45 (non-substantive) That ARCC recommend to A&S Executive the prerequisite for GEOG-3086 Biogeography be changed as outlined below:

From: One of: GEOG-2106, GEOG-2107, or GEOG-2126

To: GEOG-2116 or GEOG-2106

Rationale: This is a consequence of the integration of GEOG 2107 Weather and Climate with GEOG 2126 Physical Hydrology to create ENSC 2116 Hydroclimatology.

Motion 46 (non-substantive) That ARCC recommend to A&S Executive the prerequisite for GEOG-3057 Environmental Geomorphology be changed as outlined below:

From: ENSC 2106 or GEOG 2106

To: GEOG-2116

Rationale: This is a consequence of the integration of GEOG 2107 Weather and Climate with GEOG 2126 Physical Hydrology to create GEOG 2116 Hydroclimatology.

Motion 47 (non-substantive): That the Academic Regulations and Curriculum Committee recommend to Faculty Executive the prerequisite for BIOL 4506 be changed as outlined below.

From:

Restricted to students in the third or fourth year of the Honours Biology or Environmental Biology and Technology programs.

To:

Restricted to students in the third or fourth year of the Honours Specialization in Biology, Honours Environmental Biology and Technology, or Environmental Science programs.

Rationale: This will allow Environmental Science students to count BIOL 4506 Special Topics in

Applied Ecology towards the degree program. Ecology is a key theme within Environmental Sciences.

Motion 51 (Substantive): That the Academic Regulations and Curriculum Committee recommend to the Arts and Science Executive the Honours Specialization in Environmental Science be modified as outlined below.

From:

YR 1	BIOL 1007 - Introduction to Organismal and Evolutionary Biology	3 cr.
	CHEM 1006 - General Chemistry I	3 cr.
	CHEM 1007 – General Chemistry II	3 cr.
	*GEOG 1017 - Introduction to Physical Geography	3 cr.
	*ENSC 1006 - Introduction to Environmental Science	3 cr.
	<i>One of:</i>	3 cr.
	GEOL 1006 - The Earth's Interior	3 cr.
	GEOL 1007 - Surficial Geology	
	PHYS 1006 - General Physics 1: Mechanics	
	BIOL 1006 - Introduction to Molecular and Cell Biology	
	<i>One of:</i>	3 cr.
	MATH 1257 - Technical Statistics	
	MATH 1036 - Calculus 1	
	COSC 1557 - Introduction to Computer Science	
	COSC 1567 - Programming in C++	
		3 cr.
	ACAD 1601	3 cr.
	1 Humanities	3 cr.
	1 Elective	

Yr 2	<u>Foundation of 'Spheres' (4):</u> *BIOL 2446 - Principles of Ecology *GEOG 2107 - Weather and Climate *One of: BIOL 2836 - Invertebrate Zoology BIOL 2837 - Vertebrate Zoology BIOL 2336 - Biology of Seedless Plants BIOL 2337 - Biology of Seed Plants *One of: GEOG 2126 - Physical Hydrology BIOL/GEOG 3397 - Intro Soil Science GEOG 2106 - Landscape and Surface Processes <u>Techniques (2)</u> *GEOG 2017 - GIS and the Earth from Space One of: BIOL 3117 Biostatistics GEOG 2026 Introduction to Quantitative Methods <u>Chemistry (2)</u> *CHEM 2106 - Analytical Chemistry - Introduction *One of: GEOG XXXX – Chemistry of Natural Waters CHEM 2046 - Environmental Analytical Chemistry CHEM 2056 - Introduction to Physical Chemistry CHEMC 2306 - Introduction to Organic Chemistry I *GEOG 2226 - Environment and Society 1 Elective	3 cr. 3 cr. 3 cr. 3 cr. 3 cr. 3 cr. 3 cr. 3 cr. 3 cr. 3 cr.
Yr 3	*ENSC 3XXX - Environmental Field Studies (NEW) *4 from Groups A (Physical Sciences), B (Life Sciences) and/or C (Applied/Techniques). Minimum of 1 from each group. 5 Electives	3 cr. 12 cr. 15 cr.
Yr 4	*ENSC 4XXX - Environmental Seminar (NEW) *4 from Groups A, B, and/or C with a minimum of 2 upper-level experiential learning courses (indicated by **). 5 Electives	3 cr. 12 cr. 15 cr.

To:

Program Requirements:

Students will need to achieve a minimum 70% average in the 60 credits presented for the Honours Specialization in Environmental Science.

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

BIOL 1007	Introduction to Organismal and Evolutionary Biology	3 cr.
ENSC 1007	Environmental Problems of the 21st Century	3 cr.
GEOG 1017	Introduction to Physical Geography	3 cr.
BIOL 2446	Principles of Ecology	3 cr.
BIOL 2837	Vertebrate Zoology	3 cr.
ENSC 2017	GIS and the Earth from Space	3 cr.
GEOG 2026	Introduction to Quantitative Methods	3 cr.
GEOG 2106	Landscapes and Surface Processes	3 cr.
ENSC 2116	Hydroclimatology	3 cr.
GEOG 2226	Environment and Society	3 cr.
GEOG 3016	Field Techniques in Geography	3 cr.
GEOG 3397	Soil Science	3 cr.
BIOL 4516	Biogeochemistry of the Anthropocene	3 cr.
ENSC 4007	Seminar in Environmental Science	3 cr.
Group A Physical Environmental Sciences		3 cr.
Group B Life Sciences		3 cr.
Group C Techniques, Applied Environmental Sciences, and Experiential Learning		3 cr.
Additional Group A, B and/or C		9 cr.

Other Science Requirements

<u>CHEM 1006</u> General Chemistry I	3 cr

<u>CHEM 1007</u> General Chemistry II	3 cr.
<u>CHEM 2106</u> Analytical Chemistry – Introduction	3 cr.
<u>GEOL 1007</u> Surficial Geology	3 cr.
MATH 1036 or Calculus I or	3 cr.
MATH 1046 Introductory Linear Algebra	

Rationale: The proposed changes to the Environmental Science curriculum are intended to create a more structured and prescriptive program in Years 1 and 2, ensuring that all students develop strong foundational skills across the core areas of the natural sciences. By establishing this common base, students will be better prepared for advanced study and interdisciplinary integration. In Years 3 and 4, the curriculum shifts to offer increased elective options, empowering students to tailor their studies to align with individual career goals or future academic pursuits. This approach supports both depth and flexibility, fostering graduates who are well-equipped for diverse professional and academic pathways.

Motion 52 (Substantive): That the Academic Regulations and Curriculum Committee recommend to the Arts and Science Executive the Specialization in Environmental Science be modified as outlined below.

From:

YR 1	BIOL 1007 - Introduction to Organismal and Evolutionary Biology	3 cr.
	CHEM 1006 - General Chemistry I	3 cr.
	CHEM 1007 – General Chemistry II	3 cr.
	*GEOG 1017 - Introduction to Physical Geography	3 cr.
	*ENSC 1006 - Introduction to Environmental Science	3 cr.
	<i>One of:</i>	3 cr.
	GEOL 1006 - The Earth's Interior	3 cr.
	GEOL 1007 - Surficial Geology	
	PHYS 1006 - General Physics 1: Mechanics	
	BIOL 1006 - Introduction to Molecular and Cell Biology	
	<i>One of:</i>	3 cr.
	MATH 1257 - Technical Statistics	
	MATH 1036 - Calculus 1	

	COSC 1557 - Introduction to Computer Science COSC 1567 - Programming in C++	3 cr.
	ACAD 1601 1 Humanities 1 Elective	3 cr. 3 cr.
YR 2	<u>Foundation of ‘Spheres’ (4):</u> *BIOL 2446 - Principles of Ecology *GEOG 2107 - Weather and Climate <i>*One of:</i> BIOL 2836 - Invertebrate Zoology BIOL 2837 - Vertebrate Zoology BIOL 2336 - Biology of Seedless Plants BIOL 2337 - Biology of Seed Plants <i>*One of:</i> GEOG 2126 - Physical Hydrology BIOL/GEOG 3397 - Intro Soil Science GEOG 2106 - Landscape and Surface Processes <u>Techniques (2)</u> *GEOG 2017 - GIS and the Earth from Space <i>One of:</i> BIOL 3117 Biostatistics GEOG 2026 Introduction to Quantitative Methods <u>Chemistry (2)</u> *CHEMA 2106 - Analytical Chemistry - Introduction <i>*One of:</i> GEOG XXXX – Chemistry of Natural Waters CHEM 2046 - Environmental Analytical Chemistry CHEM 2056 - Introduction to Physical Chemistry CHEMC 2306 - Introduction to Organic Chemistry I *GEOG 2226 - Environment and Society 1 Elective	3 cr. 3 cr. 3 cr. 3 cr. 3 cr. 3 cr. 3 cr. 3 cr. 3 cr. 3 cr. 3 cr. 3 cr.
Yr 3	*ENSC 3XXX - Environmental Field Studies (NEW) *4 from Groups A (Physical Sciences), B (Life Sciences) and/or C (Applied/Techniques). Minimum of 1 from each group. 5 Electives	3 cr. 12 cr. 15 cr.
Yr 4	*ENSC 4XXX - Environmental Seminar (NEW) *4 from Groups A, B, and/or C with a minimum of 2 upper-level experiential learning courses (indicated by **). 5 Electives	3 cr. 12 cr. 15 cr.

For the **Specialization** in Environmental Science, students must achieve a minimum of 60% overall average in 54 credits from core courses (see asterisks* in above Table) and an overall average of 60%. Students must complete a total of 120 credits. The course listing is identical to

the above table with the exception of reducing core course requirements from 4 to 3 for Yrs 3 and 4 and increase electives from 5 to 6. The 6 courses from Groups A, B, and/or C must include a minimum of 1 from each Group. Students in the program are required to take a minimum of 1 from identified experiential learning (indicated by ** in approved Environmental Science Course List).

To:

Program Requirements:

Students will need to achieve a minimum 60% average in the 54 credits presented for the Specialization in Environmental Science.

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

BIOL 1007	Introduction to Organismal and Evolutionary Biology	3 cr.
ENSC 1007	Environmental Problems of the 21st Century	3 cr.
GEOG 1017	Introduction to Physical Geography	3 cr.
BIOL 2446	Principles of Ecology	3 cr.
BIOL 2837	Vertebrate Zoology	3 cr.
ENSC 2017	GIS and the Earth from Space	3 cr.
GEOG 2026	Introduction to Quantitative Methods	3 cr.
GEOG 2106	Landscapes and Surface Processes	3 cr.
ENSC 2116	Hydroclimatology	3 cr.
GEOG 2226	Environment and Society	3 cr.
GEOG 3016	Field Techniques in Geography	3 cr.
ENSC 4007	Seminar in Environmental Science	3 cr.
Group A Physical Environmental Sciences		3 cr.
Group B Life Sciences		3 cr.

Group C Techniques, Applied Environmental Sciences, and Experiential Learning	3 cr.
Additional Group A, B and/or C	9 cr.

Other Science Requirements

<u>CHEM 1006</u> General Chemistry I	3 cr.

<u>CHEM 1007</u> General Chemistry II	3 cr.

<u>CHEM 2106</u> Analytical Chemistry – Introduction	3 cr.

<u>GEOL 1007</u> Surficial Geology	3 cr.

MATH 1036 or	Calculus I or	3 cr.

MATH 1046	Introductory Linear Algebra

Rationale: The proposed changes to the Environmental Science curriculum are intended to create a more structured and prescriptive program in Years 1 and 2, ensuring that all students develop strong foundational skills across the core areas of the natural sciences. By establishing this common base, students will be better prepared for advanced study and interdisciplinary integration. In Years 3 and 4, the curriculum shifts to offer increased elective options, empowering students to tailor their studies to align with individual career goals or future academic pursuits. This approach supports both depth and flexibility, fostering graduates who are well-equipped for diverse professional and academic pathways.

Motion 53 (Substantive): That the Academic Regulations and Curriculum Committee recommend to the Arts and Science Executive the Major in Environmental Science be modified as outlined below.

From:

For the **Major** in Environmental Science, students must achieve a minimum of 60% overall average in 36 credits from core (asterisk in Table below) and an overall average of 60%. Students must complete a total of 90 credits as per listing below. The 6 courses from Groups A, B, and/or C must include a minimum of 1 from each Group. Students pursuing an honours double major will include ENST 4XXX - Environmental Seminar in addition to the 36 credits from core listed above. The number of electives in upper years will be determined by a student's intended degree (e.g. 3 or 4 yrs, double or single major).

<u>YR 1</u>	BIOL 1007 - Introduction to Organismal and Evolutionary Biology CHEM 1006 - General Chemistry I CHEM 1007 - General Chemistry II *GEOG 1017 - Introduction to Physical Geography *ENSC 1006 - Introduction to Environmental Science <i>One of:</i> GEOL 1006 - The Earth's Interior GEOL 1007 - Surficial Geology PHYS 1006 - General Physics 1: Mechanics BIOL 1006 - Introduction to Molecular and Cell Biology <i>One of:</i> MATH 1257 - Technical Statistics MATH 1036 - Calculus 1 COSC 1557 - Introduction to Computer Science COSC 1567 - Programming in C++ ACAD 1601 1 Humanities 1 Elective	3 cr. 3 cr. 3 cr. 3 cr. 3 cr. 3 cr. 3 cr. 3 cr. 3 cr. 3 cr. 3 cr.
<u>YR 2</u>	*BIOL 2446 - Principles of Ecology *GEOG 2107 - Weather and Climate *GEOG 2017 - GIS and the Earth from Space *CHEM 2106 - Analytical Chemistry - Introduction *GEOG 2226 - Environment and Society <i>One of:</i> BIOL 3117 - Biostatistics GEOG 2026 - Introduction to Quantitative Methods 4 Electives	3 cr. 3 cr. 3 cr. 3 cr. 3 cr. 3 cr. 12 cr.
<u>Upper yrs</u>	*ENSC 3XXX - Environmental Field Studies (NEW) *4 from Groups A (Physical Sciences), B (Life Sciences) and/or C (Applied/Techniques). Minimum of 1 from each group. Number of electives determined by student's intended degree (e.g. 3 or 4 yr, double or single major)	3 cr. 12 cr. cr.

To:

Program Requirements:

Students will need to achieve a minimum 60% average in the 36 credits presented for the Major in Environmental Science.

BIOL 1007	Introduction to Organismal and Evolutionary Biology	3 cr.
ENSC 1007	Environmental Problems of the 21st Century	3 cr.
GEOG 1017	Introduction to Physical Geography	3 cr.
BIOL 2446	Principles of Ecology	3 cr.
ENSC 2017	GIS and the Earth from Space	3 cr.
GEOG 2026	Introduction to Quantitative Methods	3 cr.
GEOG 2106	Landscapes and Surface Processes	3 cr.
ENSC 2116	Hydroclimatology	3 cr.
GEOG 2226	Environment and Society	3 cr.
GEOG 3016	Field Techniques in Geography	3 cr.
Group A, B and/or C		6 cr.

Other Science Requirements

CHEM 1006	General Chemistry I	3 cr.
CHEM 1007	General Chemistry II	3 cr.
GEOL 1007	Surficial Geology	3 cr.
MATH 1036 or	Calculus I or	3 cr.

MATH 1046 Introductory Linear Algebra

Rationale: The proposed changes to the Environmental Science curriculum are intended to create a more structured and prescriptive program in Years 1 and 2, ensuring that all students develop strong foundational skills across the core areas of the natural sciences. By establishing this common base, students will be better prepared for advanced study and interdisciplinary integration. In Years 3 and 4, the curriculum shifts to offer increased elective options, empowering students to tailor their studies to align with individual career goals or future academic pursuits. This approach supports both depth and flexibility, fostering graduates who are well-equipped for diverse professional and academic pathways.

Motion 54 (Substantive): That the Academic Regulations and Curriculum Committee recommend to the Arts and Science Executive that Group A, B and C for the Environmental Science programs be modified as outlined below.

From:

† = also listed as a choice under additional requirements.

** = upper-level experiential learning courses
(Internship, thesis, directed study, field camp, application-based courses).

Group A: Physical Environmental Sciences

GEOG 2126 Physical Hydrology[†]

GEOG 2106 Landscape and Surface
Processes[†]

BIOL/GEOG 3397 Intro Soil Science[†]

GEOG 3436 Earth Resources

GEOG 4116 Pleistocene & Glacial

Geomorphology

GEOG 3057 Environmental Geomorphology

GEOG 3126 Applied Hydrology Snow and Ice

GEOG 4437 Hazards Geography

GEOG 4247 Environment Modeling

GEOG 4326 Environmental Hydrology

GEOG 4976 Physical Geography Field
Camp**

GEOG /BIOL/CHEM 4516L –
Biogeochemistry of the Anthropocene
CHEM 2207/Biol 2207 Intro to
Biochemistry
CHEM 2046 Environmental Analytical
Chemistry[†]
CHEM 2056 Physical Chemistry [†]
CHEM 2306 Intro to Organic Chemistry I [†]
CHEM 2307 Intro to Organic Chemistry II
CHEM 2407 Inorganic Chemistry I
CHEM 3017 Instrumental Analysis
CHEM 4206 Electroanalytical Chemistry

Group B: Life Sciences

BIOL 2836 - Invertebrate Zoology[†]
BIOL 2837 - Vertebrate Zoology[†]
BIOL 2336 - Biology of Seedless Plants[†]
BIOL 2337 - Biology of Seed Plants[†]
BIOL 2447 Ecology of Ontario Trees and Forests
BIOL 3066 Flora of Northern Ontario
BIOL 3236 Plant Ecology
GEOG 3086 Principles of Biogeography
BIOL 3277 Animal Ecology
BIOL 3136 Ichthyology
BIOL 3147 Herpetology
BIOL 3596 Ornithology
BIOL 3696 Field Ornithology
BIOL 4107 Limnology
BIOL 4357 Chemical Ecology
BIOL 4437 Landscape Ecology
BIOL 4607 Environmental Biology Seminars
BIOL 4976 Biology Field Camp **
BIOL 4997 Freshwater Biology Field Camp **

Group C: Techniques, Applied Environmental Sciences and Experiential Learning

ENSC 2006 Global/ International Topics Env Sci
ENSC 2007 Canadian Topics Env Sci
BIOL 2346 Techniques Forest Ecol & Management
GEOG 3066 Remote Sensing of the Environment
BIOL/CHEM 4347 Chemistry in Life Sciences
CHEM 3026 Organic Structure Determination
BIOL 3436 Conservation Biology
BIOL 3447 Silviculture
BIOL 3717 Animal Behaviour
BIOL 4506 Special Topics in Applied Ecology**

GEOG 4057 Topics in GIS Applications**
 GEOG 4066 Topics Remote Sensing App**
 GEOG 4016 Terrain Analysis
 GEOG 4027 Spatial Computing**
 ENSC 4506 Professional Internship in Geography**
 ENSC 4986 Directed Study**
 ENSC 4995 Thesis **
 BIOL 4706 Literature Research and Seminar **

To:

† = also listed as a choice under additional requirements.

** = upper-level experiential learning courses (Internship, thesis, directed study, field camp, application-based courses).

Group A: Physical Environmental Sciences

~~GEOG 2126 Physical Hydrology~~†

~~GEOG 2106 Landscape and Surface Processes~~†

BIOL/GEOG 3397 Intro Soil Science (Major only)†

GEOG 3436 Earth Resources

~~GEOG 4116 Pleistocene & Glacial Geomorphology~~

GEOG 3057 Environmental Geomorphology

~~GEOG 3126 Applied Hydrology Snow and Ice~~

~~GEOG 4437 Hazards Geography~~

ENSC 3096 Environmental Hydrology

GEOG 4437 Hazards Geography

GEOG 4146 Palaeoecology and Past Environmental Change

ENSC 4147 Changing Climate: Impacts, Insight, and Innovations

GEOG 4976 Physical Geography Field Camp**

~~ENSC/GEOG /BIOL/CHEM 4516~~†

Biogeochemistry of the Anthropocene

CHEM 2207/BIOL 22076 Intro to Biochemistry

CHEM 2046 Environmental Analytical Chemistry†

~~CHEM 2056 Physical Chemistry[†]~~CHEM 2306 Intro to Organic Chemistry I[†]

CHEM 2307 Intro to Organic Chemistry II

CHEM 2407 Inorganic Chemistry I

CHEM 3017 Instrumental Analysis

CHEM 4206 Electro~~analytical~~ ~~C~~chemistry**Group B: Life Sciences**BIOL 2836 - Invertebrate Zoology[†]BIOL 2837 - Vertebrate Zoology (Major only)[†]BIOL 2336 - Biology of Seedless Plants[†]BIOL 2337 - Biology of Seed Plants[†]

BIOL 2447 Ecology of Ontario Trees and Forests

~~BIOL 3066 Flora of Northern Ontario~~

BIOL 3236 Plant Ecology

GEOG 3086 Principles of Biogeography

BIOL 3277 Animal Ecology

BIOL 3136 Ichthyology

BIOL 3147 Herpetology

BIOL 3596 Ornithology

BIOL 3696 Field Ornithology

BIOL 4107 Limnology

BIOL 4357 Chemical Ecology

BIOL 4437 Landscape Ecology

BIOL 4607 Environmental Biology Seminars

BIOL 4976 Biology Field Camp **

~~BIOL 4997 Freshwater Biology Field Camp **~~**Group C: Techniques, Applied Environmental Sciences and Experiential Learning**

ENSC 2006 Global/ International Topics Env Sci

ENSC 2007 Canadian Topics Env Sci

BIOL 2346 Techniques Forest Ecol & Management

GEOG 3066 Remote Sensing of the Environment

BIOL/CHEM 4347 Chemistry in Life Sciences

CHEM 3026 Organic Structure Determination

BIOL 3436 Conservation Biology

BIOL 3447 Silviculture

BIOL 3717 Animal Behaviour

BIOL 4506 Special Topics in Applied Ecology**

GEOG 3056 Spatial Analysis Using GIS

GEOG 4057 Topics in GIS Applications**

GEOG 4066 Topics Remote Sensing App**

~~GEOG 4016 Terrain Analysis~~

GEOG 4027 Spatial Computing**

GEOG 4247 Environment Modeling

~~ENSC~~ **GEOG 4506 Professional Internship in Geography****

BIOL 4886 Internship I

~~ENSC~~ **GEOG 4986 Directed Study****

~~ENSC~~ **GEOG 4995 Thesis ****

BIOL 4995 Thesis

BIOL 4706 Literature Research and Seminar **

Rationale: The Environmental Science Group A, B, and C course lists have been revised to incorporate recent curriculum updates within the Geography and Environmental Science programs. These modifications reflect the addition of new faculty members and a comprehensive review of the course structure, ensuring that offerings are aligned with current expertise and pedagogical best practices.

MOTION 55 (Substantive): That the Academic Regulations and Curriculum Committee recommend to the Arts and Science Executive that the Certificate in Environmental Management be modified as outlined below.

From:

Students must complete nine credits from the following:		9 cr.
GEOG 4026	Political Ecology	
GEOG 4317	Issues in Global Economic Geography	
GEOG 4437	At Risk: The Geography of Environmental Hazards	
GEOG 4777	Water Governance	
GEOG 4807	Natural Resource Management	
Students must complete six credits from the following:		6 cr.
ANTH 3006	Anthropology of Development in the Canadian North	
ANTH 3027	Indigenous Peoples and the State	

ECON 3006	Environmental Economics
ENSC 2007	Topics in Environmental Science II
GEOG 3106	Impact Assessment for Resource Management
GEOG 2226	Environment and Society
GEOG 3126	Food and Agricultural Systems
GEOG 3237	Global Environmental History
GEOG 3436	Earth Resources

To:

Students must complete nine credits from the following:		9 cr.
GEOG 4026	Political Ecology	
GEOG 4317	Issues in Global Economic Geography	
GEOG 4437	At Risk: The Geography of Environmental Hazards	
GEOG 4777	Water Governance	
GEOG 4807	Natural Resource Management	
Students must complete six credits from the following:		6 cr.
SOCI 3006	Anthropology of Development in the Canadian North	
SOCI 3027	Indigenous Peoples and the State	
ECON 3006	Environmental Economics	

[ENSC 2007](#) Topics in Environmental Science II

[GEOG 3106](#) Impact Assessment for Resource Management

[GEOG 2226](#) Environment and Society

[GEOG 3126](#) Food and Agricultural Systems

[GEOG 3237](#) Global Environmental History

[GEOG 3436](#) Earth Resources

Rationale: Following the integration of Anthropology into Sociology, two courses within the Certificate in Environmental Management were re-coded from Anthropology (ANTH) to Sociology (SOCL). Except for this change in course code, all other aspects of the courses remain the same.

Motion 56 (Non-substantive): That ARCC recommend to A&S Executive that the prerequisite for BIOL 4995 Thesis be changed as outlined below.

From:

Prerequisites:

BIOL 3117. Restricted to students in the fourth year of the Honours Biology or Environmental Biology and Technology programs. Students planning to take this course during the following Spring/Summer or Fall/Winter session must apply in writing to the discipline no later than February 15.

To:

Prerequisites:

BIOL 3117 or GEOG 2026. Restricted to students in the fourth year of the Honours Biology or, Environmental Biology and Technology, or Environmental Science programs. Students planning to take this course during the following Spring/Summer or Fall/Winter session must apply in writing to the discipline no later than February 15.

Rationale: These changes ensure students in the Honours Specialization - Environmental Science are able to register for BIOL 4995, which is an option for their Group C requirement.

MOTIONS - Mathematics (MATH) program

Motion 1 (non-substantive)

The Academic Regulations and Curriculum Committee recommend to the A&S Executive that

MATH 2036: Advanced calculus I

be renamed to MATH 2036: Sequences and Series.

Rationale:

MATH 2036 is not a prerequisite for MATH 2037, but their current titles suggest otherwise. Also, the new title reflects the topics studied in the course.

Motion 2 (non-substantive)

The Academic Regulations and Curriculum Committee recommend to the A&S Executive that

MATH 2037: Advanced calculus II

be renamed to MATH 2037: Multivariate Analysis.

Rationale:

MATH 2036 is not a prerequisite for MATH 2037, but their current titles suggest otherwise. Also, the new title reflects the topics studied in the course.

MOTIONS - Computer Science (COSC) program

Motion 1 (Substantive)

~~That ARCC recommend to A&S Executive that~~

~~COSC-1757: Digital Systems~~

~~be removed from the core group (requirements) for COSC programs.~~

Rationale:

~~The COSC program does not have a hardware emphasis. Relevant hardware concepts are covered in COSC 2106 (Machine Structures I - computer architecture)~~

Motion 2 (Substantive)

That ARCC recommend to A&S Executive that

the Game Design and Development certificate in COSC be discontinued effective as of 27FW.

Rationale:

Although game programming and software development may be a viable career option for some students, a general computer science background is sufficient for those who wish to pursue this field. Faculty expertise and interest in this area are not sufficient to sustain a stream. Discontinuing the Game Design and Development certificate will provide COSC with the flexibility to focus on more relevant areas.

Motion 3 (Non-substantive)

That ARCC recommend to A&S Executive that

COSC-3406: Advanced Game Design and Development

be banked.as of 27FW.

Rationale:

Refer to the rationale above for discontinuing the Game Design and Development stream. Faculty expertise and interest in this area are not sufficient to continue to offer this course on a regular basis.

Motion 4 (Non-substantive)

That ARCC recommend to A&S Executive that

COSC-3206: Theory of Computation

be unbanked.

Rationale:

Theory of computation is a foundational course in which students gain an appreciation for the limits of computation and the types of problems that be solved computationally. Such an understanding is particularly relevant for computer science practitioners as artificial intelligence and machine learning increasingly influences all areas of computer science.

Motion 5 (Non-substantive)

That ARCC recommend to A&S Executive that the course description for COSC-3206: Theory of Computation be changed from:

The course introduces the theory of computability, automata theory and formal languages. The topics include automata and regular, context-free and context-sensitive languages, general theory of computability including Turing machines, recursive functions, decidability and undecidability. Approaches to formal program semantics are presented and analyzed, leading to an introduction to formal program verification.

To

Students learn the general theory of computability, automata and formal languages, and computational complexity theory. Students build a foundation in mathematical abstraction and logic related to computation. They gain an understanding of recursive functions, decidability, formal program semantics, the analysis of algorithms, program verification, the mathematics of program analysis, and the limits of computation through theoretical and practical work.

Rational -

This is an update for an outdate description.

Motion 6 (Substantive) That ARCC recommend to A&S Executive that the learning outcomes for COSC-3206: Theory of Computation be changed.

From

Old Learning Outcomes:

By the end of the course students should be able to:

Demonstrate an understanding of what computation entails.

Discuss the practical need for theory of computing.

Demonstrate an understanding of the basic concepts by analysing and designing finite automata, push-down automata, and turing machines.

Specify formal languages and grammars by drawing a chart of the grammars.

Demonstrate an understanding of computability, decidability, undecidability, and complexity through problem solving.

Demonstrate an understanding of Church-turing thesis by discussing its importance.

Define classes P, NP, the notions of polynomial time reduction, NP-hardness, and NP-completeness and give examples of algorithms that fall into each class.

Discuss applications of the theory of computation.

To New Learning Outcomes

Students who successfully complete this course will be able to:

1. Gain an understanding of the theoretical foundations of computer science.
2. Become proficient in analyzing algorithms for computational complexity.
3. Develop an appreciation for the mathematical and logical principles that underly all computation.
4. Gain an understanding of the fundamental principles of programming languages.
5. Understand how to apply complexity analysis to applied areas in computer science, including machine learning and artificial intelligence.
6. Understand recursion as a problem-solving tool in computation and how to apply recursion effectively.
7. Appreciate the limits of what problems can and cannot be solved through computation.
8. Develop an historical appreciation for the computer science field.

Rational

Updated learning outcomes to better reflect course content.

Motion 7 (Substantive)

That ARCC recommend to A&S Executive

the creation of a new course: COSC-3116: Artificial Neural Networks and Deep Learning

New Course Template

Please include a draft course syllabus along with the following template. If this course is proposed to be offered under more than one delivery mode (for example, on-site and Distance Learning), please include a separate syllabus for each version of this course.

MOTION: That ARCC recommend to A&S executive the creation of COSC-3116 Artificial Neural Networks and Deep Learning as outlined in the document below

JUSTIFICATION (Rationale):

Artificial neural network (ANN) and deep learning technology, and especially its pivotal role in artificial intelligence (AI), has greatly changed over the past two decades. Our offering of this content course requires updating to reflect these developments. This necessitates a higher degree of computational and mathematical sophistication than previously required, thereby warranting the change to 3000-level status from the old COSC 2116 course. In addition, a name change to "Artificial Neural Networks and Deep Learning" is indicative of the actual course content, as the present title is not

Course Code	COSC-3116
Course Title:	Artificial Neural Networks and Deep Learning
Course Credits	☒ 3 credits ☐ 6 credits ☐ Other
Course Description: <i>Restricted to 50-75 words, student-focused, present tense and active voice)</i>	Students explore principles of machine learning, artificial neural networks, deep learning, and their relationship to artificial intelligence. Students explore varied topics that include the following: mathematical foundations; fundamental neural network architectures; supervised and unsupervised learning; deep learning; analysis; interpretability and explainability; environmental and societal impact; and practical problem-solving applications.
Course Prerequisite:	MATH 1037, MATH 1046 , and one of COSC 2006 or 2000-level DATA course
Course Corequisite:	
Course Antirequisite:	COSC 2116
List any restrictions: <i>For example, "This course is restricted to BPHE students".</i>	
Is this a Topic Course? <i>Topic courses are courses that students can take more than once for credit.</i>	☐ Yes ☒ No
Will this course have an Experiential Learning component as defined by the MCU? <u>As defined by MCU</u>	☐ Yes ☐ No X

Outline the department's plan for offering this course. <i>For example, consider how this course will be cycled, whether it replaces a current course, when it will first be offered, etc.</i>	This course will replace COSC-2116 in the COSC course cycling plan. It will be offered every second year.
List the total hours and the weekly breakdown of hours by instructional method. Courses that are 3 credits must include at least 36 hours, while 6 credit courses must be at least 72 hours. <i>For example, Two hours of lecture and one hour of laboratory work per week. 36 hours total.</i>	Total Hours: <u> 36 </u> <u>Breakdown of hours per week</u> Clinical: <u> </u> Independent Study: <u> </u> Lecture: 3 <u> </u> Lab: <u> </u> Practical: <u> </u> Seminar : <u> </u> Tutorial: <u> </u> Service Learning: <u> </u>
<u>Is this course cross-listed? If so, with what department?</u>	☐ Yes ☒ No <i>If yes, please written support from all departments/disciplines whose programs are affected by this proposal.</i>
<u>Program Implications:</u> <i>Is this a required course for a program, or part of a Group, Concentration, Stream, etc.?</i>	<u>This course replaces COSC 2116 Artificial Neural Network Computing.</u>
Do the Learning Outcomes for this course have significant overlap with any other course(s) offered at Nipissing?	☐ Yes ☒ No If yes, include rationale:

Learning Outcomes (6-8 points, visible, measurable and in active voice) For detailed information on Learning Outcomes, please consult the Quality Assurance website.	Students who successfully complete this course will: Enter Learning Outcomes: <u>1. Gain an understanding of the theoretical foundations of connectionist models in machine learning and artificial intelligence.</u> <u>2. Understand the mathematical concepts that underly connectionist models and deep learning.</u> <u>3. Understand machine learning workflows.</u> <u>4. Gain experience in designing and implementing deep learning solutions to real-world problems with real data.</u> <u>5. Become proficient in using state-of-the-art and leading-edge programming languages and tools, and develop agility to adapt to new technologies as they emerge.</u> <u>6. Apply discernment as to the appropriateness of deep learning models for problems.</u> <u>7. Be able to compare various deep learning models and architectures.</u> <u>8. Gain experience in statistically analyzing results.</u>
Will this course have budgetary implications? (e.g. lab consumables, software, experiential learning, CASBU contract, library resources, honoraria for elder, travel, etc.)	☐ Yes ☒ No enter additional resources:
How will this course contribute to the program level outcomes?	This course replaces COSC 2116
Who amongst your current faculty has the competencies to teach this course?	Dr. Mark Wachowiak, Dr. Rosa Azame
How does this course contribute to the institution's commitments to equity, inclusive teaching, accessibility, decolonization, Indigenous learning and sustainability?	Course materials prepared for students will be AODA-compliant. It will also introduce diverse groups of students to the frontiers of computer science and its applications.
How will you communicate this new offering to students?	Besides usual way of communication (e.g. through the program website) the information will be announced during departmental student information session

Sample Syllabus - [COSC-3xxx-W841 2026.docx](#)

Nipissing University
Department of Computer Science and Mathematics

Artificial Neural Networks and Deep Learning – COSC 3116 FA841 2026
Course Outline

INSTRUCTOR:

TEACHING ASSISTANT:

MEETING TIMES:

OFFICE HOURS:

REQUIRED TEXTS:

1. Prince, S. J. (2023). *Understanding deep learning*. MIT press.
ISBN (eBook): 9780262377102
Price (Campus Bookstore/Follett): \$119.00
2. Géron, A. (2025 [New Edition]). *Hands-on machine learning with Scikit-Learn and PyTorch*. O'Reilly Media, Inc..

This text is available from NU/Canadore Library e-resources.

3. Raschka, S., Liu, Y. H., & Mirjalili, V. (2022). *Machine Learning with PyTorch and Scikit-Learn: Develop machine learning and deep learning models with Python*. Packt Publishing Ltd.

This text is available from NU/Canadore Library e-resources.

Additionally, selected articles and other reading will be assigned through Blackboard. You are required to have all materials accessible, including the text, for each class.

SOFTWARE: Python programming language and associated libraries, Jupyter Notebook, software in the NU Virtual Lab

CALENDAR COURSE DESCRIPTION:

Students explore principles of machine learning, artificial neural networks, deep learning, and their relationship to artificial intelligence. Students explore varied topics that include the following: mathematical foundations; fundamental neural network architectures; supervised and unsupervised learning; deep learning; analysis; interpretability and explainability; environmental and societal impact; and practical problem-solving applications.

PREREQUISITES: COSC 2006, MATH 1037, MATH 1046

ANTIREQUISITE: COSC 2116

COURSE DELIVERY

COURSE OUTCOMES

By successfully completing this course, you will:

1. Gain an understanding of the theoretical foundations of connectionist models in machine learning and artificial intelligence.
2. Understand the mathematical concepts that underly connectionist models and deep learning.
3. Understand machine learning workflows.
4. Gain experience in designing and implementing deep learning solutions to real-world problems with real data
5. Become proficient in using state-of-the-art and leading-edge programming languages and tools, and develop agility to adapt to new technologies as they emerge.
6. Apply discernment as to the appropriateness of deep learning models for problems.
7. Be able to compare various deep learning models and architectures.
8. Gain experience in statistically analyzing results

COURSE EVALUATION

1. Midterm exam	30% of the final grade
2. Assignments and team-based work	20%
3. Quizzes	10%
4. Final exam	40%

TENTATIVE COVERAGE

Chapter*	Topic
1	Introduction Review of Linear Algebra and Multidimensional Calculus Review of Python Programming
2	Supervised Learning
3	Shallow Neural Networks
4 (parts)	Deep Neural Networks
5 (parts)	Loss Functions
4 (Raschka)	Data Pre-processing
9 (Géron)	Introduction to Artificial Neural Networks (implementation)
6	Fitting and Training Models
7 (parts)	Gradients and Initialization
8	Measuring Performance
Suppl.	New and emerging architectures and technologies in deep learning

*Prince, unless otherwise specified

ACADEMIC DISHONESTY AND PLAGIARISM

Academic dishonesty and plagiarism in any form will not be tolerated. Penalties may include: mark of zero on the plagiarized assignment, even for only one offence; mark of zero in the course; referral to Nipissing University administration.

Please study the information provided on the NU Academic Integrity page:

<https://www.nipissingu.ca/departments/student-development-and-services/academic-integrity>

In addition, please carefully read the Nipissing University Academic Integrity Policy:

<https://academiccalendar.nipissingu.ca/Catalog/ViewCatalog.aspx?catalogid=10&chapterid=754&pageid=viewcatalog&topicgroupid=3691>

IMPORTANT NOTE CONCERNING THE USE OF AI: In this course, a student who uses artificial intelligence (AI) technology to complete coursework for evaluation will have committed academic

misconduct as defined under the Academic Integrity Policy, defined above. ***Generative AI technology and other AI tools are not to be used for any work in this course.***
These policies will be strictly adhered to.

NIPISSING UNIVERSITY FACULTY ASSOCIATION STATEMENT ON INTELLECTUAL PROPERTY

Please read the following policy carefully. You must adhere to this policy.

All materials developed for this course, including, but not limited to, lectures, lecture notes and slides, assignments, examinations and syllabi, that are provided in class or online, are the intellectual property of the course instructor. Selling any audio, video, or textual materials from the course to others, including course-specific study resource sites such as Course Hero or StuDocu is prohibited. Posting, providing, or sharing any audio, video, or textual materials from the course is prohibited. Participation in this course constitutes an agreement by all parties to respect the intellectual property rights as well as the privacy of others during and after their association with Nipissing University. The only exception to the above is formally authorized accommodation arrangements made through Student Development Services.

Motion 8 (Non-substantive): That ARCC recommend to A&S Executive that COSC 2116 Artificial Neural Networks be deleted.

Rationale: This course is being replaced by COSC 3116 Artificial Neural Networks and Deep Learning.

Motion 9 (non-substantive)

That ARCC recommend to A&S Executive that

COSC-3307: 3D Computer Graphics

be renamed to:

COSC-3307: Advanced Computer Graphics

Rationale:

3D graphics and 3D transformations are covered in the prerequisite, COSC 3207, and therefore COSC 3307 is not an accurate name. The new name more accurately reflects the actual course content.

Motion 11 (Non-substantive)

That ARCC recommend to A&S Executive that

the Academic Calendar course description for

COSC-3007: Artificial Intelligence

be changed from:

This course introduces the history and applications of artificial intelligence. Topics include: state spaces and search strategies, machine learning, genetic algorithms, artificial neural networks; capabilities and limitations of artificial intelligence; applications in expert systems, natural languages, robotics, speech, and vision; interaction with an existing expert system; construction of a small expert system; using artificial neural networks to perform image recognition and system control.

to:

Students review and evaluate the theory, algorithms, implementations, and applications of artificial intelligence. Topics include: intelligent agents; search strategies; deep learning;

generative AI; large language models; interpretability and explainability; environmental and societal impacts; and the limitations of artificial intelligence. Applications include natural language processing, imaging, social media, and emerging areas of neuro-symbolic AI and agentic artificial intelligence.

Rationale:

The description is updated to more accurately reflect the actual content, with an emphasis on deep learning, implementation, interpretability, and applications.

Motion 12 (Non-substantive)

That ARCC recommend to A&S Executive that
the Academic Calendar course description for
COSC-3606: Database and Data Management Systems

be changed from:

Introduction to database systems and management of large collections of data. Methods used for storage, selection, presentation and retrieval of data. Theory and analysis of relational, hierarchical and other database models. The design of database management systems.

to:

Students explore a variety of topics including the design, analysis, and implementation of database management systems for large collections of data. Students examine Relational databases as well as non-relational technologies. Students become familiar with "Big Data", data analytics, and the relationship between database systems and other related areas of data science.

Rationale:

The description is updated to more accurately reflect the actual content, with an emphasis on relational and non-relational databases, "Big Data", data analytics technologies, and the relationship with other branches of data science.

Motion 13 (Non-substantive)

That ARCC recommend to A&S Executive that
the Academic Calendar course description for
COSC-3306: Programming Paradigms

be changed from:

This course introduces the alternative programming paradigms and languages. Lecture topics include: overview of functional, logic, and object-oriented paradigms and languages, designing programs with these paradigms, advantages and disadvantages of alternative programming paradigms vs. procedural programming. Applications in AI, database and software design are introduced.

to:

Students explore alternative programming paradigms as well as languages. Students review a variety of topics that include: overview of functional, logical, and parallel paradigms and languages; designing programs with these paradigms; advantages and disadvantages of alternative programming paradigms. Students participate in these practical applications in a wide range of areas.

Rationale:

The description is updated to more accurately reflect the actual content. Object-oriented programming is covered in COSC 2767 and not in COSC 3306. Parallel and concurrent computing is covered.

Motion 14 (Non-substantive)

That ARCC recommend to A&S Executive that
the Academic Calendar course description for
COSC-3207: Computer Graphics

be changed from:

This course introduces the principles and methods of computer graphics and their applications. Topics include: PC video cards and storage; display devices; representing objects; raster algorithms for lines, circles and region filling; 2-D and 3-D graphics software; object transformations, fractal construction and animation software.

to:

Students identify and explore the principles and techniques of computer graphics and their applications. Students examine such topics as: fundamental algorithms in computer graphics; 3D transformations; graphics APIs and interfaces; graphics processing units; computational geometry; geometric modeling; and practical applications in visualization, simulation and modeling, computer art, and interactive graphics.

Rationale:

The description is updated to more accurately reflect the actual content, removing descriptors that are no longer relevant to the field.

Motion 15 (Non-substantive)

That ARCC recommend to A&S Executive that
the Academic Calendar course description for
COSC-3307: 3D Computer Graphics
(COSC-3307: Advanced Computer Graphics)

be changed from:

Students learn the fundamentals of computer graphics in dimensions, including 3D curves and surfaces, viewing in three dimensions, three dimensional transforms, and elements of 3D vision and animation.

to:

Students evaluate a number of topics included in the study of advanced algorithms, implementations, and applications in computer graphics. Students explore such topics as: interactive high-dimensional visualization; advanced geometric transformations; animation; modeling; and graphics processing unit programming. Application areas include video; procedural content generation; extended reality; and image processing and analysis.

Rationale:

The description is updated to more accurately reflect the actual content, removing descriptors that are no longer relevant to the course or to the field.

Motion 16 (Non-substantive)

That ARCC recommend to A&S Executive that
the Academic Calendar course description for
COSC 3657 Distributed Systems
be changed as outlined below.

Original Description:

Introduction to computer networks and computer systems interconnected by networks, including both the hardware and software of selected LANs and WANs. The issues of reliable and secure communication, layered models, distributed file systems, and concurrency will be discussed.

New Description:

Students explore the fundamental principles, architectures, and techniques for designing and implementing distributed systems. Students explore the challenges of resource sharing, concurrency, fault tolerance, and scalability in distributed environments. Topics include communication models, remote procedure calls, synchronization and coordination, distributed file systems, consistency models, replication, distributed algorithms, cloud computing, and emerging paradigms such as edge and decentralized systems. Students examine both theoretical foundations and practical applications through hands-on programming assignments and case studies.

Rationale:

Distributed Systems are among the fastest-evolving areas of computer science. The current description is outdated and does not adequately reflect the scope of modern distributed computing. Updating the description ensures that the course aligns with contemporary developments in the field, highlights both theoretical and practical aspects, and better prepares students for current and future job markets.

Motion 17 (Non-substantive)

That ARCC recommend to A&S Executive that
the prerequisites for
COSC-3206: Theory of Computation
be changed as outlined below.

OLD Prerequisites:

COSC 2006

NEW Prerequisites:

COSC 2006 and MATH 1036

Rationale:

Theory of computation requires more mathematical background than is currently required. Computational complexity required MATH 1056 (a prerequisite of COSC 2006) and automata and computability theory and applications requires at least introductory calculus (MATH 1036).

Motion 18 (Non-substantive)

That ARCC recommend to A&S Executive that
the prerequisites for

COSC-3606: Databases and Data Management Systems
be changed as outlined below.

OLD Prerequisites:

COSC 2667 and COSC 2767

NEW Prerequisites:

COSC 2006 and one of the following: COSC 2767 or 2000-level DATA course

Rationale:

Data Structures and algorithms (COSC 2006) is foundational for all upper-year computer science courses, including COSC 3606. In addition, COSC 3606 is a requirement in the Data Science program, whose students do not necessarily follow a typical computer science sequence. Consequently, many of these students will not have taken COSC 2767. A 2000-level course in DATA can substitute for COSC 2767 for these students. Operating Systems I (COSC 2667) is not directly relevant to COSC 3606.

Motion 19 (Non-substantive)

That ARCC recommend to A&S Executive that
the prerequisites for
COSC-3306: Programming Paradigms
be changed as outlined below.

OLD Prerequisites:

COSC 2006 and COSC 2106

NEW Prerequisites:

COSC 2006 and COSC 2767

Rationale:

Machine structures (COSC 2106) is not necessary for this course. The course addresses paradigms other than object orientation (functional, logical, parallel), and therefore knowledge object-oriented programming (COSC 2767) is assumed.

Motion 20

That ARCC recommend to A&S Executive that
the prerequisites for
COSC-2106: Machine Structures I
be changed as outlined below.

OLD Prerequisites:

COSC 1557 and COSC 1757

NEW Prerequisites:

COSC 1567 and MATH 1056

Rationale:

As COSC 2106 introduces assembly language as part of its content, a strong background in basic programming, provided by COSC 1567, is required. A good foundation in discrete mathematics (MATH 1056) is required for understanding Boolean logic and circuits covered in COSC 2106. Furthermore, COSC 1756 (Digital Systems) will no longer be a core requirement for COSC programs, and consequently must be removed as a prerequisite.

Motion 21

That ARCC recommend to A&S Executive that
the prerequisites for
COSC 3106: Human-Computer Interaction
be changed as outlined below.

OLD Prerequisites:

COSC 2767

NEW Prerequisites:

COSC 2006, COSC 2767, and MATH 1046

Rationale:

HCI projects often require students to design and implement interactive applications with efficient event handling, data storage, and retrieval. Understanding data structures (COSC 2006) (lists, queues, trees) is critical for building responsive, scalable interfaces (e.g., managing user inputs, search/autocomplete, dynamic content). . In general, Data structures and algorithms (COSC 2006) is fundamental in all 3000- or 4000-level COSC courses. A solid foundation in data structures ensures students focus on usability and design principles rather than struggling with coding fundamentals. Furthermore, HCI is rather interdisciplinary, drawing on design, human factors, ergonomic concepts, and mathematical logic. The latter category is particularly important for HCI practitioners, and hence the importance of discrete mathematics (MATH 1056), which is covered through its prerequisite for COSC 2006.

Motion 22

That ARCC recommend to A&S Executive that
the prerequisites for
COSC-3116: Artificial Neural Networks and Deep Learning (currently COSC-2116: Artificial Neural Network Computing)
be changed as outlined below.

OLD Prerequisites:

COSC 1557 and MATH 1056

NEW Prerequisites:

COSC 2006 or 2000-level DATA course, MATH 1037, and MATH 1046

Rationale:

The content of COSC-3116 requires a background in fundamental computer science (Data Structures and Algorithms I, COSC 2006), at least two semesters of calculus (MATH 1037, Calculus II) and linear algebra (MATH 1046), all of which are essential for the course content, which includes deep learning. The current prerequisites (for COSC 2116) do not correspond to the course content. Furthermore, the course will be an attractive choice for students in the DATA program, and therefore the proposed 2000-level DATA course can be used as a prerequisite, in addition to MATH 1037 and MATH 1046.

Motion 23

That ARCC recommend to A&S Executive that
the prerequisites for
COSC 3007: Artificial Intelligence
be changed as outlined below.

OLD Prerequisites:

COSC 1557 and MATH 1056

NEW Prerequisites:

COSC 2006 or 2000-level DATA course, MATH 1037, and MATH 1046

Rationale:

The study of artificial intelligence (AI) requires a foundational knowledge of computer science, which is obtained through Data Structures I (COSC 2006). With the confluence of deep learning and AI, COSC-3007 requires a strong mathematical and computational background provided by fundamental computer science (Data Structures and Algorithms I, COSC 2006), at least two semesters of calculus (MATH 1037, Calculus II), and linear algebra (MATH 1046). Furthermore, the course may be an attractive choice for students in

the DATA program, and therefore the proposed 2000-level DATA course can be used as a prerequisite, in addition to MATH 1037 and MATH 1046.

Motion 24

That ARCC recommend to A&S Executive that

the prerequisites for

COSC-3207: Computer Graphics

be changed as outlined below.

OLD Prerequisites:

COSC 1557, MATH 1037 and MATH 1056

NEW Prerequisites:

COSC 2006, MATH 1037 and MATH 1046

Rationale:

A foundation in computer science and programming provided by Data Structures I (whose prerequisites, in turn, include COSC 1567) is needed for the advanced concepts in COSC 3207. Linear algebra (MATH 1046) is also crucial for understanding 3D spatial transformations, and is more relevant to computer graphics than discrete mathematics (MATH 1056).

Motion 25

That ARCC recommend to A&S Executive that

the prerequisites for

COSC 3657 Distributed Systems

be changed as outlined below.

OLD Prerequisites: COSC 2667 and COSC 2767

NEW Prerequisites: COSC 2006, COSC 2667, and COSC 2767

Rationale:

Distributed systems rely heavily on data structures (COSC 2006) (e.g., stacks, queues, trees, graphs for network topologies). Core topics like synchronization, fault tolerance, and load balancing assume familiarity with abstract data types and algorithm efficiency. Without Data Structures I, students may lack the background to analyze or implement scalable and efficient distributed algorithms.

Motion 26

That ARCC recommend to A&S Executive that
the prerequisites for
COSC 4406 Software Engineering
be changed as outlined below.

OLD Prerequisites: COSC 2767

NEW Prerequisites: At least 84 credits completed, including COSC 2006 and COSC 2767 in the Computer Science program or registration in the Post-Baccalaureate Diploma in Artificial Intelligence (AI) & Machine Learning Applications.

Rationale:

Software Engineering emphasizes design, modularity, testing, and maintainability of large systems. A proper grasp of data structures and algorithmic thinking is essential to reason about system performance, design trade-offs, and complexity. Many SE practices (e.g., UML modeling, system architecture, design patterns) assume students can apply fundamental abstractions from data structures (COSC 2006).

Motion 27 That ARCC recommend to A&S executive that the '6 credits of' requirement in the Post Baccalaureate Diploma in AI and Machine Learning be changed as outlined below.

From:

6 credits from the following (if not already used to satisfy above):

Upper level COSC

DATA 3016 Tools and Techniques in Data Science 3 cr.

DATA 4006 Data Analytics 3 cr.

GEOG 4027 Spatial Computing 3 cr.

To:

6 credits from the following (if not already used to satisfy above):

3000 or 4000 level COSC

DATA 3016 Tools and Techniques in Data Science 3 cr.

DATA 4006 Data Analytics 3 cr.

GEOG 4027 Spatial Computing 3 cr.

Rationale:

The intent of the Post-Baccalaureate (PB) diploma in Artificial Intelligence and Machine Learning Applications is that students in that program study advanced computer science and data science. The current wording of the program requirements allows the Office of the Registrar to block-register PB students in 2000-level courses, which the students were expected to have taken in their undergraduate programs. Consequently, they may avoid taking many of the 3000-level and 4000-level COSC and DATA courses that were intended when the PB program was developed. The purpose of this motion is to therefore close this loophole, replacing wording for "upper level" courses with "3000-level" and/or "4000-level". However, students who need to register in 2000-level courses to address deficiencies in their background may do so with the instructor's permission.

Motion 28

That ARCC recommend to A&S Executive the creation of COSC 1367: Introduction to Problem Solving with Generative AI per attached document.

Rationale:

Generative AI is rapidly becoming a standard tool for writing, research, creativity, communication, studying, and coding. Therefore, students need to know how to use generative AI effectively and responsibly. This proposed course will provide a hands-on introduction to prompt design and to evaluating when AI output is reliable versus misleading, with attention to common limitations such as hallucinations, bias, and over-reliance. Students will apply these tools to various tasks while reflecting on ethics,

plagiarism, and academic integrity. No programming background is required; however, students will also gain experience creating simple code for practical applications.

New Course Template:

COSC 1367- Introduction to Problem Solving with Generative AI

Please include a draft course syllabus along with the following template. If this course is proposed to be offered under more than one delivery mode (for example, on-site and Distance Learning), please include a separate syllabus for each version of this course.

JUSTIFICATION (Rationale):

Artificial Intelligence has rapidly transitioned from a specialized research area to a foundational technology shaping nearly every discipline, industry, and profession. In particular, generative AI systems, such as large language models and multimodal generators, have fundamentally changed how people create content, solve problems, and interact with technology. Introducing an “Introduction to Artificial Intelligence with a Focus on Generative AI” course addresses an urgent educational need by equipping students from diverse academic backgrounds with essential conceptual understanding, practical skills, and ethical awareness related to modern AI systems. The course emphasizes foundational AI principles while providing hands-on exposure to generative models, enabling students to critically evaluate, responsibly use, and effectively integrate AI tools in academic, professional, and societal contexts. Offering this course ensures that graduates are better prepared for a rapidly evolving technological landscape and supports the university’s commitment to innovation, interdisciplinary learning, and future-ready education.

Course Code	COSC 1367
Course Title:	Introduction to Problem Solving with Generative AI
Course Credits	☒ 3 credits ☐ 6 credits ☐ Other
Course Description: <i>Restricted to 50-75 words, student-focused, present tense and active voice)</i>	Students are introduced in an accessible and interdisciplinary manner to Artificial Intelligence (AI), with a special focus on generative AI technologies such as ChatGPT and DALL·E. Students will examine fundamental AI concepts, real-world applications, and ethical and societal implications. Students from all disciplines can take this course as it requires no prior programming or technical background.

Course Prerequisite:	None
Course Corequisite:	None
Course Antirequisite:	None
List any restrictions: <i>For example, "This course is restricted to BPHE students".</i>	None
Is this a Topic Course? <i>Topic courses are courses that students can take more than once for credit.</i>	Yes ☐ No ☐
Will this course have an Experiential Learning component as defined by the MCU? <u>As defined by MCU</u>	Yes ☐ No ☐
Outline the department's plan for offering this course. <i>For example, consider how this course will be cycled, whether it replaces a current course, when it will first be offered, etc.</i>	The proposed core course will be offered annually as part of an introductory sequence to computer science to support the Computer Science program, offered by the Department of Computer Science and Mathematics (COMA). The course can be used to replace COSC 1757 that was recommended to be removed from the core course list. The Department plans on offering the course annually starting in the 2026-2027 academic year.
List the total hours and the weekly breakdown of hours by instructional method. Courses that are 3 credits must include at least 36 hours, while 6 credit courses must be at least 72 hours. <i>For example, Two hours of lecture and one hour of laboratory work per week. 36 hours total.</i>	Total Hours: 36 3 hours per week Lecture: 2 Lab: 1

<u>Is this course cross-listed? If so, with what department?</u>	☐ Yes ☒ No
<u>Program Implications:</u> <u>Is this a required course for a program, or part of a Group, Concentration, Stream, etc.?</u>	The proposed course will be a requirement for the Computer Science program expected to be offered in the 2026-2027 academic year. It is anticipated that the course will also be used for a minor concentration in Computer Science.
Do the Learning Outcomes for this course have significant overlap with any other course(s) offered at Nipissing?	☐ Yes ☒ No

Learning Outcomes (6-8 points, visible, measurable and in active voice) For detailed information on Learning Outcomes, please consult the <u>Quality Assurance website</u>.	Course Learning Outcomes: Upon successful completion of this course, students will be able to: 1. Define and explain fundamental concepts of Artificial Intelligence, including machine learning, neural networks, and generative AI, using appropriate terminology. 2. Describe how generative AI systems work at a conceptual level, including large language models and image generation tools. 3. Use generative AI tools effectively to support tasks such as writing, image creation, problem solving, and basic coding in real-world contexts. 4. Analyze the strengths and limitations of generative AI technologies with respect to accuracy, bias, reliability, and transparency. 5. Evaluate ethical, social, and legal implications of AI, including issues of privacy, intellectual property, academic integrity, and misinformation. 6. Demonstrate responsible and informed use of AI tools in academic and professional settings.

	7.Communicate clearly and critically about AI technologies and their societal impact through written and oral presentations.
Will this course have budgetary implications? <i>(e.g. lab consumables, software, experiential learning, CASBU contract, library resources, honoraria for elder, travel, etc.)</i>	☒ Yes ☐ No This course requires access to a Generative AI license, such as ChatGPT 5.2. The costs have been considered by the program and Faculty and are not a barrier or impediment to the delivery of this course.

How will this course contribute to the program level outcomes?	This course will be provided as a core course for the 2026/2027
Who amongst your current faculty has the competencies to teach this course?	Dr. H. Zhu has expressed interest in teaching this course. Other faculty within the COMA department would also be able to teach this course.

How does this course contribute to the institution's commitments to equity, inclusive teaching, accessibility, decolonization, Indigenous learning and sustainability?	Course materials prepared for students will be AODA-compliant. In terms of course content, sustainable and energy efficient programming practices will be emphasized even at the introductory level of the course. It will also expose diverse groups of students to the state-of-the art tools and techniques of data science.
How will you communicate this new offering to students?	The course will become a Compute Science program requirement, and therefore Academic Advising will inform Computer Science and other students about the course. Beyond that, the Department will advertise the course through electronic and in-class announcements.

Sample Syllabus

Course Title: Introduction to Problem Solving with Generative AI

Course Code: COSC 1367

Credit Hours: 3 credits (36 contact hours)

Prerequisites: None

Instructor: [TBD]

Course Description:

Students are introduced in an accessible and interdisciplinary manner to Artificial Intelligence (AI), with a special focus on generative AI technologies such as ChatGPT and DALL-E. Students will examine fundamental AI concepts, real-world applications, and ethical and societal implications. Students from all disciplines can take this course as it requires no prior programming or technical background.

Course Outcomes

Successful graduates of this course will:

1. Define and explain fundamental concepts of Artificial Intelligence, including machine learning, neural networks, and generative AI, using appropriate terminology.
2. Describe how generative AI systems work at a conceptual level, including large language

models and image generation tools.

3. Use generative AI tools effectively to support tasks such as writing, image creation, problem solving, and basic coding in real-world contexts.
4. Analyze the strengths and limitations of generative AI technologies with respect to accuracy, bias, reliability, and transparency.
5. Evaluate ethical, social, and legal implications of AI, including issues of privacy, intellectual property, academic integrity, and misinformation.
6. Demonstrate responsible and informed use of AI tools in academic and professional settings.
7. Communicate clearly and critically about AI technologies and their societal impact through written and oral presentations.

Weekly Topics & Schedule:

Week	Topic	Activities
1	Introduction to Generative AI	What it is, what it can and cannot do
2	Prompt Engineering Basics	Writing good prompts; testing outcomes
3	Writing and Editing with generative AI	Academic, business, and creative writing
4	Using generative AI for Learning & Studying	Summarizing, explaining, testing yourself
5	Research and Brainstorming with AI	Gathering ideas, outlining, and planning
6	Fact-Checking and Verifying AI Output	Accuracy, hallucinations, source limitations
7	Limitations and Risks of AI Use	Bias, errors, misinformation, over-reliance
8	Group Activity: generative AI in Collaboration	Roleplay, debate, discussion practice
9	Using generative AI for Communication	Emails, feedback, presentations, resumes
10	Ethics, Plagiarism, and Academic Integrity	What is allowed, not allowed, and grey areas
11	Creative Uses of generative AI	Stories, poetry, games, lyrics, interactive fiction, and coding
12	Final Project Workshop and Future of AI Tools	Building a portfolio, reflecting on AI use

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Suggested Assessment Methods:

- **Participation / Class Engagement – 10%**
- **Prompt Practice Portfolio – 30%**
- **In-Class Reflection Quizzes – 20%**
- **Group Mini-Project (e.g., AI-Aided Report) – 15%**
- **Final Project: generative AI application in specific scenario and**

reflection essay – 25%

Instructional Methods:

- **Introductory lectures**
- **Interactive labs with generative AI (via browser or mobile app)**
- **Group discussions and peer review**
- **Short readings and critical analyses**
- **Case studies**

Required Tools/Resources:

- **Free or institutional access to [generative](#) AI platforms**
- **Web browser or mobile device**
- **Course resources provided via LMS (slides, readings, examples)**

Motion 29 (Substantive)

That ARCC recommend to A&S Exec that COSC 1757 Digital Systems be replaced by COSC 1367 COSC 1367- Introduction to Problem Solving with Generative AI in the following Computer Science programs: the BSc Honours Specialization, Specialization and Major, the BA Honour Specialization, Specialization and Major

Rationale:

This course will replace COSC-1757. This would follow general trend in the field and will help attracting more students to the program.

Motion #30 -

That ARCC recommend to A&S Exec that COSC minor be modified as outlined below.

From:

A Minor in Computer Science is available to students pursuing a program of study in a different discipline. Students will need to achieve a minimum 60% average in the 18 credits presented for the Minor in Computer Science. In addition to the requirements listed below, please refer to the Minor Requirements section.

Program Requirements:

Students must complete 18 credits in as follows:

[COSC 1557](#) Introduction to Computer Science 3 cr.

<https://academiccalendar.nipissingu.ca/Catalog/ViewCatalog.aspx?pageid=viewcatalog&topicgroupid=4475&entitytype=CID&entitycode=COSC+1567> [COSC 1567](#) Programming in C++ 3 cr
.COSC Upper level 9 cr.
COSC 3000 or 4000 level 3 cr.

To:

A Minor in Computer Science is available to students pursuing a program of study in a different discipline. Students will need to achieve a minimum 60% average in the 18 credits presented for the Minor in Computer Science. In addition to the requirements listed below, please refer to the Minor Requirements section.

Program Requirements:

Students must complete 18 credits in as follows:

COSC 1367 Introduction to Problem Solving with Generative AI

[COSC 1557](#) Introduction to Computer Science 3 cr.

<https://academiccalendar.nipissingu.ca/Catalog/ViewCatalog.aspx?pageid=viewcatalog&topicgroupid=4475&entitytype=CID&entitycode=COSC+1567> [COSC 1567](#) Programming in C++ 3 cr
.COSC Upper level 6 cr.
COSC 3000 or 4000 level 3 cr.

Purpose of Program

The Computer Science program at Nipissing University prepares graduates to think rigorously, design thoughtfully, and adapt quickly in a fast-moving discipline. Students develop a strong command of core computer science, grounded in mathematical reasoning and strengthened by professional software engineering practice. Through problem-driven coursework, research and capstone experiences, they learn to analyze complex systems, design and evaluate effective solutions, communicate clearly, collaborate productively, and act with integrity. The program empowers graduates to contribute to industry, academia, and society, while cultivating the habits of lifelong learning needed to navigate emerging technologies and the evolving limits of the field.

Program Objectives

- To provide students with a rigorous foundation in core computer science - algorithms, data structures, programming languages, databases, operating systems, and software engineering, together with the mathematical tools (calculus, linear algebra, discrete mathematics) needed to reason formally about computation.
- To provide students with the capacity to identify and formulate complex computational problems; to design, justify, and analyze algorithms for correctness and performance; and to select appropriate models, techniques, and tools to implement effective solutions.
- To provide a program that cultivates independent research and inquiry by enabling students to survey and synthesize literature, formulate questions, and present findings in written, visual, and oral forms for academic, professional, and general audiences.
- To provide students with professional software-development practice through designing, implementing, testing, and evaluating systems that address real-world needs, emphasizing sound engineering processes, version control, clear communication, and effective teamwork.
- To provide students with an ethical and contextual framework for computing, grounded in academic integrity and professional responsibility, awareness of the field's history, trends, and limitations, and a commitment to continuous learning and professional growth.

Current Program: Course Requirements for Program Completion

Program: Bachelor of Science/Bachelor of Arts, Computer Science Required COSC Science courses (blue), Required OTHER courses, Selection of Courses (green)		Honours Specialization Required COSC Science courses (blue)+ Honours Courses (orange) , Required OTHER courses, Selection of Courses (green)	
Year 1 (CORE)	Year 2 (CORE)	Year 3 (CORE)	Year 4 (CORE)
COSC 1557 (3 cr, 4 hr/wk) Introduction to Computer Science	COSC 2667 (3 cr, 3 hr/wk) Operating Systems I	COSC 3306 (3 cr, 3 hr/wk) Programming Paradigms	COSC 4406 (3 cr, 3 hr/wk) Software Engineering
COSC 1567 (3 cr, 4 hr/wk) Programming in C++	COSC 2767 (3 cr, 3 hr/wk) Object-Oriented Programming	COSC 3606 (3 cr, 3 hr/wk) Databases & Data Management	6 credits from the following: COSC 4206 (3 cr, 3 hr/wk) Topics in Computer Science COSC 4207 (3 cr, 3 hr/wk) Seminars in Comp. Science COSC 4896 (3 cr, ind. studies) Honors Research I COSC 4897 (3 cr, ind. studies) Honors Research II COSC 4997 (3 cr, 3 hr/wk) Honors Practicum
COSC 1757 (3 cr, 4 hr/wk) Digital Systems	COSC 2006 (3 cr, 3 hr/wk) Data Structures I	COSC 3657 (3 cr, 3 hr/wk) Distributed Systems	
MATH 1056 (3 cr, 4 hr/wk) Discrete Mathematics I	COSC 2106 (3 cr, 3 hr/wk) Machine Structures	9 credits	
MATH 1036 (3 cr, 5 hr/wk) Calculus I	MATH 2046 (3 cr, 3 hr/wk) Advanced Linear Algebra		
MATH 1037 (3 cr, 5 hr/wk) Calculus II			
MATH 1046 (3 cr, 4 hr/wk) Introductory Linear Algebra			
ACAD 1601 (3 cr, 3 hr/wk) Academic Writing			
21 credits + 3 credit ACAD 1601	12 credits	9 credits	9 credits
6 credits from the following: COSC 1666 (3 cr, 4 hr/wk) Engineering Graphics COSC 2007 (3 cr, 3 hr/wk) Data Structures II COSC 2116 (3 cr, 3 hr/wk) Artificial Neural Networks COSC 2406 (3 cr, 3 hr/wk) Introduction to Game Design and Development COSC 3007 (3 cr, 3 hr/wk) Artificial Intelligence COSC 3106 (3 cr, 3 hr/wk) Human-Computer Interaction COSC 3017 (3 cr, 3 hr/wk) Introduction to Robotics COSC 3206 (3 cr, 3 hr/wk) Theory of Computation COSC 3207 (3 cr, 3 hr/wk) Computer Graphics COSC 3307 (3 cr, 3 hr/wk) 3D Computer Graphics COSC 3406 (3 cr, 3 hr/wk) Advanced Game Design and Development COSC 3807 (3 cr, 3 hr/wk) Project Management COSC 3997 (3 cr, 3 hr/wk) Senior Practicum COSC 4206 (3 cr, 3 hr/wk) Topics in Computer Science COSC 4207 (3 cr, 3 hr/wk) Seminars in Computer Science COSC 4896 (3 cr, ind. studies) Honours Research I COSC 4897 (3 cr, ind. studies) Honours Research II COSC 4997 (3 cr, 3 hr/wk) Honours Practicum			

Additional Science requirements for BSc in Computer Science:

12 credits of the following:

BIOL 1006 (3 cr, 6 hr/wk) Introduction to Molecular and Cell Biology

BIOL 1007 (3 cr, 6 hr/wk) Introduction to Organismal and Evolutionary Biology

CHEM 1006 (3 cr, 6 hr/wk) General Chemistry I

CHEM 1007 (3 cr, 6 hr/wk) General Chemistry II

PHYS 1006 (3 cr, 6 hr/wk) General Physics I: Mechanics

NEW Requirements: Course Requirements for Program Completion

Program: Bachelor of Science/Bachelor of Arts, Computer Science		Honours Specialization	
Required COSC Science courses (blue), Required OTHER courses, Selection of Courses (green)		Required COSC Science courses (blue)+ Honours Courses (orange), Required OTHER courses, Selection of Courses (green)	
Year 1 (CORE)	Year 2 (CORE)	Year 3 (CORE)	Year 4 (CORE)
COSC 1557 (3 cr, 4 hr/wk) Introduction to Computer Science	COSC 2667 (3 cr, 3 hr/wk) Operating Systems I	COSC 3306 (3 cr, 3 hr/wk) Programming Paradigms	COSC 4406 (3 cr, 3 hr/wk) Software Engineering
COSC 1567 (3 cr, 4 hr/wk) Programming in C++	COSC 2767 (3 cr, 3 hr/wk) Object-Oriented Programming	COSC 3606 (3 cr, 3 hr/wk) Databases & Data Management	6 credits from the following: COSC 4206 (3 cr, 3 hr/wk) Topics in Computer Science COSC 4207 (3 cr, 3 hr/wk) Seminars in Comp. Science COSC 4896 (3 cr, ind. studies) Honors Research I COSC 4897 (3 cr, ind. studies) Honors Research II COSC 4997 (3 cr, 3 hr/wk) Honors Practicum
COSC 1367 (3 cr, 3 hr/wk) Introduction to problem solving with generative AI [new course]	COSC 2006 (3 cr, 3 hr/wk) Data Structures I	COSC 3657 (3 cr, 3 hr/wk) Distributed Systems	
MATH 1056 (3 cr, 4 hr/wk) Discrete Mathematics I	MATH 2046 (3 cr, 3 hr/wk) Advanced Linear Algebra		
MATH 1036 (3 cr, 5 hr/wk) Calculus I			
MATH 1037 (3 cr, 5 hr/wk) Calculus II			
MATH 1046 (3 cr, 4 hr/wk) Introductory Linear Algebra			
ACAD 1601 (3 cr, 3 hr/wk) Academic Writing			
18 credits + 3 credit ACAD 1601	12 credits	9 credits	

9 credits from the following:

COSC 1666 (3 cr, 4 hr/wk) Engineering Graphics
COSC 1757 (3 cr, 4 hr/wk) Digital Systems
COSC 2007 (3 cr, 3 hr/wk) Data Structures II
COSC 2406 (3 cr, 3 hr/wk) Introduction to Game Design and Development
COSC 3007 (3 cr, 3 hr/wk) Artificial Intelligence
COSC 3106 (3 cr, 3 hr/wk) Human-Computer Interaction
COSC 3017 (3 cr, 3 hr/wk) Introduction to Robotics
COSC 3116 (3 cr, 3 hr/wk) Artificial Neural Networks and Deep Learning
COSC 3206 (3 cr, 3 hr/wk) Theory of Computation
COSC 3207 (3 cr, 3 hr/wk) Computer Graphics
COSC 3307 (3 cr, 3 hr/wk) Advanced Computer Graphics
COSC 3807 (3 cr, 3 hr/wk) Project Management
COSC 3997 (3 cr, 3 hr/wk) Senior Practicum
COSC 4206 (3 cr, 3 hr/wk) Topics in Computer Science
COSC 4207 (3 cr, 3 hr/wk) Seminars in Computer Science
COSC 4896 (3 cr, ind. studies) Honours Research I
COSC 4897 (3 cr, ind. studies) Honours Research II
COSC 4997 (3 cr, 3 hr/wk) Honours Practicum

Additional Science requirements for BSc in Computer Science:

12 credits of the following:

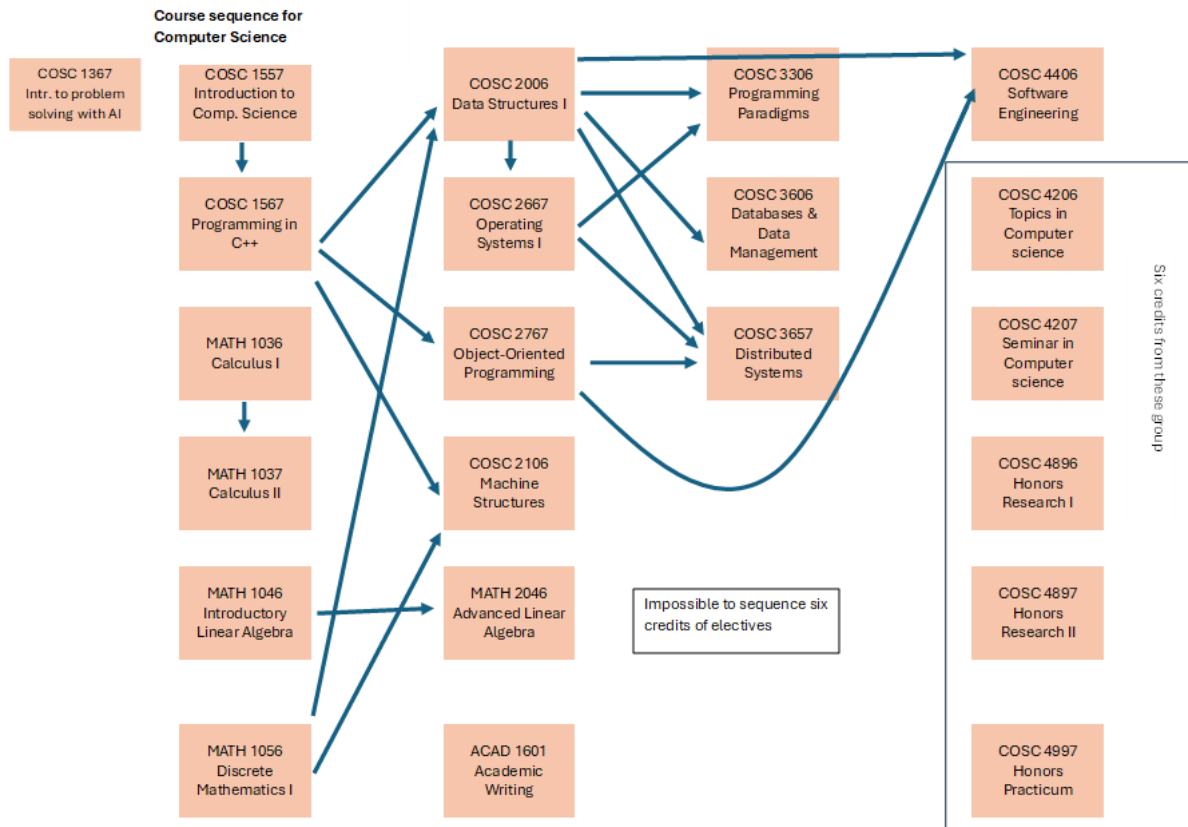
BIOL 1006 (3 cr, 6 hr/wk) Introduction to Molecular and Cell Biology
BIOL 1007 (3 cr, 6 hr/wk) Introduction to Organismal and Evolutionary Biology
CHEM 1006 (3 cr, 6 hr/wk) General Chemistry I
CHEM 1007 (3 cr, 6 hr/wk) General Chemistry II
PHYS 1006 (3 cr, 6 hr/wk) General Physics I: Mechanics
PHYS 1007 (3 cr, 6 hr/wk) General Physics II: Mechanical Wave, Fluid Mechanics, and Thermodynamics

Computer Science Minor:

Students may select a minor in Computer Science by completing 18 credits in the courses below:

- **COSC 1367** (3 cr) Introduction to problem solving with generative AI [new course]
- **COSC 1557** (3 cr) Introduction to Computer Science
- **COSC 1567** (3 cr) Programming in C++
- **COSC** upper level – 6 credits
- **COSC** 3000 or 400 level – 3 credits

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



Program-Level Student Learning Outcomes

Upon graduation the student will be able to:

(1. Knowledge of Core Computer Science Principles)

demonstrate a solid understanding of the fundamental concepts, methodologies, theories, and practical approaches in computer science, including algorithms, data structures, programming languages, databases, operating systems, and software engineering principles.

(2. Application of Mathematical Foundations)

apply relevant areas of mathematics—including calculus, linear algebra, and discrete mathematics—to model, analyze, and solve computational problems effectively.

(3. Problem-Solving and Analytical Skills)

identify, formulate, and analyze complex problems, select appropriate computational and algorithmic techniques, and implement effective solutions, including proving algorithm correctness and analyzing performance.

(4. Research and Independent Inquiry)

conduct independent research, gather and synthesize knowledge from diverse sources, formulate their own research questions, and present results in a variety of ways.

(5. Professional Software Development Skills)

design, implement, test, and evaluate software applications that solve real-world problems, applying sound software engineering practices and tools.

(6. Communication and Collaboration)

communicate effectively - both orally and in writing - using clear, logical, and precise language to convey computer science concepts, algorithms, and solutions; they will also work effectively as part of a team and engage productively in discussions of advanced computer science topics.

(7. Awareness of Trends, Ethics, and Limitations)

demonstrate awareness of the historical development, current trends, and future directions in computer science, understand the limits of their own knowledge and that of the discipline, and act with academic integrity, professional ethics, and social responsibility.

(8. Lifelong Learning and Professional Growth)

recognize their ongoing learning needs, set goals for continuous improvement, and take initiative to acquire new knowledge and skills to remain current in the fast-evolving field of computer science.

Program-Level Outcomes Progression Matrix

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

[illegible]

University-Level Student Learning Outcomes

Upon graduation the student will be able to:

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

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

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

[illegible]

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

COURSE EXPECTATIONS

COURSE CODE: COSC 3206 COURSE NAME: THEORY OF COMPUTATION
FACULTY MEMBER: RENATA SMOLIKOVA-WACHOWIAK

▣2012-13 ☒2013-14

CALENDAR COURSE DESCRIPTION:

The course introduces the theory of computability, automata theory and formal languages. The topics include automata and regular, context-free and context-sensitive languages, general theory of computability including Turing machines, recursive functions, decidability and undecidability. Approaches to formal program semantics are presented and analyzed, leading to an introduction to formal program verification.

EXPECTATIONS:

BY THE END OF THE COURSE STUDENTS SHOULD BE ABLE TO:

1. **DEMONSTRATE AN UNDERSTANDING OF WHAT COMPUTATION ENTAILS.**
2. **DISCUSS THE PRACTICAL NEED FOR THEORY OF COMPUTING.**
3. **DEMONSTRATE AN UNDERSTANDING OF THE BASIC CONCEPTS BY ANALYSING AND DESIGNING FINITE AUTOMATA, PUSH-DOWN AUTOMATA, AND TURING MACHINES.**
4. **SPECIFY FORMAL LANGUAGES AND GRAMMARS BY DRAWING A CHART OF THE GRAMMARS.**
5. **DEMONSTRATE AN UNDERSTANDING OF COMPUTABILITY, DECIDABILITY, UNDECIDABILITY, AND COMPLEXITY THROUGH PROBLEM SOLVING.**
6. **DEMONSTRATE AN UNDERSTANDING OF CHURCH-TURING THESIS BY DISCUSSING ITS IMPORTANCE.**
7. **DEFINE CLASSES P, NP, THE NOTIONS OF POLYNOMIAL TIME REDUCTION, NP-HARDNESS, AND NP-COMPLETENESS AND GIVE EXAMPLES OF ALGORITHMS THAT FALL INTO EACH CLASS.**
8. **DISCUSS APPLICATIONS OF THE THEORY OF COMPUTATION.**

OUTCOMES:

SUCCESSFUL GRADUATES OF THIS COURSE WILL DEMONSTRATE

1. A GENERAL KNOWLEDGE AND UNDERSTANDING OF KEY CONCEPTS AND METHODOLOGIES IN THEORY OF COMPUTATION.
2. AN ABILITY TO USE BASIC KNOWLEDGE OF PROOF TECHNIQUES.
3. A GENERAL UNDERSTANDING OF THEORY OF COMPUTATION AND ITS CONNECTION WITH OTHER SCIENCES, AS WELL AS ITS APPLICATIONS.
4. A GENERAL UNDERSTANDING OF THE RELATIONS BETWEEN AUTOMATA, LANGUAGES AND GRAMMARS.
5. AN ABILITY TO IMPLEMENT CONCEPTS IN THEORY OF COMPUTATION USING A VARIETY OF PROGRAMMING LANGUAGES AND PARADIGMS.
6. AN ABILITY TO READ, UNDERSTAND, AND ANALYZE SCIENTIFIC AND TECHNICAL LITERATURE RELATED TO CONCEPTS COVERED IN THEORY OF COMPUTATION.
7. A KNOWLEDGE OF CURRENT ISSUES IN COMPUTATIONAL COMPLEXITY AS WELL AS ITS THEORETICAL AND PRACTICAL IMPORTANCE.

New Course Template

Please include a draft course syllabus along with the following template. If this course is proposed to be offered under more than one delivery mode (for example, on-site and Distance Learning), please include a separate syllabus for each version of this course.

MOTION:	That ARCC recommend to A&S executive the creation of COSC-3116 Artificial Neural Networks and Deep Learning as outlined in the document below

JUSTIFICATION (Rationale):

Artificial neural network (ANN) and deep learning technology, and especially its pivotal role in artificial intelligence (AI), has greatly changed over the past two decades. Our offering of this content course requires updating to reflect these developments. This necessitates a higher degree of computational and mathematical sophistication than previously required, thereby warranting the change to 3000-level status from the old COSC 2116 course. In addition, a name change to "Artificial Neural Networks and Deep Learning" is indicative of the actual course content, as the present title is not

Course Code	COSC-3116
Course Title:	Artificial Neural Networks and Deep Learning
Course Credits	☒ 3 credits ☐ 6 credits ☐ Other
Course Description: <i>Restricted to 50-75 words, student-focused, present tense and active voice)</i>	Students explore principles of machine learning, artificial neural networks, deep learning, and their relationship to artificial intelligence. Students explore varied topics that include the following: mathematical foundations; fundamental neural network architectures; supervised and unsupervised learning; deep learning; analysis; interpretability and explainability; environmental and societal impact; and practical problem-solving applications.
Course Prerequisite:	MATH 1037, MATH 1046 , and one of COSC 2006 or 2000-level DATA course
Course Corequisite:	
Course Antirequisite:	COSC 2116
List any restrictions: <i>For example, "This course is restricted to BPHE students".</i>	
Is this a Topic Course? <i>Topic courses are courses that students can take more than once for credit.</i>	☐ Yes ☒ No
Will this course have an Experiential Learning component as defined by the MCU? <u>As defined by MCU</u>	☐ Yes ☒ No

Learning Outcomes (6-8 points, visible, measurable and in active voice) For detailed information on Learning Outcomes, please consult the Quality Assurance website.	Students who successfully complete this course will: Enter Learning Outcomes: <u>1. Gain an understanding of the theoretical foundations of connectionist models in machine learning and artificial intelligence.</u> <u>2. Understand the mathematical concepts that underly connectionist models and deep learning.</u> <u>3. Understand machine learning workflows.</u> <u>4. Gain experience in designing and implementing deep learning solutions to real-world problems with real data.</u> <u>5. Become proficient in using state-of-the-art and leading-edge programming languages and tools, and develop agility to adapt to new technologies as they emerge.</u> <u>6. Apply discernment as to the appropriateness of deep learning models for problems.</u> <u>7. Be able to compare various deep learning models and architectures.</u> <u>8. Gain experience in statistically analyzing results.</u>
Will this course have budgetary implications? (e.g. lab consumables, software, experiential learning, CASBU contract, library resources, honoraria for elder, travel, etc.)	☐ Yes ☒ No enter additional resources:
How will this course contribute to the program level outcomes?	This course replaces COSC 2116
Who amongst your current faculty has the competencies to teach this course?	Dr. Mark Wachowiak, Dr. Rosa Azame
How does this course contribute to the institution's commitments to equity, inclusive teaching, accessibility, decolonization, Indigenous learning and sustainability?	Course materials prepared for students will be AODA-compliant. It will also introduce diverse groups of students to the frontiers of computer science and its applications.
How will you communicate this new offering to students?	Besides usual way of communication (e.g. through the program website) the information will be announced during departmental student information session

Nipissing University
Department of Computer Science and Mathematics

COSC 3116

Artificial Neural Networks and Deep Learning

Sample Course Outline

INSTRUCTOR:

TEACHING ASSISTANT:

MEETING TIMES:

OFFICE HOURS:

SUGGESTED REQUIRED TEXTS:

1. Prince, S. J. (2023). *Understanding deep learning*. MIT press.
ISBN (eBook): 9780262377102
Price (Campus Bookstore/Follett): \$119.00
2. Géron, A. (2025 [New Edition]). *Hands-on machine learning with Scikit-Learn and PyTorch*. O'Reilly Media, Inc..

This text is available from NU/Canadore Library e-resources.

3. Raschka, S., Liu, Y. H., & Mirjalili, V. (2022). *Machine Learning with PyTorch and Scikit-Learn: Develop machine learning and deep learning models with Python*. Packt Publishing Ltd.

This text is available from NU/Canadore Library e-resources.

Additionally, selected articles and other reading will be assigned through Blackboard.
You are required to have all materials accessible, including the text, for each class.

SOFTWARE: Python programming language and associated libraries, Jupyter Notebook, software in the NU Virtual Lab

CALENDAR COURSE DESCRIPTION:

Students explore principles of machine learning, artificial neural networks, deep learning, and their relationship to artificial intelligence. Students explore varied topics that include the following: mathematical foundations; fundamental neural network architectures; supervised and unsupervised learning; deep learning; analysis; interpretability and explainability; environmental and societal impact; and practical problem-solving applications.

PREREQUISITES: COSC 2006, MATH 1037, MATH 1046

ANTIREQUISITE: COSC 2116

COURSE DELIVERY: TBD

COURSE OUTCOMES

By successfully completing this course, you will:

1. Gain an understanding of the theoretical foundations of connectionist models in machine learning and artificial intelligence.
2. Understand the mathematical concepts that underly connectionist models and deep learning.
3. Understand machine learning workflows.
4. Gain experience in designing and implementing deep learning solutions to real-world problems with real data
5. Become proficient in using state-of-the-art and leading-edge programming languages and tools, and develop agility to adapt to new technologies as they emerge.
6. Apply discernment as to the appropriateness of deep learning models for problems.
7. Be able to compare various deep learning models and architectures.
8. Gain experience in statistically analyzing results

COURSE EVALUATION

1. Midterm exam	30% of the final grade
2. Assignments and team-based work	20%
3. Quizzes	10%
4. Final exam	40%

TENTATIVE COVERAGE

Chapter*	Topic
1	Introduction
	Review of Linear Algebra and Multidimensional Calculus
	Review of Python Programming
2	Supervised Learning
3	Shallow Neural Networks
4 (parts)	Deep Neural Networks
5 (parts)	Loss Functions
4 (Raschka)	Data Pre-processing
9 (Géron)	Introduction to Artificial Neural Networks (implementation)
6	Fitting and Training Models
7 (parts)	Gradients and Initialization
8	Measuring Performance
Suppl.	New and emerging architectures and technologies in deep learning

*Prince, unless otherwise specified

ACADEMIC DISHONESTY AND PLAGIARISM

Academic dishonesty and plagiarism in any form will not be tolerated. Penalties may include: mark of zero on the plagiarized assignment, even for only one offence; mark of zero in the course; referral to Nipissing University administration.

Please study the information provided on the NU Academic Integrity page:

<https://www.nipissingu.ca/departments/student-development-and-services/academic-integrity>

In addition, please carefully read the Nipissing University Academic Integrity Policy:

<https://academiccalendar.nipissingu.ca/Catalog/ViewCatalog.aspx?catalogid=10&chapterid=754&pageid=viewcatalog&topicgroupid=3691>

IMPORTANT NOTE CONCERNING THE USE OF AI: In this course, a student who uses artificial intelligence (AI) technology to complete coursework for evaluation will have committed academic misconduct as defined under the Academic Integrity Policy, defined above. ***Generative AI technology and other AI tools are not to be used for any work in this course.***

These policies will be strictly adhered to.

NIPISSING UNIVERSITY FACULTY ASSOCIATION STATEMENT ON INTELLECTUAL PROPERTY

Please read the following policy carefully. You must adhere to this policy.

All materials developed for this course, including, but not limited to, lectures, lecture notes and slides, assignments, examinations and syllabi, that are provided in class or online, are the intellectual property of the course instructor. Selling any audio, video, or textual materials from the course to others, including course-specific study resource sites such as Course Hero or StuDocu is prohibited. Posting, providing, or sharing any audio, video, or textual materials from the course is prohibited. Participation in this course constitutes an agreement by all parties to respect the intellectual property rights as well as the privacy of others during and after their association with Nipissing University. The only exception to the above is formally authorized accommodation arrangements made through Student Development Services.

Course Title: Introduction to Problem Solving with Generative AI

Course Code: COSC 1367

Credit Hours: 3 credits (36 contact hours)

Prerequisites: None

Instructor: [TBD]

Course Description:

~~Students are introduced in This course provides~~ an accessible and interdisciplinary ~~manner~~ introduction to Artificial Intelligence (AI), with a special focus on generative AI technologies such as ChatGPT and DALL·E. Students will examine fundamental AI concepts, real-world applications, and ethical and societal implications. ~~StudentsThe course is designed for learners~~ from all disciplines can take this course as it and requires no prior programming or technical background.

Course Outcomes

Successful graduates of this course will:

1. Define and explain fundamental concepts of Artificial Intelligence, including machine learning, neural networks, and generative AI, using appropriate terminology.
 2. Describe how generative AI systems work at a conceptual level, including large language models and image generation tools.
 3. Use generative AI tools effectively to support tasks such as writing, image creation, problem solving, and basic coding in real-world contexts.
 4. Analyze the strengths and limitations of generative AI technologies with respect to accuracy, bias, reliability, and transparency.
 5. Evaluate ethical, social, and legal implications of AI, including issues of privacy, intellectual property, academic integrity, and misinformation.
 6. Demonstrate responsible and informed use of AI tools in academic and professional settings.
 7. Communicate clearly and critically about AI technologies and their societal impact through written and oral presentations.
-

Weekly Topics & Schedule:

Week	Topic	Activities
1	Introduction to Generative AI	What it is, what it can and cannot do
2	Prompt Engineering Basics	Writing good prompts; testing outcomes
3	Writing and Editing with generative AI	Academic, business, and creative writing
4	Using generative AI for Learning & Studying	Summarizing, explaining, testing yourself
5	Research and Brainstorming with AI	Gathering ideas, outlining, and planning
6	Fact-Checking and Verifying AI Output	Accuracy, hallucinations, source limitations
7	Limitations and Risks of AI Use	Bias, errors, misinformation, over-reliance
8	Group Activity: generative AI in Collaboration	Roleplay, debate, discussion practice
9	Using generative AI for Communication	Emails, feedback, presentations, resumes
10	Ethics, Plagiarism, and Academic Integrity	What is allowed, not allowed, and grey areas
11	Creative Uses of generative AI	Stories, poetry, games, lyrics, interactive fiction, and coding
12	Final Project Workshop and Future of AI Tools	Building a portfolio, reflecting on AI use

Suggested Assessment Methods:

- Participation / Class Engagement – 10%
- Prompt Practice Portfolio – 30%
- In-Class Reflection Quizzes – 20%
- Group Mini-Project (e.g., AI-Aided Report) – 15%
- Final Project: generative AI application in specific scenario and reflection essay – 25%

Instructional Methods:

- Introductory lectures
- Interactive labs with generative AI (via browser or mobile app)
- Group discussions and peer review
- Short readings and critical analyses
- Case studies

Required Tools/Resources:

- Free or institutional access to [generative](#) AI platforms
- Web browser or mobile device
- Course resources provided via LMS (slides, readings, examples)

**New Course:
Introduction to
Problem Solving with
Generative AI
COSC 1367**

Please include a draft course syllabus along with the following template. If this course is proposed to be offered under more than one delivery mode (for example, on-site and Distance Learning), please include a separate syllabus for each version of this course.

MOTION: That the addition of COSC 1XXX, Introduction to Artificial Intelligence with a Focus on Generative AI, as a 1000-level elective be approved by ARCC.

JUSTIFICATION (Rationale):

Artificial Intelligence has rapidly transitioned from a specialized research area to a foundational technology shaping nearly every discipline, industry, and profession. In particular, generative AI systems, such as large language models and multimodal generators, have fundamentally changed how people create content, solve problems, and interact with technology. Introducing an “Introduction to Artificial Intelligence with a Focus on Generative AI” course addresses an urgent educational need by equipping students from diverse academic backgrounds with essential conceptual understanding, practical skills, and ethical awareness related to modern AI systems. The course emphasizes foundational AI principles while providing hands-on exposure to generative models, enabling students to critically evaluate, responsibly use, and effectively integrate AI tools in academic, professional, and societal contexts. Offering this course ensures that graduates are better prepared for a rapidly evolving technological landscape and supports the university’s commitment to innovation, interdisciplinary learning, and future-ready education.

Course Code	COSC 1367
Course Title:	Introduction to Problem Solving with Generative AI
Course Credits	☒ 3 credits ☐ 6 credits ☐ Othe
Course Description: <i>Restricted to 50-75 words, student-focused, present tense and active voice)</i>	Students are introduced in an accessible and interdisciplinary manner to Artificial Intelligence (AI), with a special focus on generative AI technologies such as ChatGPT and DALL-E. Students will examine fundamental AI concepts, real-world applications, and ethical and societal implications. Students from all disciplines can take this course as it requires no prior programming or technical background.
Course Prerequisite:	None
Course Corequisite:	None
Course Antirequisite:	None
List any restrictions: <i>For example, "This course is restricted to BPHE students".</i>	None
Is this a Topic Course? <i>Topic courses are courses that students can take more than once for credit.</i>	☐ Yes ☒ No
Will this course have an Experiential Learning component as defined by the MCU? <u>As defined by MCU</u>	☐ Yes ☒ No

Outline the department's plan for offering this course. <i>For example, consider how this course will be cycled, whether it replaces a current course, when it will first be offered, etc.</i>	The proposed core course will be offered annually as part of an introductory sequence to computer science to support the Computer Science program, offered by the Department of Computer Science and Mathematics (COMA). The course can be used to replace COSC 1757 that was recommended to be removed from the core course list. The Department plans on offering the course annually starting in the 2026-2027 academic year.
List the total hours and the weekly breakdown of hours by instructional method. Courses that are 3 credits must include at least 36 hours, while 6 credit courses must be at least 72 hours. <i>For example, Two hours of lecture and one hour of laboratory work per week. 36 hours total.</i>	Total Hours: 36 3 hours per week Lecture: 1.5 Lab: 1.5
<u>Is this course cross-listed? If so, with what department?</u>	☐ Yes ☒ No
<u>Program Implications:</u> <u>Is this a required course for a program, or part of a Group, Concentration, Stream, etc.?</u>	The proposed course will be a requirement for the Computer Science program expected to be offered in the 2026-2027 academic year. It is anticipated that the course will also be used for a minor concentration in Computer Science.
Do the Learning Outcomes for this course have significant overlap with any other course(s) offered at Nipissing?	☐ Yes ☒ No

Learning Outcomes <i>(6-8 points, visible, measurable and in active voice)</i> For detailed information on Learning Outcomes, please consult the Quality Assurance website.	Course Learning Outcomes: Upon successful completion of this course, students will be able to: 1. Define and explain fundamental concepts of Artificial Intelligence, including machine learning, neural networks, and generative AI, using appropriate terminology. 2. Describe how generative AI systems work at a conceptual level, including large language models and image generation tools. 3. Use generative AI tools effectively to support tasks such as writing, image creation, problem solving, and basic coding in real-world contexts. 4. Analyze the strengths and limitations of generative AI technologies with respect to accuracy, bias, reliability, and transparency. 5. Evaluate ethical, social, and legal implications of AI, including issues of privacy, intellectual property, academic integrity, and misinformation. 6. Demonstrate responsible and informed use of AI tools in academic and professional settings. 7. Communicate clearly and critically about AI technologies and their societal impact through written and oral presentations.
Will this course have budgetary implications? <i>(e.g. lab consumables, software, experiential learning, CASBU contract, library resources, honoraria for elder, travel, etc.)</i>	☒ Yes ☐ No This course requires access to a Generative AI license, such as ChatGPT 5.2. The costs have been considered by the program and Faculty and are not a barrier or impediment to the delivery of this course.

How will this course contribute to the program level outcomes?	This course will be provided as a core course for the 2026/2027
Who amongst your current faculty has the competencies to teach this course?	Dr. H. Zhu has expressed interest in teaching this course. Other faculty within the COMA department would also be able to teach this course.

How does this course contribute to the institution's commitments to equity, inclusive teaching, accessibility, decolonization, Indigenous learning and sustainability?	Course materials prepared for students will be AODA-compliant. In terms of course content, sustainable and energy efficient programming practices will be emphasized even at the introductory level of the course. It will also expose diverse groups of students to the state-of-the art tools and techniques of data science.
How will you communicate this new offering to students?	The course will become a Computer Science program requirement, and therefore Academic Advising will inform Computer Science and other students about the course. Beyond that, the Department will advertise the course through electronic and in-class announcements.

Curriculum Map: Computer Science

Purpose of Program

The Computer Science program at Nipissing University prepares graduates to think rigorously, design thoughtfully, and adapt quickly in a fast-moving discipline. Students develop a strong command of core computer science, grounded in mathematical reasoning and strengthened by professional software engineering practice. Through problem-driven coursework, research and capstone experiences, they learn to analyze complex systems, design and evaluate effective solutions, communicate clearly, collaborate productively, and act with integrity. The program empowers graduates to contribute to industry, academia, and society, while cultivating the habits of lifelong learning needed to navigate emerging technologies and the evolving limits of the field.

Program Objectives

- To provide students with a rigorous foundation in core computer science - algorithms, data structures, programming languages, databases, operating systems, and software engineering, together with the mathematical tools (calculus, linear algebra, discrete mathematics) needed to reason formally about computation.
- To provide students with the capacity to identify and formulate complex computational problems; to design, justify, and analyze algorithms for correctness and performance; and to select appropriate models, techniques, and tools to implement effective solutions.
- To provide a program that cultivates independent research and inquiry by enabling students to survey and synthesize literature, formulate questions, and present findings in written, visual, and oral forms for academic, professional, and general audiences.
- To provide students with professional software-development practice through designing, implementing, testing, and evaluating systems that address real-world needs, emphasizing sound engineering processes, version control, clear communication, and effective teamwork.
- To provide students with an ethical and contextual framework for computing, grounded in academic integrity and professional responsibility, awareness of the field's history, trends, and limitations, and a commitment to continuous learning and professional growth.

Curriculum Map: Computer Science

Current Program: Course Requirements for Program Completion

Program: Bachelor of Science/Bachelor of Arts, Computer Science Required COSC Science courses (blue), Required OTHER courses, Selection of Courses (green)		Honours Specialization Required COSC Science courses (blue)+ Honours Courses (orange), Required OTHER courses, Selection of Courses (green)	
Year 1 (CORE)	Year 2 (CORE)	Year 3 (CORE)	Year 4 (CORE)
COSC 1557 (3 cr, 4 hr/wk) Introduction to Computer Science	COSC 2667 (3 cr, 3 hr/wk) Operating Systems I	COSC 3306 (3 cr, 3 hr/wk) Programming Paradigms	COSC 4406 (3 cr, 3 hr/wk) Software Engineering
COSC 1567 (3 cr, 4 hr/wk) Programming in C++	COSC 2767 (3 cr, 3 hr/wk) Object-Oriented Programming	COSC 3606 (3 cr, 3 hr/wk) Databases & Data Management	6 credits from the following: COSC 4206 (3 cr, 3 hr/wk) Topics in Computer Science COSC 4207 (3 cr, 3 hr/wk) Seminars in Comp. Science COSC 4896 (3 cr, ind. studies) Honors Research I COSC 4897 (3 cr, ind. studies) Honors Research II COSC 4997 (3 cr, 3 hr/wk) Honors Practicum
COSC 1757 (3 cr, 4 hr/wk) Digital Systems	COSC 2006 (3 cr, 3 hr/wk) Data Structures I	COSC 3657 (3 cr, 3 hr/wk) Distributed Systems	
MATH 1056 (3 cr, 4 hr/wk) Discrete Mathematics I	COSC 2106 (3 cr, 3 hr/wk) Machine Structures		
MATH 1036 (3 cr, 5 hr/wk) Calculus I	MATH 2046 (3 cr, 3 hr/wk) Advanced Linear Algebra		
MATH 1037 (3 cr, 5 hr/wk) Calculus II			
MATH 1046 (3 cr, 4 hr/wk) Introductory Linear Algebra			
ACAD 1601 (3 cr, 3 hr/wk) Academic Writing			
21 credits + 3 credit ACAD 1601	12 credits	9 credits	9 credits
6 credits from the following: COSC 1666 (3 cr, 4 hr/wk) Engineering Graphics COSC 2007 (3 cr, 3 hr/wk) Data Structures II COSC 2116 (3 cr, 3 hr/wk) Artificial Neural Networks COSC 2406 (3 cr, 3 hr/wk) Introduction to Game Design and Development COSC 3007 (3 cr, 3 hr/wk) Artificial Intelligence COSC 3106 (3 cr, 3 hr/wk) Human-Computer Interaction COSC 3017 (3 cr, 3 hr/wk) Introduction to Robotics COSC 3206 (3 cr, 3 hr/wk) Theory of Computation COSC 3207 (3 cr, 3 hr/wk) Computer Graphics COSC 3307 (3 cr, 3 hr/wk) 3D Computer Graphics COSC 3406 (3 cr, 3 hr/wk) Advanced Game Design and Development COSC 3807 (3 cr, 3 hr/wk) Project Management COSC 3997 (3 cr, 3 hr/wk) Senior Practicum COSC 4206 (3 cr, 3 hr/wk) Topics in Computer Science COSC 4207 (3 cr, 3 hr/wk) Seminars in Computer Science COSC 4896 (3 cr, ind. studies) Honours Research I COSC 4897 (3 cr, ind. studies) Honours Research II COSC 4997 (3 cr, 3 hr/wk) Honours Practicum			

Additional Science requirements for BSc in Computer Science:

- 12 credits of the following:
- BIOL 1006** (3 cr, 6 hr/wk) Introduction to Molecular and Cell Biology
 - BIOL 1007** (3 cr, 6 hr/wk) Introduction to Organismal and Evolutionary Biology
 - CHEM 1006** (3 cr, 6 hr/wk) General Chemistry I
 - CHEM 1007** (3 cr, 6 hr/wk) General Chemistry II
 - PHYS 1006** (3 cr, 6 hr/wk) General Physics I: Mechanics

Curriculum Map: Computer Science

NEW Requirements: Course Requirements for Program Completion

Program: Bachelor of Science/Bachelor of Arts, Computer Science Required COSC Science courses (blue), Required OTHER courses, Selection of Courses (green)		Honours Specialization Required COSC Science courses (blue)+ Honours Courses (orange), Required OTHER courses, Selection of Courses (green)	
Year 1 (CORE)	Year 2 (CORE)	Year 3 (CORE)	Year 4 (CORE)
COSC 1557 (3 cr, 4 hr/wk) Introduction to Computer Science	COSC 2667 (3 cr, 3 hr/wk) Operating Systems I	COSC 3306 (3 cr, 3 hr/wk) Programming Paradigms	COSC 4406 (3 cr, 3 hr/wk) Software Engineering
COSC 1567 (3 cr, 4 hr/wk) Programming in C++	COSC 2767 (3 cr, 3 hr/wk) Object-Oriented Programming	COSC 3606 (3 cr, 3 hr/wk) Databases & Data Management	6 credits from the following: COSC 4206 (3 cr, 3 hr/wk) Topics in Computer Science COSC 4207 (3 cr, 3 hr/wk) Seminars in Comp. Science COSC 4896 (3 cr, ind. studies) Honors Research I COSC 4897 (3 cr, ind. studies) Honors Research II COSC 4997 (3 cr, 3 hr/wk) Honors Practicum
COSC 1367 (3 cr, 3 hr/wk) Introduction to problem solving with generative AI [new course]	COSC 2006 (3 cr, 3 hr/wk) Data Structures I	COSC 3657 (3 cr, 3 hr/wk) Distributed Systems	
MATH 1056 (3 cr, 4 hr/wk) Discrete Mathematics I	MATH 2046 (3 cr, 3 hr/wk) Advanced Linear Algebra		
MATH 1036 (3 cr, 5 hr/wk) Calculus I			
MATH 1037 (3 cr, 5 hr/wk) Calculus II			
MATH 1046 (3 cr, 4 hr/wk) Introductory Linear Algebra			
ACAD 1601 (3 cr, 3 hr/wk) Academic Writing			
18 credits + 3 credit ACAD 1601	12 credits	9 credits	9 credits
9 credits from the following: COSC 1666 (3 cr, 4 hr/wk) Engineering Graphics COSC 1757 (3 cr, 4 hr/wk) Digital Systems COSC 2007 (3 cr, 3 hr/wk) Data Structures II COSC 2406 (3 cr, 3 hr/wk) Introduction to Game Design and Development COSC 3007 (3 cr, 3 hr/wk) Artificial Intelligence COSC 3106 (3 cr, 3 hr/wk) Human-Computer Interaction COSC 3017 (3 cr, 3 hr/wk) Introduction to Robotics COSC 3116 (3 cr, 3 hr/wk) Artificial Neural Networks and Deep Learning COSC 3206 (3 cr, 3 hr/wk) Theory of Computation COSC 3207 (3 cr, 3 hr/wk) Computer Graphics COSC 3307 (3 cr, 3 hr/wk) Advanced Computer Graphics COSC 3807 (3 cr, 3 hr/wk) Project Management COSC 3997 (3 cr, 3 hr/wk) Senior Practicum COSC 4206 (3 cr, 3 hr/wk) Topics in Computer Science COSC 4207 (3 cr, 3 hr/wk) Seminars in Computer Science COSC 4896 (3 cr, ind. studies) Honours Research I COSC 4897 (3 cr, ind. studies) Honours Research II COSC 4997 (3 cr, 3 hr/wk) Honours Practicum			

Additional Science requirements for BSc in Computer Science:

- 12 credits of the following:
- BIOL 1006** (3 cr, 6 hr/wk) Introduction to Molecular and Cell Biology
 - BIOL 1007** (3 cr, 6 hr/wk) Introduction to Organismal and Evolutionary Biology
 - CHEM 1006** (3 cr, 6 hr/wk) General Chemistry I
 - CHEM 1007** (3 cr, 6 hr/wk) General Chemistry II
 - PHYS 1006** (3 cr, 6 hr/wk) General Physics I: Mechanics
 - PHYS 1007** (3 cr, 6 hr/wk) General Physics II: Mechanical Wave, Fluid Mechanics, and Thermodynamics

Curriculum Map: Computer Science

Computer Science Minor:

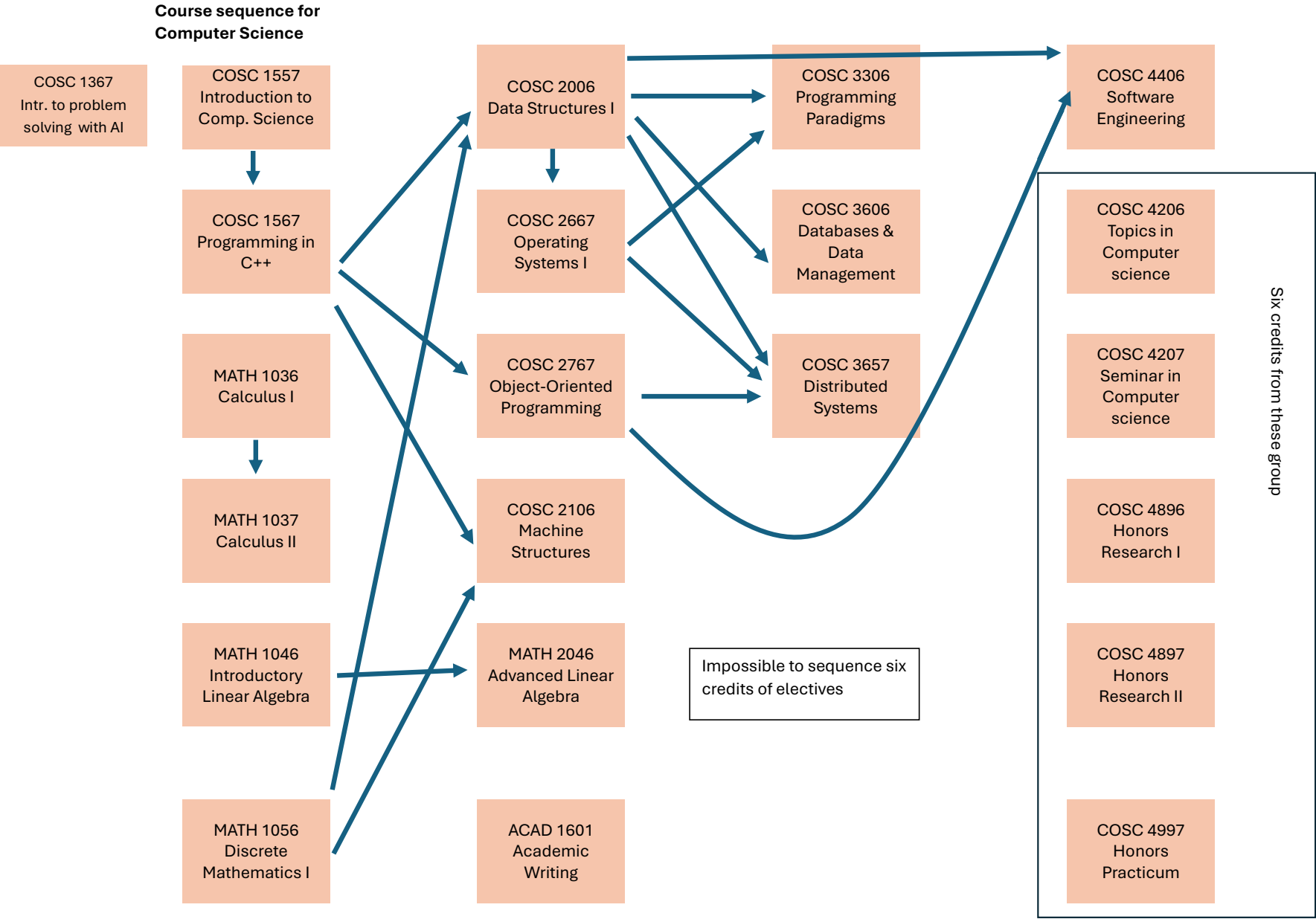
Students may select a minor in Computer Science by completing 18 credits in the courses below:

- **COSC 1367** (3 cr) Introduction to problem solving with generative AI [new course]
- **COSC 1557** (3 cr) Introduction to Computer Science
- **COSC 1567** (3 cr) Programming in C++
- **COSC** upper level – 6 credits
- **COSC** 3000 or 400 level – 3 credits

Curriculum Map: Computer Science

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

Curriculum Map: Computer Science



Curriculum Map: Computer Science

Program-Level Student Learning Outcomes

Upon graduation the student will be able to:

(1. Knowledge of Core Computer Science Principles)

demonstrate a solid understanding of the fundamental concepts, methodologies, theories, and practical approaches in computer science, including algorithms, data structures, programming languages, databases, operating systems, and software engineering principles.

(2. Application of Mathematical Foundations)

apply relevant areas of mathematics—including calculus, linear algebra, and discrete mathematics—to model, analyze, and solve computational problems effectively.

(3. Problem-Solving and Analytical Skills)

identify, formulate, and analyze complex problems, select appropriate computational and algorithmic techniques, and implement effective solutions, including proving algorithm correctness and analyzing performance.

(4. Research and Independent Inquiry)

conduct independent research, gather and synthesize knowledge from diverse sources, formulate their own research questions, and present results in a variety of ways.

(5. Professional Software Development Skills)

design, implement, test, and evaluate software applications that solve real-world problems, applying sound software engineering practices and tools.

(6. Communication and Collaboration)

communicate effectively - both orally and in writing - using clear, logical, and precise language to convey computer science concepts, algorithms, and solutions; they will also work effectively as part of a team and engage productively in discussions of advanced computer science topics.

(7. Awareness of Trends, Ethics, and Limitations)

demonstrate awareness of the historical development, current trends, and future directions in computer science, understand the limits of their own knowledge and that of the discipline, and act with academic integrity, professional ethics, and social responsibility.

(8. Lifelong Learning and Professional Growth)

recognize their ongoing learning needs, set goals for continuous improvement, and take initiative to acquire new knowledge and skills to remain current in the fast-evolving field of computer science.

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

Outcome	Year 1										Year 2						Year 3										Year 4						
ACAD 1601							B	B		I		B	I	I	I	I	P	I	I	I	P	I	P	I	I	P	P	P	P	P	P	P	P
MATH 1036		B	B	B	B		B	B		I	I	I	I	I	I	I	P	P	I	P	P	P	P	I	P	P	P	P	P	P	P	P	P
MATH 1036		B	B	B	B	B	B	B	B	I	I	B	I	I	I	P	I	P	I	I		P		P	P	P	P	P	P	P	P	P	P
MATH 1046							B	B		B			B		I	I	I	I	I	I				I		P	P	P	P	P	P	P	P
MATH 1056							B	B		B		B	B	I	I	I	I	I	I	I	I	I		I	P	P	P	P	P	P	P	P	P
COSC 1367							B	B	B	B	I			I	I	P	P		P	I	P			I	P	P	P	P	P	P	P	P	
COSC 1557							B	B		B		B	B	I	I	I	I	I	I	I	I	I		I	P	P	P	P	P	P	P	P	P
COSC 1567							B	B	B	B	I	B	B	I	I	I	I	I	P			I	I	I	P	P	P	P	P	P	P	P	P
COSC 1666							B	B	B	B				I	I	P	P		P	I	P			I	P	P	P	P	P	P	P	P	P
COSC 1757							B	B		B				I	I	P	P		P	I	P			I	P	P	P	P	P	P	P	P	P
MATH 2046							B	B		B		B	B	I	I	I	I	I	P			I	I	I	B	I	P	P	P	P	P	P	P
COSC 2006							B	B		B		B	B	I	I	I	I	I	P			I	I	I	B	I	P	P	P	P	P	P	P
COSC 2106							B	B		B		B	B	I	I	I	I	I	P			I	I	I	B	I	P	P	P	P	P	P	P
COSC 2406							B	B		B		B	B	I	I	I	I	I	P			I	I	I	B	I	P	P	P	P	P	P	P
COSC 2667							B	B		B		B	B	I	I	I	I	I	P			I	I	I	B	I	P	P	P	P	P	P	P
COSC 2767							B	B		B		B	B	I	I	I	I	I	P			I	I	I	B	I	P	P	P	P	P	P	P
COSC 3007							B	B		B		B	B	I	I	I	I	I	P			I	I	I	B	I	P	P	P	P	P	P	P
COSC 3006							B	B		B		B	B	I	I	I	I	I	P			I	I	I	B	I	P	P	P	P	P	P	P
COSC 3106							B	B		B		B	B	I	I	I	I	I	P			I	I	I	B	I	P	P	P	P	P	P	P
COSC 3116							B	B		B		B	B	I	I	I	I	I	P			I	I	I	B	I	P	P	P	P	P	P	P
COSC 3206							B	B		B		B	B	I	I	I	I	I	P			I	I	I	B	I	P	P	P	P	P	P	P
COSC 3207							B	B		B		B	B	I	I	I	I	I	P			I	I	I	B	I	P	P	P	P	P	P	P
COSC 3306							B	B		B		B	B	I	I	I	I	I	P			I	I	I	B	I	P	P	P	P	P	P	P
COSC 3307							B	B		B		B	B	I	I	I	I	I	P			I	I	I	B	I	P	P	P	P	P	P	P
COSC 3606							B	B		B		B	B	I	I	I	I	I	P			I	I	I	B	I	P	P	P	P	P	P	P
COSC 3657							B	B		B		B	B	I	I	I	I	I	P			I	I	I	B	I	P	P	P	P	P	P	P
COSC 3807							B	B		B		B	B	I	I	I	I	I	P			I	I	I	B	I	P	P	P	P	P	P	P
COSC 3997							B	B		B		B	B	I	I	I	I	I	P			I	I	I	B	I	P	P	P	P	P	P	P
COSC 4206							B	B		B		B	B	I	I	I	I	I	P			I	I	I	B	I	P	P	P	P	P	P	P
COSC 4207							B	B		B		B	B	I	I	I	I	I	P			I	I	I	B	I	P	P	P	P	P	P	P
COSC 4406							B	B		B		B	B	I	I	I	I	I	P			I	I	I	B	I	P	P	P	P	P	P	P
COSC 4 896							B	B		B		B	B	I	I	I	I	I	P			I	I	I	B	I	P	P	P	P	P	P	P
COSC 4 897							B	B		B		B	B	I	I	I	I	I	P			I	I	I	B	I	P	P	P	P	P	P	P
COSC 4 997							B	B		B		B	B	I	I	I	I	I	P			I	I	I	B	I	P	P	P	P	P	P	P

Curriculum Map: Computer Science

University-Level Student Learning Outcomes

Upon graduation the student will be able to:

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

Curriculum Map: Computer Science

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

Curriculum Map: Computer Science

University-Level Outcomes Progression Matrix

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

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

Outcome	ACAD 1601	MATH 1036	MATH 1036	MATH 1046	MATH 1056	COSC 1367	COSC 1557	COSC 1567	COSC 1666	COSC 1757	MATH 2046	COSC 2006	COSC 2106	COSC 2406	COSC 2667	COSC 2767	COSC 3007	COSC 3006	COSC 3106	COSC 3116	COSC 3206	COSC 3207	COSC 3306	COSC 3307	COSC 3606	COSC 3657	COSC 3807	COSC 3997	COSC 4206	COSC 4207	COSC 4406	COSC 4 896	COSC 4 897	COSC 4 997
	Year 1										Year 2						Year 3										Year 4							
1	B	B	B	B	B	B	B	I		I	I	B	I		I	I	I		I		I	I	P	I	P	P	P	P	P	P	P	P	P	
2	B	B	B	B	B	B	B	I	B	I	I	B	I	B	I	I	I	I	I	I		I		P	I	P	P	P	P	P	P	P	P	P
3	B	B	B	B	B	B	B	I		I	I	B	I	B	I	I	I	B	I	B		I		I	I	P	P	P	P	P	P	P	P	P
4	B	B	B	B	B	B	B	B	B	B	I		B	B	I	I	I		I		P		P	I		P	P	P	P	P	P	P	P	P
5	B	B	B	B	B	B	B	B	B	I	I		B	B	I	I	I		I	I	P		I	I	I	P	P	P	P	P	P	P	P	P
6							B			B	I		B											I				P			P	P	P	P
7	B	B	B	B	B	B	B	B		B	I		B		I	I	I		I					B	I	P	P	P	P	P	P	P	P	P
8		B	B	B	B		B			B	I		B											I				P			P	P	P	P

Curriculum Map: Computer Science

Resource Links

Ontario Universities, Council on Quality Assurance

Definitions — Ontario Universities Council on Quality Assurance

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

New Course Template

Please include a draft course syllabus along with the following template. If this course is proposed to be offered under more than one delivery mode (for example, on-site and Distance Learning), please include a separate syllabus for each version of this course.

MOTION:	That ARCC recommend to Arts and Science Executive the creation of the course <i>HIST 1266 – Sex, Violence, and Power in Early America</i> as outlined in the proposal above.

JUSTIFICATION (Rationale):

The substance of this course has been taught four times under the HIST 1106—Introduction to Historical Studies topics code. This motion will regularize this course in the academic calendar.

FAS-2526-00087



Course Code	HIST 1266
Course Title:	Sex, Violence, and Power in Early America
Course Credits	☒ 3 credits ☐ 6 credits ☐ Other
Course Description: <i>Restricted to 50-75 words, student-focused, present tense and active voice)</i>	The American past was shaped in part by the construction of gendered categories. Whether to colonize, enslave, disenfranchise, or resist one another, the peoples of the Americas often used differences in gender and sexuality to justify their actions. Through lectures and discussion, students explore the various processes of objectification by which human beings became subjects throughout the history of early America.
Course Prerequisite:	none
Course Corequisite:	none
Course Antirequisite:	HIST-1006 in 15FA, HIST-1016 in 21FA, HIST 1106 in 17FA, ,or HIST-1017 in 14WI
List any restrictions: <i>For example, "This course is restricted to BPHE students".</i>	
Is this a Topic Course? <i>Topic courses are courses that students can take more than once for credit.</i>	☐ Yes ☒ No

Will this course have an Experiential Learning component as defined by the MCU? <u>As defined by MCU</u> <u>HTTPS://CAN01.SAFELINKS.PROTECTION.OUTLOOK.COM/?URL=HTTPS://WWW.NIPISSINGU.CA/SITES/DEFAULT/FILES/2023-10/A05%2520EXPERIENTIAL%2520LEARNING%2520CHECKLIST%2520FINAL%2520SEPT%25205%2520EN.PDF&DATA=05 01 FASS@NIPISSINGU.CA 37F7C4ABCB304DB5ACB708DBD6FF5F86 B13086D8996B40658B63786A925860B5 0 0 638340164660205224 UNKNOWN TWFPBGZSB3D8EYJWIJOIMC4WLJAWMDAILCJQIJOIV2LUMZIILCJBTI16IK1HAWNWILCXVCI6MN0= 3000 &SDA TA=ZACAAPK/47IX4CKYHYAEJOVDZ1A6M3QNOW/XKVFPMOG=&RESE RVED=0</u>	☐ Yes ☒ No

Outline the department's plan for offering this course. <i>For example, consider how this course will be cycled, whether it replaces a current course, when it will first be offered, etc.</i>	HIST 1266 will be offered in regular rotation with the department's other 1000-level offerings.
List the total hours and the weekly breakdown of hours by instructional method. Courses that are 3 credits must include at least 36 hours, while 6 credit courses must be at least 72 hours. <i>For example, Two hours of lecture and one hour of laboratory work per week. 36 hours total.</i>	Total Hours: <u>36</u> <u>Breakdown of hours per week</u> Clinical: _____ Independent Study: _____ Lecture: <u>3</u> Lab: _____ Practical: _____ Seminar : _____ Tutorial: _____ Service Learning: _____
<u>Is this course cross-listed? If so, with what department?</u>	☐ Yes ☒ No <i>If yes, please written support from all departments/disciplines whose programs are affected by this proposal.</i>
<u>Program Implications:</u> <u><i>Is this a required course for a program, or part of a Group, Concentration, Stream, etc.?</i></u>	none
Do the Learning Outcomes for this course have significant overlap with any other course(s) offered at Nipissing?	☐ Yes ☒ No If yes, include rationale:
Learning Outcomes (6-8 points, visible, measurable and in active voice) For detailed information on Learning Outcomes, please consult the Quality Assurance website.	Students who successfully complete this course will: 1. Be able to identify key themes and developments in the history of the United States. 2. Be able to explain continuity and change in the history of sex and sexuality in the United States. 3. Show a promising ability to analyze primary documents as a source of historical understanding about the American past. 4. Be able to identify and explain historical arguments in secondary sources. 5. Demonstrate a promising ability to synthesize primary and secondary source material into original writing. 6. Demonstrate a promising ability to communicate effectively, both orally and in writing.

Will this course have budgetary implications? (e.g. lab consumables, software, experiential learning, CASBU contract, library resources, honoraria for elder, travel, etc.)	☐ Yes ☒ No enter additional resources:
How will this course contribute to the program level outcomes?	See attached curriculum map.
Who amongst your current faculty has the competencies to teach this course?	Dr. Nathan Kozuskanich
How does this course contribute to the institution's commitments to equity, inclusive teaching, accessibility, decolonization, Indigenous learning and sustainability?	The entire course revolves around examining historical constructions of gender and identity in the American past, and explores the histories of various equity seeking groups.
How will you communicate this new offering to students?	Academic calendar.

HIST 1266: Sex, Violence, and Power in Early America

DRAFT SYLLABUS

COURSE DESCRIPTION

The American past was shaped in part by the construction of gendered categories. Whether to colonize, enslave, disenfranchise, or resist one another, the peoples of the Americas often used differences in gender and sexuality to justify their actions. Through lectures and discussion students explore the various processes of objectification by which human beings became subjects throughout the history of early America.

COURSE OUTCOMES

Students who successfully complete this course will:

1. Be able to identify key themes and developments in the history of the United States.
2. Be able to explain continuity and change in the history of sex and sexuality in the United States.
3. Show a promising ability to analyze primary documents as a source of historical understanding about the American past.
4. Be able to identify and explain historical arguments in secondary sources.
5. Demonstrate a promising ability to synthesize primary and secondary source material into original writing.
6. Demonstrate a promising ability to communicate effectively, both orally and in writing.

METHOD OF DETERMINING FINAL GRADE

Lecture Notes	15%
Primary Source Responses	10%
Article Reviews	10%
Seminar Participation	15%
Annotated Bibliography	25%
Final Exam	25%

SCHEDULE OF LECTURES AND READINGS

WEEK ONE

- **Lecture:** Introduction: Sex, Violence, and Power in Early America
- **Reading:** Brown and Block, "Clio in Search of Eros," *The William and Mary Quarterly* (2003); Dean, "The Productive Hypothesis," *History and Theory* (1994).

WEEK TWO

- **Lecture:** Sexual Power and Colonization
- **Primary Source:** Witchcraft Trial of Catherina Lujan, New Mexico (1708)
- **Primary Source:** John Lawson on Native American Women, North Carolina (1709)
- **Reading:** Verena Stolcke, "Invaded Women: Sex, Race, and Class in the Formation of Colonial Society," *European Journal of Development Research* (1994)

WEEK THREE

- **Lecture:** Sex, Race, and Resistance
- **Primary Source:** Diary of William Byrd, Virginia Planter (1710-1712)
- **Reading:** Winthrop Jordan, "Fruits of Passion," in *White Over Black* (1968).

WEEK FOUR

- **Lecture:** Sex, Procreation, and the American Family
- **Primary Source:** Jane Sharpe, *The Midwife's Book* (1671)
- **Primary Source:** Anne Bradstreet, "To My Dear and Loving Husband" (1678)
- **Reading:** Daniel Smith, "The Study of the Family in Early America" in *The William and Mary Quarterly* (1982).

WEEK FIVE

- **Lecture:** Gendered Power and the Founding of the United States
- **Primary Source:** Preamble to The Declaration of Independence (search the web)
- **Reading:** Mark Kann, *A Republic of Men*, Introduction and Chapter 7 (1998).

WEEK SIX

- **Lecture:** Intimate Violence in the Early Republic
- **Reading:** Randolph Roth, "Child Murder in New England," *Social Science History* (2001).

WEEK SEVEN

- **Lecture:** Same-Sex Sexuality
- **Primary Source:** *The Boston News-Letter* on "Sodomitical Clubs"
- **Reading:** Caleb Crain, "Leander, Lorenzo, and Castalio: An Early American Romance," *Early American Literature* (2007).

WEEK EIGHT

- **Lecture:** The Sexual Regulation of Men
- **Primary Source:** Graham, *Lecture to Young Men* (1838)
- **Primary Source:** John Humphrey Noyes, *Male Continence*
- **Reading:** John McCurdy, "If a Single Man and Able He Shall Make Satisfaction," in *Citizen Bachelors* (2009).

WEEK NINE

- **Lecture:** The Sexual Regulation of Women
- **Primary Source:** Horatio R. Storer, *Criminal Abortion* (1868)
- **Primary Source:** Depositions in the Case of Sarah Muckamugg (1752-1774)
- **Reading:** C.H. Dayton, "Taking the Trade" in *The William and Mary Quarterly* (1991).

WEEK TEN

- **Lecture:** Bastards and Bachelors
- **Primary Source:** Slander and Reputation in North Carolina Court Cases (the 1749 case, not the 1747 case)
- **Reading:** Clare Lyons, "Through Our Children: Bastardy Comes Under Attack," in *Sex Among the Rabble* (2006).

WEEK ELEVEN

- **Lecture:** Prostitution in the Early Republic
- **Primary Source:** Keeping a House of Fornication (1754)
- **Reading:** Marcia Carlisle, "Disorderly City, Disorderly Women" in *Pennsylvania Magazine of History and Biography* (1986).

WEEK TWELVE

- **Lecture:** Sex and Religion in the Nineteenth Century
- **Reading:** Johnson and Wilentz, *The Kingdom of Matthias* (1994)

Course Requirements for Program Completion

Program: Bachelor of Arts, History			
		OMAH Specialization	Honours Specialization
Year 1 (CORE)	Year 2 (CORE)	Year 3 (CORE)	Year 4 (CORE)
6 CR (Maximum 12 CR) HIST 1006 Intro to Historical Studies* HIST 1007 The Second World War* HIST 1026 The Civilization of Ancient Greece* HIST 1027 The Civilization of Ancient Rome HIST 1206 “Blood and Soil”: An Introduction to the History of Genocide HIST 1236 Strong, Resilient, and Wise: Women in Twentieth Century Canada** HIST 1306 Animating the Land: Nbsiing Nishnaabeg Histories** HIST 1506 The Idea of Canada* and **	12 CR (no cross listed courses) HIST 2005, HIST 2016**, HIST 2017, HIST 2026*, HIST 2036, HIST 2106, HIST 2107, HIST 2136, HIST 2137* HIST 2156, HIST 2157, HIST 2166 HIST 2167, HIST 2206, HIST 2207, HIST 2226, HIST 2227, HIST 2306, HIST 2336*, HIST 2377, HIST 2406, HIST 2426, HIST 2436, HIST 2437, HIST 2446, HIST 2447* and **, HIST 2516, HIST 2517, HIST 2547, HIST 2607 HIST 2616, HIST 2626, HIST 2706	36 CR (12 courses) HIST 3005*, HIST 3017, HIST 3066, HIST 3067, HIST 3116*, HIST 3117*, HIST 3126*, HIST 3127*, HIST 3136, HIST 3146, HIST 3147, HIST 3206, HIST 3237, HIST 3246, HIST 3267, HIST 3286, HIST 3297, HIST 3306* and **, HIST 3307 **, HIST 3346*, HIST 3355, HIST 3377, HIST 3387, HIST 3415, HIST 3426, HIST 3427, HIST 3517, HIST 3526*, HIST 3565*, HIST 3577, HIST 3626*, HIST 3636, HIST 3705*, HIST 3716*, HIST 3717*, HIST 3806* and **, HIST 3816, HIST 3936, HIST 3937, HIST 3946, HIST 3947	12 CR (Honours Only) HIST 4015, HIST 4185, HIST 4325, HIST 4335, HIST 4385, HIST 4485, (HIST 4607 OR 4627) 3CR, (HIST 4615* OR HIST 4617*) 6CR, HIST 4815*
Same Course Name and description as HIST 1006 HIST 1016 Intro to Historical Studies HIST 1106 Intro to Historical Studies HIST 1107 Intro to Historical Studies		Maximum of 12 credits ESPA 2706, ESPA 2707, GEND 3236, POLI 2106, POLI 2107, POLI 2306, POLI 2307, POLI 2706, POLI 2707, RLCT 2036, RLCT 2037, SWLF 3007	
ACAD 1601		HIST 3906 (OMAH)	
		HIST 3907 (OMAH)	
6 Core credits	12 Core Credits	18(Major)/36/36/30 Core credits	12 Core Credits
MINOR 6 CR	MINOR 12 CR (2000 or 3000)		
Minor in the Study of State Violence: 3 CR (1006, 1007, 1206, 1506), 15 CR (2137, 2206, 2226, 2227, 2336, 2447, 3005, 3116, 3237, 3306, 3526, 3565, 3567, 3577, 3626, 3705, 3716 OR 3806)			

* Certificate in Study in Stake Violence (War, Atrocity, and Genocide)

**Certificate in the Study of Societies in Transition: Reciprocity, Relationship & Reconciliation Histories

Credits Required

- **All degrees** require 6 credits at the 1000 level
- **All degrees** require 12 credits at the 2000 level
- The **Major** requires 18 credits at the 3000 level
- The **Specialization** requires 36 credits at the 3000 level
- **The OMAH Honors Specialization** requires 36 credits at the 3000 level and 12 credits at the 4000 level
- The **Honors Specialization** requires 30 credits at the 3000 level and 12 credits at the 4000 level

Additional Degree Requirements:

ACAD 1601	3 cr.
Social Science and/or Professional Studies	6 cr.
Science	6 cr.
Electives	51 cr. (specialization) 45 cr. (honours specialization)

HIST Degree Requirements:

Major

- Students will need to achieve a minimum 60% average in the 36 credits presented for the Major in History.
- Students must complete the required 6 credits of introductory History with a minimum grade of 60%.

Specialization

- Students will need to achieve a minimum 60% average in the 54 credits presented for the Specialization in History.
- Students must complete the required 6 credits of introductory History with a minimum grade of 60%.

Honours Specialization with Orientation to a Master of Arts (MA) in History (OMAH)

- Students must complete the required 6 credits of introductory History with a minimum grade of 60%.
- Students will need to achieve a minimum 70% average in the 60 credits presented for the Honours Specialization in History.
- When calculating OMAH students' Honours Specialization average, the best 30 credits of 3000 level HIST are considered.
- Students are guaranteed admission to the Master of Arts in History, provided they complete their degree including the OMAH specific courses with a minimum 75% on their last 10 full course (20 half/semester) equivalents.

Honours Specialization

- Students will need to achieve a minimum 70% average in the 60 credits presented for the Honours Specialization in History.
- Students must complete the required 6 credits of introductory History with a minimum grade of 60%.

Purpose of Program

The Department of History provides a personalized student experience within a collegial learning community dedicated to creativity, innovation, and excellence in teaching, research and scholarly activities.

To understand the past is to be able to place yourself in those contexts, to understand and think critically about the world, to empathize. Our program supports the formation of citizens as whole people. Indeed, this could be taken as the summation of our role. Learning in our department provides skills and a critically-informed perspective on society at large that is essential for an active and involved life in the twenty-first century.

Program-Level Student Learning Outcomes

Upon graduation the student will be able to:

	Major and Specialization	Honours Specialization (incl. OMAH)
1. Depth and Breadth of Knowledge	a) demonstrate a general knowledge and understanding of many key concepts, methodologies, and approaches in the study of History b) demonstrate a broad understanding of some of the major areas and/or periods in the study of History, including the ability to recognize processes of continuity and change within them c) understand and interpret primary source materials from one of the major areas and/or periods in the study of History d) gather, review, comprehend, and evaluate secondary sources from one of the major areas and/or periods in the study of History e) demonstrate some detailed knowledge of one of the major areas and/or periods in the study of History, including the ability to recognize some of the key historiographical debates involved therein f) demonstrate critical thinking and analytical skills g) demonstrate cumulative intellectual development by applying learning from both	a) demonstrate a developed knowledge and critical understanding of the key concepts, methodologies, and approaches in the study of History. b) demonstrate a developed understanding of several of the major areas and/or periods in the study of History, including the ability to analyze critically the processes of continuity and change within them c) understand, interpret, and analyze a variety of primary source materials from one or more of the major areas and/or periods in the study of History d) gather, review, comprehend, and evaluate secondary sources from one or more of the major areas and/or periods in the study of History, including the ability to compare the merits of and discriminate between alternate approaches and interpretations e) demonstrate developed, detailed knowledge of one or more of the major areas and/or periods in the study of History, including the ability to engage

	previous classes in History and classes outside the discipline	critically with some of the key historiographical debates involved therein derived from direct experience with historical research f) demonstrate developed critical thinking and analytical skills g) demonstrate cumulative intellectual development by applying learning from both previous classes in History and classes outside the discipline, including the ability to synthesize knowledge
2. Knowledge of Methodologies	a) demonstrate an understanding of the nature, purpose, and methods of historical inquiry and research b) formulate the kinds of questions that lead to an analytical rather than a descriptive engagement with primary and secondary sources c) identify and evaluate established techniques of historical inquiry and research d) devise and sustain analytical arguments e) demonstrate knowledge of the methods of citation and documentation appropriate to the study of History	a) demonstrate an understanding of the nature, purpose, and methods of historical inquiry and research b) formulate the kinds of questions that lead to an analytical rather than a descriptive engagement with primary and secondary sources c) identify, evaluate, and critique established techniques of historical inquiry and research d) devise and sustain analytical arguments employing appropriate theoretical and/or methodological approaches to historical inquiry and research e) demonstrate knowledge of the methods of citation and documentation appropriate to the study of History
3. Application of Knowledge	a) analyze and interpret primary and secondary sources enabling the student to offer analytical commentary, develop lines of argument, and make sound judgments in accordance with the major concepts and methods in the study of History b) use established techniques to analyze sources, evaluate different approaches, and propose answers to interpretive questions	a) analyze and interpret primary and secondary sources enabling the student to offer complex analytical commentary, discriminate between different historiographical arguments, and make sound judgments that are in accordance with the major concepts and methods in the study of History

	c) select appropriate evidence from a primary source to support an analytical argument d) make use of scholarly secondary sources, including the ability to distinguish between what is and is not a scholarly source	b) use a range of techniques to analyze sources and evaluate the underlying theoretical principles of different approaches c) initiate appropriately framed interpretive questions and propose a variety of possible answers d) select the most appropriate evidence from a primary source to support an analytical argument e) compare and discriminate between scholarly secondary sources in order to make the most judicious and effective use of them f) formulate appropriate projects for independent research and study
4. Communication Skills	a) communicate, both orally and in writing, accurately and reliably to a range of audiences b) communicate information, ideas, and analytical comments, orally and in writing, in a clear, coherent, and concise manner c) participate in a critical discussion by listening actively and responding in an informed and apposite manner	a) communicate, both orally and in writing, accurately and reliably to a range of audiences b) communicate information, ideas, analyses, and arguments, orally and in writing, in a clear, coherent, and concise manner c) initiate and engage in a scholarly discussion by asking critical questions, listening actively to others, and responding in an informed, apposite, and nuanced manner d) demonstrate ability to engage in a sustained critical discussion of a specialized topic in an advanced seminar e) sustain logical, clear, correct, and persuasive arguments in a paper of significant length
5. Awareness of Limits of Knowledge	a) understand the limits of their own knowledge and abilities, and demonstrate an awareness of how these might affect their analyses and interpretations b) demonstrate some understanding that other disciplines ask different kinds of questions and thus reach different kinds of conclusions	a) understand the limits of their own knowledge and abilities, and demonstrate an awareness of how these might affect their analyses and interpretations b) understand and appreciate that other disciplines of study produce bodies of knowledge that may enhance, complement, or conflict with History

	c) demonstrate an awareness that what counts as knowledge may change with the discovery of new evidence or new interpretations of existing evidence	c) demonstrate an awareness that what counts as knowledge may change with the discovery of new evidence or new interpretations of existing evidence d) appreciate the uncertainty, ambiguity, and limits of knowledge about historical events and/or processes
6. Autonomy and Professional Capacity	a) exercise good judgment, personal responsibility and accountability b) work effectively and collegially with others c) identify their own learning needs, including their goals for their degree and beyond d) demonstrate behaviour consistent with academic integrity and social responsibility	a) exercise initiative, good judgment, personal responsibility and accountability b) work effectively and collegially with others c) identify their own learning needs, including seeking assistance to identify and address weaknesses; and their goals for their degree and beyond, including selecting an appropriate program for further study d) demonstrate behaviour consistent with academic integrity and social responsibility

Legend: **B**eginner, **I**ntermediate, **P**roficient, **S**killed

[illegible]

	Outcome	
	HIST 2005	
	HIST 2016	
	HIST 2017	
	HIST 2026	
	HIST 2036	
	HIST 2106	
	HIST 2107	
	HIST 2136	
	HIST 2137	
	HIST 2156	
	HIST 2157	
	HIST 2166	
	HIST 2167	
	HIST 2206	
	HIST 2207	
	HIST 2226	
	HIST 2227	
	HIST 2306	
	HIST 2336	
	HIST 2377	
	HIST 2406	
	HIST 2426	
	HIST 2436	
	HIST 2437	
	HIST 2446	
	HIST 2447	
	HIST 2516	
	HIST 2517	
	HIST 2547	
	HIST 2607	
	HIST 2616	
	HIST 2626	
	HIST 2706	

[illegible][illegible]

University Level Outcomes

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

University-Level Student Learning Outcomes

Upon graduation the student will be able to:

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

[illegible]

[illegible]

[illegible]

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Motion 1- That the Academic Regulations and Curriculum Committee recommend to A&S Executive the Honours Specialization – Child and Family Studies requirements be modified as outlined below.

From:

Program Requirements:

Students will need to achieve a minimum 70% average in the 60 credits presented for the Honours Specialization in Child and Family Studies.

Students must complete 120 credits including 60 credits in the Honours Specialization as follows:		
CHFS 1006	Introduction to Child and Family Studies	3 cr.
PSYC 1106	Introduction to Psychology I	3 cr.
PSYC 1107	Introduction to Psychology II	3 cr.
SOCI 1016	Introduction to Sociology	3 cr.
CHFS 2026	Methods in Behavioural and Social Sciences	3 cr.
CHFS 2206	Children, Families, and Social Justice	3 cr.
Three credits from the following (may not take both for credit):		3 cr.
CHFS 2106	Applied Human Development: Children and Youth	
PSYC 2006	Childhood Development	
Three credits from the following (may not take both for credit):		3 cr.
CHFS 2107	Human Development: Adults and Aging	
PSYC 2007	Adult Development	
Six credits from:		6 cr.
CHFS 3035 or	Statistics in Behavioural and Social Sciences	
PSYC 2126 and	Scientific Methods and Analysis I	
PSYC 2127	Scientific Methods and Analysis II	
Six credits from:		6 cr.
CHFS 4005	Honours Seminar	
CHFS 4105	Research Essay	
CHFS 4505	Honours Research Thesis	

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CHFS Group 1

12 cr.

CHFS Group 2

12 cr.

To:

Program Requirements:

Students will need to achieve a minimum 70% average in the 60 credits presented for the Honours Specialization in Child and Family Studies.

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

[CHFS 1006](#) Introduction to Child and Family Studies 3 cr.

[PSYC 1106](#) Introduction to Psychology I 3 cr.

[PSYC 1107](#) Introduction to Psychology II 3 cr.

[SOCL 1016](#) Introduction to Sociology 3 cr.

[CHFS 2026](#) Methods in Behavioural and Social Sciences 3 cr.

[CHFS 2206](#) Children, Families, and Social Justice 3 cr.

Three credits from the following (may not take both for credit): 3 cr.

[CHFS 2106](#) Applied Human Development: Children and Youth

[PSYC 2006](#) Childhood Development

Three credits from the following (may not take both for credit): 3 cr.

[CHFS 2107](#) Human Development: Adults and Aging

[PSYC 2007](#) Adult Development

~~Six credits from:~~ ~~6 cr.~~

~~[CHFS 3035](#) or Statistics in Behavioural and Social Sciences~~

~~[PSYC 2126](#) and Scientific Methods and Analysis I~~

~~[PSYC 2127](#) Scientific Methods and Analysis II~~

Six credits from: 6 cr.

[CHFS 4005](#) Honours Seminar

[CHFS 4105](#) Research Essay

[CHFS 4505](#) Honours Research Thesis

CHFS Group 1	~~12 cr.~~ 15 cr.
CHFS Group 2	~~12 cr.~~ 15 cr.

Rationale: CHFS is supportive of removing CHFS 3035 at this time as part of a stepwise effort to simplify the global petition process used over the past few cycles (CHFS 3035 has not been offered for some time, addressed through global petition). We note for clarity that this change is not driven by the IQAP review recommendations; in fact, the IQAP process identified methodological/statistical training as a distinctive strength of CHFS relative to comparable programs, and as foundational for meeting overarching program learning outcomes. The decision to remove CHFS 3035 reflects longstanding administrative direction and current feasibility/offerings; however, we will ensure basic data literacy and statistics competencies are addressed as part of the curriculum redesign currently underway and reflected in the next iteration of the CHFS Curriculum Map. The removal of the 6 credits of advanced statistics necessitates the addition of credits to reach the number of credits required for the program.

Motion 2 - That the Academic Regulations and Curriculum Committee recommend to A&S Executive the Specialization – Child and Family Studies requirements be modified as outlined below.
From:

Program Requirements:

Students will need to achieve a minimum 60% average in the 54 credits presented for the Specialization in Child and Family Studies.

Students must complete 120 credits including 54 credits in the Specialization as follows:		
CHFS 1006	Introduction to Child and Family Studies	3 cr.
PSYC 1106	Introduction to Psychology I	3 cr.
PSYC 1107	Introduction to Psychology II	3 cr.
SOCI 1016	Introduction to Sociology	3 cr.
CHFS 2026	Methods in Behavioural and Social Sciences	3 cr.
CHFS 2206	Children, Families, and Social Justice	3 cr.
Three credits from the following (may not take both for credit):		3 cr.
CHFS 2106	Applied Human Development: Children and Youth	
PSYC 2006	Childhood Development	

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Three credits from the following (may not take both for credit): 3 cr.

[CHFS 2107](#) Human Development: Adults and Aging

[PSYC 2007](#) Adult Development

Six credits from:

[CHFS 3035](#) Statistics in Behavioural and Social Sciences 6 cr.

or both of:

[PSYC 2126](#) Scientific Methods and Analysis I

[PSYC 2127](#) Scientific Methods and Analysis II

CHFS Group 1 12 cr.

CHFS Group 2 12 cr.

To:

Program Requirements:

Students will need to achieve a minimum 60% average in the 54 credits presented for the Specialization in Child and Family Studies.

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

[CHFS 1006](#) Introduction to Child and Family Studies 3 cr.

[PSYC 1106](#) Introduction to Psychology I 3 cr.

[PSYC 1107](#) Introduction to Psychology II 3 cr.

[SOCI 1016](#) Introduction to Sociology 3 cr.

CHFS 2026 Methods in Behavioural and Social Sciences 3 cr.

[CHFS 2206](#) Children, Families, and Social Justice 3 cr.

Three credits from the following (may not take both for credit): 3 cr.

[CHFS 2106](#) Applied Human Development: Children and Youth

[PSYC 2006](#) Childhood Development

Three credits from the following (may not take both for credit): 3 cr.

[CHFS 2107](#) Human Development: Adults and Aging

PSYC 2007	Adult Development

Six credits from:

CHFS 3035	Statistics in Behavioural and Social Sciences	6 cr.

or both of:

PSYC 2126	Scientific Methods and Analysis I

PSYC 2127	Scientific Methods and Analysis II

CHFS Group 1	~~12 cr.~~ 15 cr.

CHFS Group 2	~~12 cr.~~ 15 cr.

Rationale: CHFS is supportive of removing CHFS 3035 at this time as part of a stepwise effort to simplify the global petition process used over the past few cycles (CHFS 3035 has not been offered for some time, addressed through global petition). We note for clarity that this change is not driven by the IQAP review recommendations; in fact, the IQAP process identified methodological/statistical training as a distinctive strength of CHFS relative to comparable programs, and as foundational for meeting overarching program learning outcomes. The decision to remove CHFS 3035 reflects longstanding administrative direction and current feasibility/offerings; however, we will ensure basic data literacy and statistics competencies are addressed as part of the curriculum redesign currently underway and reflected in the next iteration of the CHFS Curriculum Map. The removal of the 6 credits of advanced statistics necessitates the addition of credits to reach the number of credits required for the program.

Motion 3 - That the Academic Regulations and Curriculum Committee recommend to A&S Executive the Major – Child and Family Studies requirements be modified as outlined below.

From:

Program Requirements:

Students will need to achieve a minimum 60% average in the 36 credits presented for the Major in Child and Family Studies.

Students must complete 36 credits in the Major as follows:		
CHFS 1006	Introduction to Child and Family Studies	3 cr.
PSYC 1106	Introduction to Psychology I	3 cr.

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PSYC 1107	Introduction to Psychology II	3 cr.
SOCI 1016	Introduction to Sociology	3 cr.
CHFS 2026	Methods in Behavioural and Social Sciences	3 cr.
CHFS 2206	Children, Families, and Social Justice	3 cr.
Three credits from the following (may not take both for credit):		3 cr.
CHFS 2106	Applied Human Development: Children and Youth	
PSYC 2006	Childhood Development	
Three credits from the following (may not take both for credit):		3 cr.
CHFS 2107	Human Development: Adults and Aging	
PSYC 2007	Adult Development	
Six credits from:		
CHFS 3035 or	Statistics in Behavioural and Social Sciences	6 cr.
PSYC 2126 and	Scientific Methods and Analysis I	
PSYC 2127	Scientific Methods and Analysis II	
CHFS Group I		3 cr.
CHFS Upper level (including courses in Groups I and II)		3 cr.

To:

Program Requirements:

Students will need to achieve a minimum 60% average in the 36 credits presented for the Major in Child and Family Studies.

Students must complete 36 credits in the Major as follows:		
CHFS 1006	Introduction to Child and Family Studies	3 cr.
PSYC 1106	Introduction to Psychology I	3 cr.
PSYC 1107	Introduction to Psychology II	3 cr.
SOCI 1016	Introduction to Sociology	3 cr.

CHFS 2026	Methods in Behavioural and Social Sciences	3 cr.
CHFS 2206	Children, Families, and Social Justice	3 cr.
Three credits from the following (may not take both for credit):		3 cr.
CHFS 2106	Applied Human Development: Children and Youth	
PSYC 2006	Childhood Development	
Three credits from the following (may not take both for credit):		3 cr.
CHFS 2107	Human Development: Adults and Aging	
PSYC 2007	Adult Development	
~~Six credits from:~~		
~~CHFS 3035 or~~	~~Statistics in Behavioural and Social Sciences~~	~~6 cr.~~
~~PSYC 2126 and~~	~~Scientific Methods and Analysis I~~	
~~PSYC 2127~~	~~Scientific Methods and Analysis II~~	
CHFS Group I		~~3~~ 6 cr.
CHFS Group II		6 cr.

Rationale: CHFS is supportive of removing CHFS 3035 at this time as part of a stepwise effort to simplify the global petition process used over the past few cycles (CHFS 3035 has not been offered for some time, addressed through global petition). We note for clarity that this change is not driven by the IQAP review recommendations; in fact, the IQAP process identified methodological/statistical training as a distinctive strength of CHFS relative to comparable programs, and as foundational for meeting overarching program learning outcomes. The decision to remove CHFS 3035 reflects longstanding administrative direction and current feasibility/offerings; however, we will ensure basic data literacy and statistics competencies are addressed as part of the curriculum redesign currently underway and reflected in the next iteration of the CHFS Curriculum Map. The removal of the 6 credits of advanced statistics necessitates the addition of credits to reach the number of credits required for the program.

Motion 4- That the Academic Regulations and Curriculum Committee recommend to A&S Executive the removal of PSYC2020- Developmental Psychology for Educators from Group II of the CHFS program.

Rationale: PSYC2020- Developmental Psychology for Educators is designed for non-majors as it does not require Intro Psychology. CHFS version of Child Development.

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Motion 5- ~~That the Academic Regulations and Curriculum Committee recommend to A&S Executive that PSYC2020- Developmental Psychology for Educators and CHFS 2106- Applied Human Development: Children and Youth be listed as antirequisites.~~

Rationale: ~~PSYC2020- Developmental Psychology for Educators has significant overlap with CHFS2106- Applied Human Development: Children and Youth.~~

Motion 6- That the Academic Regulations and Curriculum Committee recommend to A&S Executive that PSYC2020- Developmental Psychology for Educators be removed as an antirequisite to PSYC 2007- Adult Development.

Rationale: PSYC2020- Developmental Psychology for Educators does not have significant overlap with PSYC 2007- Adult Development.

Motion 7- That the Academic Regulations and Curriculum Committee recommend to A&S Executive that the course CHFS 3035- Statistics in Behavioural and Social Sciences be banked.

Rationale: Given the removal of this course as a requirement, it is no longer needed in its current form and should be banked.

Please find Curriculum map as a separate attachment.

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Mapping Package

Instructions

This template enables the mapping of CHFS’s curriculum for a full 4-year program.

Sections within the document:

Program Purpose and objectives

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

Course Requirements

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

Course Sequencing

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

Program-Level Outcomes and Matrix

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

University-Level Outcomes and Matrix

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

Mapping Package

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

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University-Level Outcomes Progression Matrix	11
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Mapping Package**Bachelor of Arts – Child and Family Studies****Preamble**

CHFS is organized around a transdisciplinary whole-child model integrating individual, family, community, and systems-level determinants of health and wellbeing across the lifespan

CHFS central orientation is to child/youth/family welfare and wellbeing, and optimal child/youth development, considering risk, resiliency, diversity, and health and wellness pathways, including determinants of health and wellbeing (with equity-related determinants addressed as context)

CHFS has a scholar-practitioner orientation and applied/community integration, with applied learning outcomes including placements/experiential learning, applied certificates, and research-to-practice (including program/policy development and evaluation) as defining features of our program model

CHFS stands on a legacy of community collaboration - Near North/Northern community partners have long informed our curriculum, programming, and pathways beyond education, aligned with regional workforce needs in health and community services

CHFS has outlined explicit Indigenous commitments, including integration of Indigenous knowledges and cultural humility (including the required Wiidooktaadyang micro-credential) and Indigenous-focused curriculum

CHFS is currently undertaking a structural redesign toward a core + stream/pathway model and the collapsing of the prior two Group structure, in collaboration with our SWLF colleagues and integration of key SWLF curriculum.

Purpose of Program

The Bachelor of Arts in Child and Family Studies is an interdisciplinary program that examines the social, psychological, and cultural factors shaping the lives of children, families, and individuals across the lifespan. Drawing on perspectives from psychology, sociology, social welfare, and related disciplines, the program explores typical and atypical development, family systems, social justice, and research-informed practice. Students develop critical thinking, research literacy, and communication skills through coursework in human development, research methods, and applied social analysis, preparing them for further academic study or entry-level professional roles in child- and family-focused fields.

Program Objectives:-

1. Provide an interdisciplinary foundation that draws on psychology, sociology, social welfare, political science, and related fields to support the study of children, families, and individuals across the lifespan.
2. Prepare students to understand complex developmental processes affecting children, youth, adults, and aging populations within diverse social, cultural, and familial contexts.

Mapping Package

3. Foster critical awareness of equity, and diversity, emphasizing the ways structural, cultural, and socioeconomic factors influence child and family well-being.
4. Develop students’ research literacy and analytical capacity through exposure to empirical, statistical, and methodological approaches used in the behavioural and social sciences.
5. Support the development of effective communication skills, enabling students to articulate interdisciplinary perspectives in academic and professional contexts.
6. Prepare students for advanced study or entry-level professional pathways in fields related to child and family services, education, policy, research, and community-based organizations.
7. Encourage ethical, reflective, and evidence-informed thinking in the examination of policies, programs, and practices affecting children and families.

Course Requirements for Program Completion

Program: Bachelor of Arts		Program Specialization: Child and Family Studies	
Year 1 (CORE)	Year 2 (CORE)	Year 3 (CORE)	Year 4 (CORE)
CHFS 1006 (3 cr, 3 hr/wk) Introduction to Child & Family Studies PSYC 1106 (3 cr, 3 hr/wk) Introduction to Psychology I PSYC 1107 (3 cr, 3 hr/wk) Introduction to Psychology II SOCI 1016 (3 cr, 3 hr/wk) Introduction to Sociology	CHFS 2026 (3 cr, 4 hr/wk) Methods in Behavioural & Social Sciences CHFS 2206 (3 cr, 3 hr/wk) Children, Families, and Social Justice 3 credits: CHFS 2106 (3 cr, 3 hr/wk) Applied Human Development: Children and Youth OR PSYC 2006 (3 cr, 3 hr/wk) Childhood Development 3 credits: CHFS 2107 (3 cr, 3 hr/wk) Human Development: Adults and Aging OR PSYC 2007 (3 cr, 3 hr/wk) Adult Development 6 credits: 6 credits: CHFS 3035 (6 cr, 3 hr/wk) Statistics in Behavioural and Social Sciences OR PSYC 2126 (3 cr, 3 hr/wk) Scientific Method and Anal I AND PSYC 2127 (3 cr, 3 hr/wk) Scientific Method and Anal II	CHFS Group 1 (12 cr.) Courses listed below CHFS Group 2 (12 cr.) Course listed below	**6 credits: CHFS 4005 (6 cr, 3 hr/wk) Honours Research Seminar OR CHFS 4105 (6 cr, 3 hr/wk) Research Essay OR CHFS 4505 (6 cr, 3 hr/wk)

Mapping Package**Additional Discipline Requirements:****Honours Specialization and Specialization**

- 12 credits of CHFS Group 1
- 12 credits of CHFS Group 2

Major

- 3 credits of CHFS Group I
- 3 credits of CHFS Upper level (including courses in Groups I and II)

Additional Degree Requirements:

- 3 credits of Humanities
- 6 credits of Science

Honours Specialization

- 48 credits of Electives

Specialization

- 54 credits of Electives

Bachelor of Arts Child and Family Studies Degree Requirements:**Honours Specialization**

- a. Must complete 120 credits in the specialization (according to details provided in the Program Requirements section).
- b. Must achieve a minimum average of 70% in the 60 credits presented for the Honours Specialization

Specialization

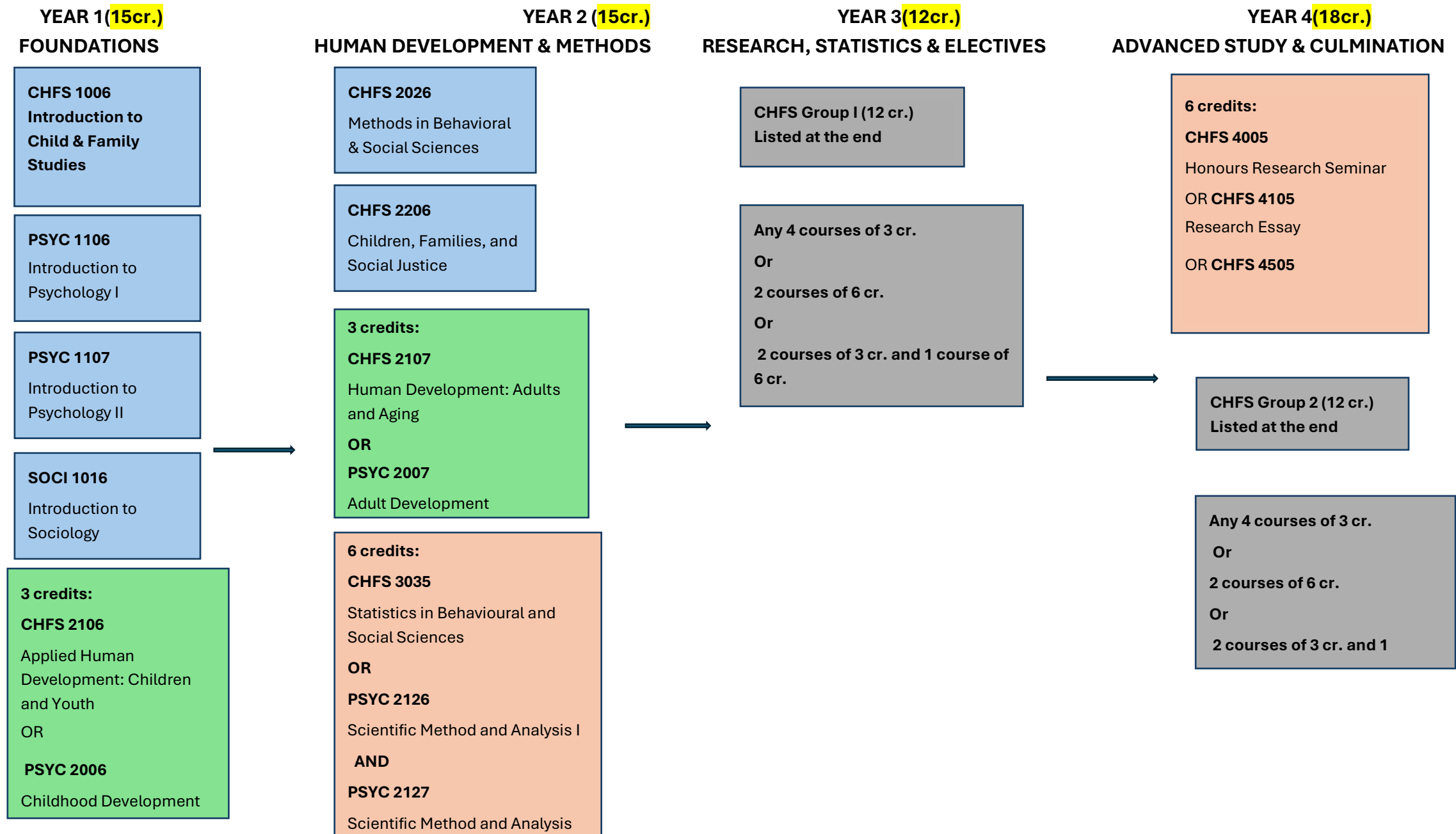
- a. Must complete 120 credits in the specialization (according to details provided in the Program Requirements section).
- b. Must achieve a minimum average of 60% in the 54 credits presented for the Honours Specialization

Major

- c. Must complete 36 credits in the major (according to details provided in the Program Requirements section).
- d. Must achieve a minimum average of 60% in the 36 credits presented for the major.

'Current' Program Curriculum Mapping Package

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



‘Current’ Program Curriculum Mapping Package

Program-Level Student Learning Outcomes

Upon graduation the student will be able to:

- 1. Integrate knowledge and varied approaches** from psychology, sociology, social welfare, political science, and social work to examine issues affecting children, families, and individuals across the lifespan.
- 2. Demonstrate a broad understanding of key issues and themes** related to children, families, youth, and adults, including typical and atypical development.
- 3. Communicate interdisciplinary and transdisciplinary perspectives** that reflect diverse theoretical frameworks, worldviews, and social contexts relevant to child, family, and youth studies.
- 4. Design and evaluate programs** using a Continuous Quality Improvement (CQI) framework while demonstrating an informed understanding of diversity, including culture, race, religion, spirituality, gender, age, sexual orientation, and socioeconomic factors.
- 5. Demonstrate effective oral and written communication skills** and apply empirical and applied research methods appropriate to academic and professional contexts.

‘Current’ Program Curriculum Mapping Package

Program-Level Outcomes Progression Matrix

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

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

PLOs	Year 1					Year 2				Year 3	Year 4	
	CHFS 1006	PSYC 1106	PSYC 1107	SOCI 1016	CHFS 2106 /PSYC 2006	CHFS 2026	CHFS 2206	CHFS 2107/PSYC 2007	CHFS 3035/PSYC 2126 & PSYC 2127	CHFS Group 1	CHFS 4005/CHFS 4105 /CHFS 4505	CHFS Group 2
1	B	B	B	B	I		I	I		P	P	P
2	B	B	B		I		I	I		P	P	P
3	B			B	I		I	I		P	P	P
4	B					I	I			P	P	P
5	B	B	B	B		I	I		I		P	

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

‘Current’ Program Curriculum Mapping Package

University-Level Student Learning Outcomes

Upon graduation the student will be able to:

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

‘Current’ Program Curriculum Mapping Package

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

'Current' Program Curriculum Mapping Package

University-Level Outcomes Progression Matrix

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

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

Uni level Outcomes	Year 1					Year 2				Year 3	Year 4	
	CHFS 1006	PSYC 1106	PSYC 1107	SOCI 1016	CHFS 2106 / PSYC 2006	CHFS 2026	CHFS 2206	CHFS 2107/PSYC 2007	CHFS 3035/PSYC 2126 & PSYC 2127	CHFS Group I	CHFS 4005/CHFS 4105 /CHFS 4505	CHFS Group 2
1	B	B	B	B	I	I	I	I	I	P	P	P
2	B	B	B	B	I	I	I	I	I	P	P	P
3					B		I	I		I	P	I
4	B	B	B	B	I		I	I		P	P	P
5	B	B	B	B	I	I	I	I		P	P	P
6						B	I	I		P	P	
7					B		I	I		P		P
8					B		I			P		P

‘Current’ Program Curriculum Mapping Package

Resource Links

Ontario Universities, Council on Quality Assurance

[Definitions — Ontario Universities Council on Quality Assurance](#)

[Program Objectives and Program-level Learning Outcomes — Ontario Universities Council on Quality Assurance](#)

Breadth Requirements and Electives:

ACAD 1601	3 cr.
Humanities	3 cr.
Science	6 cr.
Electives	48 cr.

Group Requirements:

Group 1 Applied Human Development: Developmental, Behavioural, and Mental Health

CHFS 3017	Case Management in Social and Health Services
CHFS 3036	Ethics in Practice
CHFS 3116	Perspectives in Autism
CHFS 3127	Alcohol Related Neurodevelopmental Disorders

‘Current’ Program Curriculum Mapping Package

<u>CHFS 3136</u>	ABS I: Introduction to Applied Behavioural Sciences
<u>CHFS 3137</u>	ABS II: Advanced Topics in Applied Behavioural Sciences
<u>CHFS 4016</u>	Program Evaluation and Clinical Outcomes Management
<u>CHFS 4017</u>	Practicum: Applied Research and Evaluation
<u>CHFS 4106</u>	Intervention: Planning for Neurodivergence
<u>CHFS 4206</u>	Applied Developmental Neuropsychology
<u>CHFS 4205</u>	Practicum in Applied Behavioural Sciences
<u>CHFS 4306</u>	Topics: Developmental, Behavioural, and Mental Health
<u>CHFS 4305</u>	Practicum in EBI-ASD/ND
<u>PSYC 2020</u>	Developmental Psychology for Educators
<u>PSYC 3405</u>	Psychology of Education
<u>PSYC 3626</u>	Psychological Disorders in Children
<u>SOCI 2006</u>	The Child and Society
<u>SOCI 2007</u>	The Adolescent and Society
<u>SOCI 2036</u>	Introduction to Social Gerontology

‘Current’ Program Curriculum Mapping Package

[SOCI 2037](#)

Sociology of Family and Household Relationships

Group 2 Child and Family Well-Being: Issues, Services, and Social Justice

[CHFS 2216](#)

Children’s Rights

[CHFS 2217](#)

Selected Topics in Children’s Rights

[CHFS 3017](#)

Case Management in Social and Health Services

[CHFS 3037](#)

Multiculturalism, Race, and Childhood

[CHFS 3105](#)

Child Welfare: Critical Reflections

[CHFS 3106](#)

Youth and Social Justice

[CHFS 3216](#)

Caregivers and the Welfare of Children and Families

[GEND 2276](#)

Kid Media

[GEND 2376](#)

Selected Topics in Kid Media

[SWLF 2006](#)

Ideology and Social Welfare

[SWLF 2007](#)

Poverty and Social Policy in Canada

[SWLF 3406](#)

Colonialism in First Nations’ Communities

‘Current’ Program Curriculum Mapping Package

<u>SWLF 3407</u>	Social Development in First Nations’ Communities
<u>SWLF 3446</u>	Women and Social Welfare
<u>SWLF 3806</u>	Family Violence
<u>SOCI 3186</u>	Health and the Family
<u>SOCI 3506</u>	Social Problems

Curriculum Map: Indigenous Education Programs

Curriculum Change Submission Template

Instructions

- Please complete this document in its entirety prior to submitting to the Curriculum Approval Process
- All Curriculum Change submissions require a curriculum map
- Faculty must consult with the Centre for Teaching and Learning prior to submitting Curriculum Change Requests
- Please delete the “Supplemental Documentation” section if your submission has none.

Contents

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Curriculum Map: Indigenous Education Programs

Motion and Rationale

Motion 1: The Schulich School of Education recommends to the Academic Curriculum Committee that the Good Academic Standing 2.0 policy for the Indigenous Classroom Assistant Diploma Program (ICADP) be created as outlined below:

Students in the Indigenous Classroom Assistant Diploma Program will be considered in Good Academic Standing if they receive no mark lower than 60% in any program course, and a SAT in a practicum course.

Rationale: There is no current *Good Academic Standing* policy for ICADP. The proposed policy for ICADP reflects the current practice that is used in our assessments and graduation requirements for the program. The approval of this motion makes this practice an official policy.

Motion 2: The Schulich School of Education recommends to the the Academic Curriculum Committee that the Academic Standing and Progression regulation 1.4 be changed from (*changes in italics*):

1.4 Education

The BEd degree is offered as a two-year program and must be completed in its entirety. Credit is not retained for passed courses in a failed attempt at the Bachelor of Education Program.

Students are permitted to fail (below 60%) one course in the Bachelor of Education program, with the exception of the following courses listed below. In this case, students are only allowed to make one attempt at the course.

EDUC 0106 Introduction to Teaching (required in the Concurrent Education option)

EDUC 4714 Practicum I

EDUC 4855 Practicum II

EDUC 4858 Community Leadership Experience

The Indigenous Teacher Education Program (ITEP) and the Teacher of Indigenous Languages as a Second Language Program (TILSL) are offered as multi-session

Curriculum Map: Indigenous Education Programs

programs and must be completed in their entirety. Credit is not retained for passed courses in a failed attempt at ITEP or TILSL.

The Indigenous Classroom Assistant Diploma Program (ICADP) is offered as multi-session program and must be completed in its entirety.

to:

1.4 Education

The BEd degree is offered as a two-year program and must be completed in its entirety. Credit is not retained for passed courses in a failed attempt at the Bachelor of Education Program.

Students are permitted to fail (below 60%) one course in the Bachelor of Education program, with the exception of the following courses listed below. In this case, students are only allowed to make one attempt at the course.

EDUC 0106 Introduction to Teaching (required in the Concurrent Education option)

EDUC 4714 Practicum I

EDUC 4855 Practicum II

EDUC 4858 Community Leadership Experience

The Indigenous Teacher Education Program (ITEP) and the Teacher of Indigenous Languages as a Second Language Program (TILSL) are offered as multi-session programs and must be completed in their entirety. Credit is not retained for passed courses in a failed attempt at ITEP or TILSL.

Students are permitted to fail (below 60%) three courses in the Indigenous Teacher Education Program (ITEP) and the Teacher of Indigenous Languages as a Second Language (TILSL) program, with the exception of the following courses listed below. In this case, students are allowed to make two attempts at the course.

EDUC 4714 Practicum I

EDUC 4814 ITEP Practicum II

EDUC 4858 Community Leadership Experience

EDUC 4914 ITEP Practicum III

The Indigenous Classroom Assistant Diploma Program (ICADP) is offered as multi-session program and must be completed in its entirety. *Credit is not retained for passed courses in a failed attempt at ICADP.*

Curriculum Map: Indigenous Education Programs

Students are permitted to fail (below 60%) four courses in the Indigenous Classroom Assistant Diploma Program (ICADP), with the exception of the following courses listed below. In this case, students are allowed to make two attempts at the course.

EDUC 1010 ICADP Practicum I

EDUC 2010 ICADP Practicum II

Rationale: Currently, there are no Academic Standing and Progression regulations specific to the Indigenous Education Programs. The proposed regulations address issues or obstacles that some students may experience due to the programs' unique delivery structures. Teacher candidates in ITEP and TILSL are enrolled in 9 online courses out of 17 courses (excluding practicum). The allowance of failing three courses is designed to address the academic challenges that some students can experience when removed from on-campus supports and services, in addition to completing course work when disconnected from the benefits and advantages of in-person peer support that our on-campus students can experience.

The Indigenous Classroom Assistant Diploma Program is considered an entry program to post-secondary education for many applicants to the program. The allowance of failing up to four (4) courses (with the exception of the practicum) acknowledges the challenges that some students may experience when transitioning into a post-secondary institution (ex. academic policies and deadlines, time management, hesitancy to request assistance, etc.). As well, the condensed nature of ICADP's schedule of courses during the summer session can magnify these issues, placing additional challenges to identify the specific obstacles and locate and implement the appropriate supports in a shorter period of time.

Motion 3: The Schulich School of Education recommends to the Academic Curriculum Committee that the Academic Standing and Progression regulation 6.4 be changed from (*changes in italics*):

6.4 Education

Students will be required to withdraw from the program if:

- (i) they fail one of the courses listed in Section 1.4, all of which may only be attempted once;
- (ii) they earn two failing grades in a particular course (i.e., fail the repeated attempt), or fail two different courses, not listed in Section 1.4. Although students who fail one course not listed in Section 1.4 may have the opportunity to repeat it and obtain the credit, the original failed course will still count as one of two failed courses permitted.

to:

6.4 Education

Students will be required to withdraw from **the BEd degree** program if:

Curriculum Map: Indigenous Education Programs

(i) they fail one of the courses listed in Section 1.4, all of which may only be attempted once;

(ii) they earn two failing grades in a particular course (i.e., fail the repeated attempt), or fail two different courses, not listed in Section 1.4. Although students who fail one course not listed in Section 1.4 may have the opportunity to repeat it and obtain the credit, the original failed course will still count as one of two failed courses permitted.

Students will be required to withdraw from the Indigenous Teacher Education Program or the Indigenous Language as a Second Language program if:

- i. they do not complete their respective program within 6 years of their program start date;*
- ii. they fail on two attempts, one of the courses listed in Section 1.4, all of which may only be attempted twice;*
- iii. they earn four failing grades in a course or courses not listed in Section 1.4. Although students who fail one course not listed in Section 1.4 may have the opportunity to repeat it and obtain the credit, the original failed course will still count as one of four failed courses permitted.*

Students will be required to withdraw from the Indigenous Classroom Assistant Diploma Program if:

(i) they do not complete their respective program within 4 years of their program start date;

(ii) they fail on two attempts, one of the courses listed in Section 1.4, all of which may only be attempted twice;

(iii) they earn five failing grades in a course or courses not listed in Section 1.4. Although students who fail one course not listed in Section 1.4 may have the opportunity to repeat it and obtain the credit, the original failed course will still count as one of five failed courses permitted.

Rationale: Currently, there are no specific Academic Standing and Progression regulation 6.4 policies that directly reference ITEP, TILSL, and ICADP. The details of the proposed regulations for these programs provide greater clarity for students and administration when determining when students are to be withdrawn from their respective programs.

Motion 4: The Schulich School of Education recommends to the Academic Curriculum Committee that the Academic Standing and Progression regulation 9.0 be changed from (*changes in italics*):

Curriculum Map: Indigenous Education Programs

9.0 Returning to Studies after One Year Academic Withdrawal

Students returning after one year academic withdrawal will need to reapply to the university to reactivate their record, except for withdrawal from the BEd program (see section 6.4).

Students returning after completing their required one year academic withdrawal for the second time must petition for readmission prior to returning to the University.

Students may be eligible to exclude up to 18 credits from the calculation of their cumulative average when they have successfully completed a minimum 18 credits after returning from academic withdrawal (minimum 63% sessional average). To be considered, students must submit a petition to the University Academic Appeal and Petition Committee. If approved, all assigned grades will not be included in the calculation of the cumulative average but will be visible on the student's transcript.

Students returning to studies after one year academic withdrawal should meet with an Academic Advisor to discuss a return to studies plan.

to:

9.0 Returning to Studies after One Year Academic Withdrawal

Students returning after one-year academic withdrawal will need to reapply to the university to reactivate their record, except for withdrawal from the BEd program.

Students withdrawn from the Indigenous Teacher Education Program, the Teacher of Indigenous Language as a Second Language Program, and the Indigenous Classroom Assistant Diploma Program can re-apply to the program after 1 year (see section 6.4).

Students returning after completing their required one-year academic withdrawal for the second time must petition for readmission prior to returning to the University.

Students may be eligible to exclude up to 18 credits from the calculation of their cumulative average when they have successfully completed a minimum 18 credits after returning from academic withdrawal (minimum 63% sessional average). To be considered, students must submit a petition to the University Academic Appeal and Petition Committee. If approved, all assigned grades will not be included in the calculation of the cumulative average but will be visible on the student's transcript.

Students returning to studies after one-year academic withdrawal should meet with an Academic Advisor to discuss a return to studies plan. *Students returning to the Indigenous Teacher Education Program the Teacher of Indigenous Language as a Second Language Program, and the Indigenous Classroom Assistant Diploma*

Curriculum Map: Indigenous Education Programs

Program should meet with the Student Success Coordinator, Indigenous Education Program to discuss a return to studies plan.

Rationale: Currently, there are no “*9.0 Returning to Studies after One Year Academic Withdrawal*” policies for the Indigenous Teacher Education Program (ITEP), the Teacher of Indigenous Language as a Second Language Program (TILSL), and the Indigenous Classroom Assistant Diploma Program (ICADP). The proposed policy provides clarity for students and administration when receiving applications from students who have withdrawn from the programs.

Motion 5: The Schulich School of Education recommends to the Academic Curriculum Committee that the Academic Standing and Progression regulation 3.0 be changed from (*changes in italics*):

3.4 Bachelor of Education (Consecutive and Concurrent)

Concurrent students must complete their Nipissing Honours degree, including the Concurrent Education specific courses, by the end of April, in order to progress into Year 5 Bachelor of Education professional years. All courses required for the Honours undergraduate degree and/or teachable subject requirements must be completed by May 1 of the year for which the BEd Year 5 transition is being made.

In order to progress to Year 2 in the Consecutive program and Year 6 in the Concurrent route, students must achieve an average of 70% overall, with no mark lower than 60% in EDUC courses.

Students must pass EDUC 4714 Practicum I to progress to Year 2 (Consecutive) and Year 6 (Concurrent).

to:

3.4 Bachelor of Education (Consecutive and Concurrent)

Concurrent students must complete their Nipissing Honours degree, including the Concurrent Education specific courses, by the end of April, in order to progress into

Curriculum Map: Indigenous Education Programs

Year 5 Bachelor of Education professional years. All courses required for the Honours undergraduate degree and/or teachable subject requirements must be completed by May 1 of the year for which the BEd Year 5 transition is being made.

In order to progress to Year 2 in the Consecutive program and Year 6 in the Concurrent route, students must achieve an average of 70% overall, with no mark lower than 60% in EDUC courses.

Students must pass EDUC 4714 Practicum I to progress to Year 2 (Consecutive) and Year 6 (Concurrent).

3.5 Indigenous Teacher Education Program and Teacher of Indigenous Language as a Second Language

To successfully progress from Year 1 into Year 2 of the Indigenous Teacher Education Program or the Teacher of Indigenous Language as a Second Language Program, a student must complete the following courses:

- *EDUC 4736 Introduction to Curriculum Design and Teaching*
- *EDUC 4746 Assessment, Evaluation, and Communication of Student Learning*
- *EDUC 4776 Special Needs of Students*
- *EDUC 4714 Practicum I*

To successfully progress from Year 2 into Year 3 of the Indigenous Teacher Education Program or the Teacher of Indigenous Language as a Second Language Program, a student must complete the following courses:

- *EDUC 4814 ITEP Practicum II*

3.6 Indigenous Classroom Assistant Diploma Program

To successfully progress from Part 1 to Part 2 in the Indigenous Classroom Assistant Diploma Program, the student must successfully complete:

- *EDUC 1023 Introduction to Literacy Strategies*
- *EDUC 1124 Introduction to Numeracy Strategies*
- *EDUC 2012 Working with Indigenous Students with Special Needs I*
- *EDUC 1010 ICADP Practicum I*

Rationale: Currently, there are no *Academic Standing and Progression 3.0* requirements approved for ITEP, TILSL, and ICADP. The approval of progression requirements will provide clarity for students and Nipissing University administration on the status of each student in the programs. In addition, this new policy will assist in outlining pathways for

Curriculum Map: Indigenous Education Programs

program completion for ITEP/TILSL/ICADP students who do not meet progression requirements as well as clearly define ITEP/TILSL students' progression standing for the purposes of Registrar administrative systems for the determination of tuition and other associated costs.

Curriculum Map: Indigenous Education Programs

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Curriculum Map: Indigenous Education Programs

Purpose of Program – Indigenous Teacher Education Programs

The goal of the Indigenous Teacher Education Program (ITEP) Degree/Diploma program is to prepare professional teachers of Indigenous ancestry with the skills, pedagogies, technological skills and curricular knowledge within an Indigenous worldview and ways of knowing and being. The goal of the Teacher of Indigenous Language as a Second Language Program (TILSL) is to prepare fluent speakers of an Indigenous language with the pedagogical skills and curricular knowledge to frame language acquisition through traditional values, knowledges and ways of knowing, learning and being.

The conceptual framework of Indigenous Teacher Education informs the role of an Indigenous educator to support, nourish and holistically encourage the intrinsic learning spirit of students for lifelong learning and community fulfillment

Course Requirements for Program Completion

Indigenous Teacher Education Program (Primary/Junior)

Teacher candidates must complete all courses and achieve a minimum program average of 70%, with no mark lower than 60%. The program must be completed in its entirety within 6 years of the start date.

At this time, there are no clear progression requirements or policies related to a required withdrawal from the program.

Curriculum Map: Indigenous Education Programs

Program: Indigenous Teacher Education Program, Primary and Junior Divisions		
Year 1	Year 2*	Year 3*
EDUC 4747 (3 cr, 36 hrs) Mathematics for the Primary and Junior Divisions	EDUC 4726 (3 cr, 36 hrs) Diversity and Inclusion	EDUC 4756 (3 cr, 36 hrs) Curriculum Design & Inquiry
EDUC 4776 (3 cr, 36 hrs) Special Needs of Students	EDUC 4716 (3 cr, 36 hrs) Legal and Social Foundations of Education	EDUC 4967 (3 cr, 36 hrs) Navigating the Indigenous Classroom
EDUC 4736 (3 cr, 36 hrs) Introduction to Curriculum Design and Teaching	EDUC 4717 (3 cr, 36 hrs) Language and Literacies for the Primary and Junior Divisions	EDUC 4727 (3 cr, 36 hrs) Emergent and Early Literacy for the Primary/Junior Divisions
EDUC 4746 (3 cr, 36 hrs) Assessment, Evaluation and Communication of Student Learning	EDUC 4858 (1 cr, 60 hrs) Community Leadership Experience	EDUC 4737 (3 cr, 36 hrs) Health & Physical Education for the Primary and Junior Divisions
EDUC 4714 (3 cr) Practicum I	EDUC 4814 (2 cr) ITEP Practicum II	EDUC 4777 (3 cr, 36 hrs) Social Studies for the Primary and Junior Divisions
EDUC 4767 (3 cr, 36 hrs) Science and Technology for the Primary and Junior Divisions	EDUC 4757 (3 cr, 36 hrs) Music for the Primary and Junior Divisions	EDUC 4787 (3 cr, 36 hrs) Visual Arts for the Primary and Junior Divisions
	EDUC 4947 (3 cr, 36 hrs) Understanding Indigenous Pedagogies	EDUC 4914 (3 cr) ITEP Practicum III
	EDUC 4766 (3 cr, 36 hrs) Technology Enriched Teaching and Learning	
18 credits	21 credits	21 Credits

*Year 2 and 3 interchange every year as Year 2 and Year 3 cohorts are placed in same section.

Teacher of Indigenous Language as a Second Language Program (K-12)

Curriculum Map: Indigenous Education Programs

Program: Indigenous Teacher Education Program, Primary and Junior Divisions		
Year 1	Year 2*	Year 3*
EDUC 1546 (3 cr, 36 hrs) Indigenous Language Methodologies I	EDUC 4726 (3 cr, 36 hrs) Diversity and Inclusion	EDUC 4756 (3 cr, 36 hrs) Curriculum Design & Inquiry
EDUC 4776 (3 cr, 36 hrs) Special Needs of Students	EDUC 4716 (3 cr, 36 hrs) Legal and Social Foundations of Education	EDUC 4967 (3 cr, 36 hrs) Navigating the Indigenous Classroom
EDUC 4736 (3 cr, 36 hrs) Introduction to Curriculum Design and Teaching	EDUC 1446 (3 cr, 36 hrs) Indigenous Language Team Teaching I	EDUC 2546 (3 cr, 36 hrs) Indigenous Language Methodologies II
EDUC 4746 (3 cr, 36 hrs) Assessment, Evaluation and Communication of Student Learning	EDUC 4858 (1 cr, 60 hrs) Community Leadership Experience	EDUC 2436 (3 cr, 36 hrs) Indigenous Language Curriculum II
EDUC 4714 (3 cr) Practicum I	EDUC 4814 (2 cr) ITEP Practicum II	EDUC 2446 (3 cr, 36 hrs) Indigenous Language Team Teaching II
One of EDUC 1456 (3 cr, 36 hrs) Anishnaabemwin Language I EDUC 1556 (3 cr, 36 hrs) Cree Language I EDUC 1576 (3 cr, 36 hrs) Lunaape Language I EDUC 1586 (3 cr, 36 hrs) Mohawk Language I EDUC 1596 (3 cr, 36 hrs) Cayuga Language I	EDUC 1436 (3 cr, 36 hrs) Indigenous Language Curriculum I	EDUC 4914 (3 cr) ITEP Practicum III
	EDUC 4947 (3 cr, 36 hrs) Understanding Indigenous Pedagogies	One of EDUC 2456 (3 cr, 36 hrs) Anishnaabemwin Language II EDUC 2556 (3 cr, 36 hrs) Cree Language II EDUC 2576 (3 cr, 36 hrs) Lunaape Language II EDUC 2586 (3 cr, 36 hrs) Mohawk Language II EDUC 2596 (3 cr, 36 hrs) Cayuga Language II
	EDUC 4766 (3 cr, 36 hrs) Technology Enriched Teaching and Learning	
18 credits	21 credits	21 Credits

*Year 2 and 3 interchange every year as Year 2 and Year 3 cohorts are placed in same section.

Curriculum Map: Indigenous Education Programs

Indigenous Classroom Assistant Diploma Program

Program: Indigenous Classroom Assistant Diploma	
Year 1	Year 2
EDUC 1010 (3 cr, 6 wks, 30 hrs/wk) ICADP Practicum I	EDUC 2010 (3 cr, 6 wks, 30 hrs/wk) ICADP Practicum II
EDUC 1023 (2.5 cr, 15 hrs/wk for 2.5 wks) Introduction to Literacy Strategies	EDUC 2023 (2.5 cr, 15 hrs/wk for 2 wks) Literacy Strategies II
EDUC 1124 ((2.5 cr, 15 hrs/wk for 2.5 wks) Introduction to Numeracy Strategies	EDUC 2033 (2.5 cr, 15 hrs/wk for 2.5 wks) Healthy Active Living Strategies of Indigenous Students
EDUC 1034 (2.5 cr, 15 hrs/wk for 2.5 wks) Introduction to Canadian Indigenous Studies	EDUC 2034 (2.5 cr, 15 hrs/wk for 2.5 wks) Indigenous Children's Health and Wellbeing
EDUC 1043 (2.5 cr, 15 hrs/wk for 2.5 wks) Child Development	EDUC 2043 (2.5 cr, 15 hrs/wk for 2.5 wks) Language Arts Strategies
EDUC 1063 (2.5 cr, 15 hrs/wk for 2.5 wks) Information Technology in Classrooms	EDUC 2124 (2.5 cr, 15 hrs/wk for 2.5 wks) Numeracy Strategies II
EDUC 2012 (2.5 cr, 15 hrs/wk for 2.5 wks) Working with Indigenous Children with Special Needs I	EDUC 3012 (2.5 cr, 15 hrs/wk for 2.5 wks) Working with Indigenous Children with Special Needs II
18 credits	18 credits

Curriculum Map: Indigenous Education Programs

Curriculum Map: Indigenous Education Programs

Additional Discipline Requirements:

Prior to starting the program, teacher candidates must submit the following documentation for practicum purposes; a Vulnerable Sector Check (VSC) on an annual basis; demonstrate successful completion of the Ministry of Labour, Immigration, Training and Skills Development's Worker and Health and Safety Awareness in 4 Steps training; successful completion of the Coaching Association of Canada's NCCP Making Head Way in Sport Concussion Training; and an annually signed Declaration of Understanding regarding the Ministry of Colleges and Universities Insurance Program for unpaid placements.

Additional Degree Requirements:

Indigenous Teacher Education Program:

- Program consists of three onsite summer sessions held in North Bay
- Online courses during the Fall, Winter, and Spring sessions
- Must complete all stated requirements within six years from the start date
- At the end the first session and Internship one, successful students can apply to the Ontario College of Teachers to be eligible to receive a Multi-session Transitional Certificate of Qualification and Registration that allows students to teach for up to six years. Students must complete the program within six years and must also maintain good standing with the Ontario College of Teachers during this time by paying the annual membership fee.

Indigenous Classroom Assistant Diploma Program:

- Must obtain a SAT in all practicum sessions
- Must complete courses with a minimum 60%
- Must complete all stated requirements within four years from the start date

Teacher of Indigenous Language as a Second Language Program:

- Program consists of three onsite summer sessions held in North Bay
- Online courses during the Fall, Winter, and Spring sessions
- Must complete all stated requirements within six years from the start date
- At the end the first session and Internship one, successful students can apply to the Ontario College of Teachers to be eligible to receive a Multi-session Transitional Certificate of Qualification and Registration that allows students to teach for up to six years. Students must complete the program within six years and must also maintain good standing with the Ontario College of Teachers during this time by paying the annual membership fee.

Diploma in Education/Bachelor of Education Degree Requirements (ITEP/TILSL only):

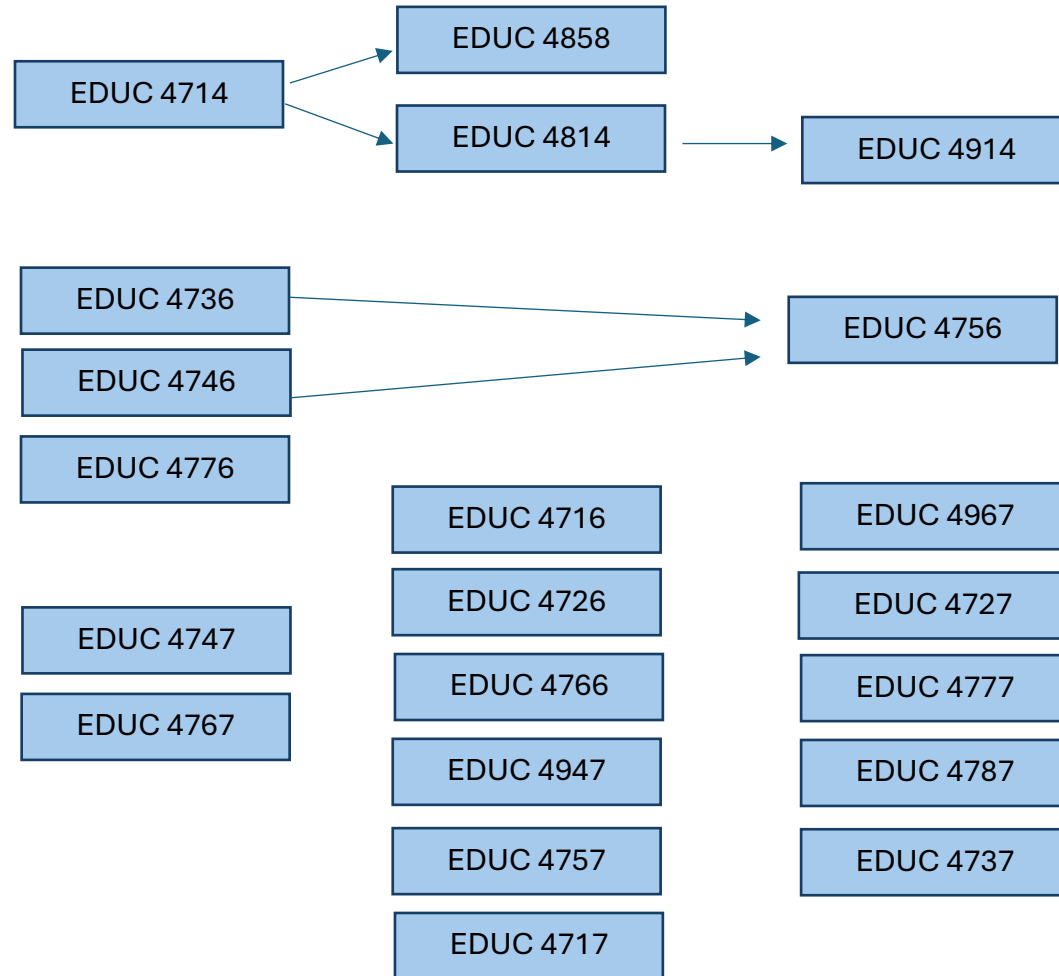
- a. Must complete 60 credits in the specialization (according to details provided in the Program Requirements section).
- b. Graduates awarded a Diploma in Education if no previous undergraduate degree. Students who complete an undergraduate degree within 10 years of completing the requirements for a teaching certificate and who obtain an overall average of 70% on the required courses in the Indigenous Teacher Education Program will be eligible for a Bachelor of Education degree

Curriculum Map: Indigenous Education Programs

- c. Qualified candidates who successfully complete the Indigenous Teacher Education Program or the Teacher of Indigenous Language as a Second Language Program will be reported to the Ontario College of Teachers for a Certificate of Qualification and Registration.

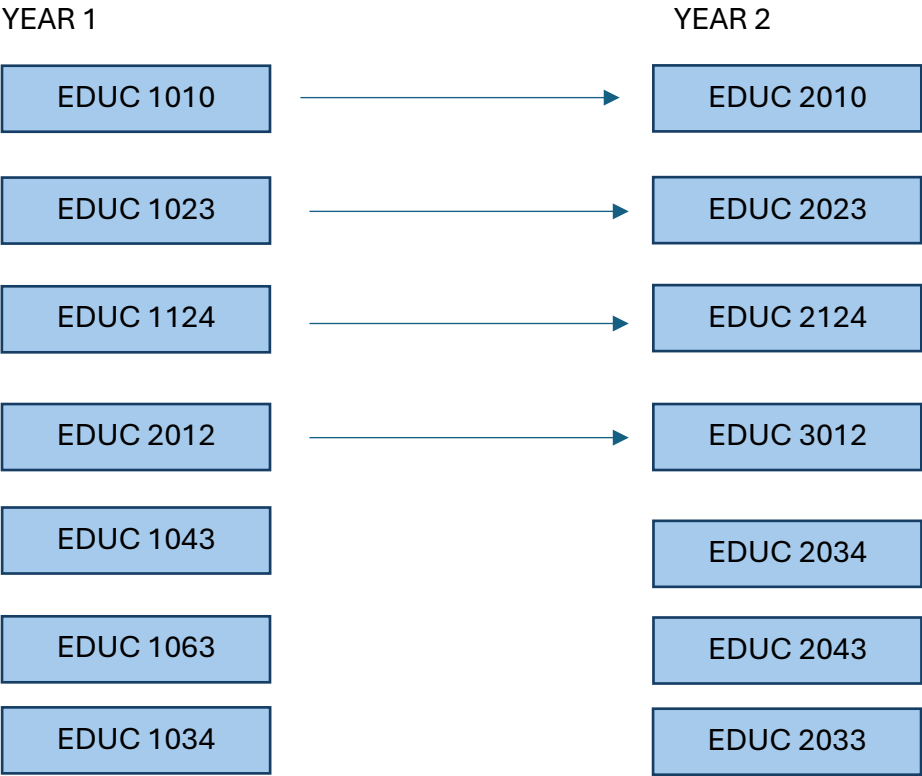
Curriculum Map: Indigenous Education Programs

Indigenous Teacher Education Program Courses (60 credits)



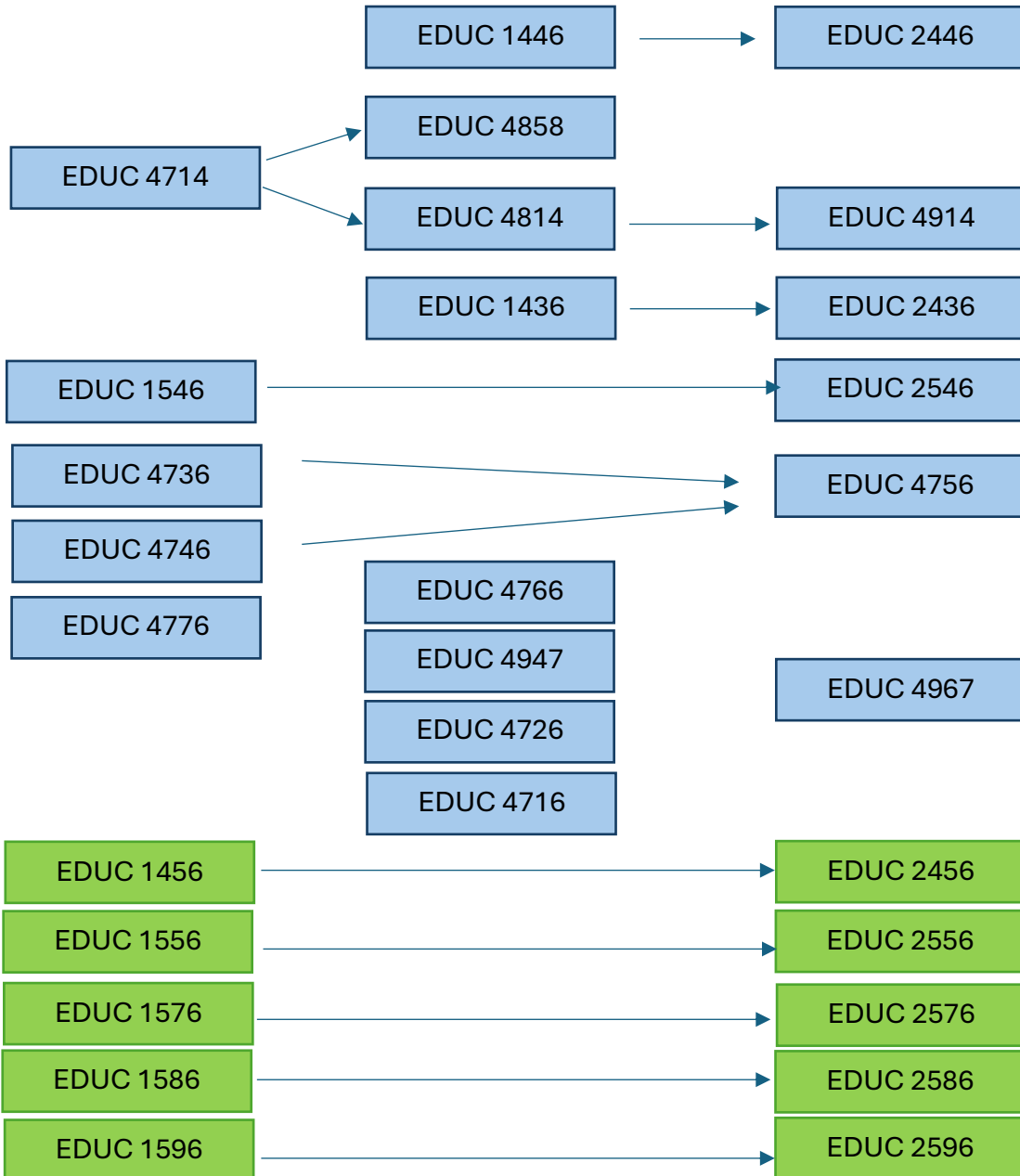
Curriculum Map: Indigenous Education Programs

Indigenous Classroom Assistant Diploma Program Courses (36 credits)



Curriculum Map: Indigenous Education Programs

Teacher of Indigenous Language as a Second Language Program Courses (60 credits)



Green boxes are the courses that students must take 6 credits from.

Curriculum Map: Indigenous Education Programs

Program-Level Student Learning Outcomes

By the end of the Indigenous Teacher Education Program and the Teacher of Indigenous Language as a Second Language Program, teacher-candidates will:

1. Learner Development & Inclusive Education

- demonstrate a comprehensive understanding of factors that influence learner development and learning—such as culture, language, religion, socio-economic status, and exceptionality—and apply learning theories to support inclusive, equitable learning environments.

2. Curriculum Knowledge & Interdisciplinary Understanding

- develop and apply subject-specific and interdisciplinary knowledge to instruction, assessment, and evaluation, with attention to environmental awareness, Indigenous education, social justice, technology, and global citizenship.

3. Pedagogy, Instructional Strategies & Resource Selection

- understand, select, develop, and justify the use of effective teaching methodologies (e.g., lesson plans), strategies, and technologies that enhance learning across diverse contexts, including those involving Indigenous students, and subject areas.

4. Critical Analysis of Educational Contexts

- demonstrate critical thinking and analytical skills in examining educational theory, historical and political context, policy, and legislation.

5. Assessment & Planning for Student Growth

- apply knowledge of assessment and evaluation to inform instructional planning and use best practices to support learner progress and differentiated instruction.

6. Inclusive Practice & Classroom Management

- create and maintain inclusive, caring, and positive learning environments across a variety of educational settings, including Indigenous classrooms, by using proactive and culturally appropriate classroom management strategies and inclusive teaching practices to facilitate learning.

7. Reflective Practice & Professional Growth

Curriculum Map: Indigenous Education Programs

- engage in ongoing inquiry and reflective practice before, during, and after instruction to inform professional growth, incorporating feedback and recognizing the complexities and limits of educational systems – including awareness of the changing nature of educational research/theory and how this impacts practice.

8. Professional Identity & Ethical Practice and Philosophy of Teaching

- demonstrate a sound professional identity by upholding the Ethical Standards and Standards of Practice of the Ontario College of Teachers, maintaining academic integrity, and pursuing relevant professional development opportunities.

Curriculum Map: Indigenous Education Programs

Program-Level Outcomes Progression Matrix

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

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

Indigenous Teacher Education Program

Outcome	EDUC 4736	EDUC 4747	EDUC 4767	EDUC 4746	EDUC 4776	EDUC 4714	EDUC 4716	EDUC 4947	EDUC 4717	EDUC 4757	EDUC 4726	EDUC 4766	EDUC 4814	EDUC 4858	EDUC 4727	EDUC 4787	EDUC 4737	EDUC 4777	EDUC 4756	EDUC 4967	EDUC 4914
	Year 1						Year 2								Year 3						
1	B	B	B		B	B		B-I	B-I	B-I	I	B-I	I		I-P	I-P	I-P	I-P	I-P	I-P	I-P
2	B	B	B	B		B		B-I	B-I	B-I		I	I		I-P	I-P	I-P	I-P	I-P		I-P
3	B	B	B			B		B-I	B-I	B-I	I	B-I	I	I	I-P	I-P	I-P	I-P	I-P	I-P	I-P
4					B	B	B-I	B-I			I		I	I						I-P	I-P
5	B	B	B	B		B			B-I	B-I	I	I	I		I-P	I-P	I-P	I-P	I-P	I-P	I-P
6		B	B		B	B		B-I	B-I	B-I	I	I	I		I-P	I-P	I-P	I-P	I-P	I-P	I-P
7	B	B	B		B	B	B-I		B-I	B-I	I		I	I	I-P	I-P	I-P	I-P	I-P	I-P	I-P
8	B					B	B-I						I	I						I-P	I-P

Curriculum Map: Indigenous Education Programs

Indigenous Classroom Assistant Diploma Program

[illegible]

Curriculum Map: Indigenous Education Programs

Teacher of Indigenous Language as a Second Language Program

Outcome	EDUC 4736	EDUC 1546	EDUC 1456*	EDUC 4746	EDUC 4776	EDUC 4714	EDUC 4716	EDUC 4947	EDUC 1446	EDUC 1436	EDUC 4726	EDUC 4766	EDUC 4814	EDUC 4858	EDUC 2546	EDUC 2436	EDUC 2446	EDUC 2456**	EDUC 4756	EDUC 4967	EDUC 4914
	Year 1						Year 2								Year 3						
1	B	B	B		B	B		B-I	B-I	B-I	I	B-I	I		I-P	I-P	I-P	I-P	I-P	I-P	I-P
2	B	B	B	B		B		B-I	B-I	B-I		I	I		I-P	I-P	I-P	I-P	I-P		I-P
3	B	B	B			B		B-I	B-I	B-I	I	B-I	I	I	I-P	I-P	I-P	I-P	I-P	I-P	I-P
4					B	B	B-I	B-I			I		I	I						I-P	I-P
5	B	B	B	B		B			B-I	B-I	I	I	I		I-P	I-P	I-P	I-P	I-P	I-P	I-P
6		B	B		B	B		B-I	B-I	B-I	I	I	I		I-P	I-P	I-P	I-P	I-P	I-P	I-P
7	B	B	B		B	B	B-I		B-I	B-I	I		I	I	I-P	I-P	I-P	I-P	I-P	I-P	I-P
8	B					B	B-I						I	I						I-P	I-P

*a student takes one of the following: EDUC 1456, EDUC 1556, EDUC 1576, EDUC 1586, EDUC 1596

**a student takes one of the following: EDUC 2456, EDUC 2556, EDUC 2576, EDUC 2586, EDUC 2596

Curriculum Map: Indigenous Education Programs

University-Level Student Learning Outcomes

Upon graduation the student will be able to:

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

Curriculum Map: Indigenous Education Programs

- c. set personal and professional goals and establish a plan of action to attain those goals.
 - d. reflect on their growth and development and use reliable and practical strategies to learn from that reflection.
- 6. Engage in collaborative leadership and professional practices
 - a. work cooperatively, cultivating and thriving in diversity, with diverse peoples.
 - b. demonstrate strong interpersonal skills.
 - c. demonstrate leadership skills by motivating, including, and supporting others.
 - d. seek opportunities to collaborate.
 - e. engage in professional dialogue and participate in learning communities.
- 7. Engage in ethical and respectful practices
 - a. engage in activities ethically and equitably: they act with integrity and take responsibility for their actions.
 - b. engage in their work using ecologically sustainable practices.
- 8. Contribute locally, regionally, nationally, and globally
 - a. demonstrate they are socially just: they are prepared to participate in local, regional and global communities.
 - b. demonstrate knowledge of Anishinabek ontologies. (Senate: on hold)
 - c. initiate change.
 - d. utilize their knowledge and skills to positively impact their community.

Curriculum Map: Indigenous Education Programs

University-Level Outcomes Progression Matrix

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

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

Indigenous Teacher Education Program

Outcome	EDUC 4736	EDUC 4747	EDUC 4767	EDUC 4746	EDUC 4776	EDUC 4714	EDUC 4716	EDUC 4947	EDUC 4717	EDUC 4757	EDUC 4726	EDUC 4766	EDUC 4814	EDUC 4858	EDUC 4727	EDUC 4787	EDUC 4737	EDUC 4777	EDUC 4756	EDUC 4967	EDUC 4914
	Year 1						Year 2								Year 3						
1	B	B	B	B	B	B	B-I	B-I	B-I	B-I	B-I	B-I	B-I	B-I	I-P	I-P	I-P	I-P	I-P	I-P	I-P
2	B	B	B	B	B	B	B-I	B-I	B-I	B-I	B-I	B-I	B-I	B-I	I-P	I-P	I-P	I-P	I-P	I-P	I-P
3	B	B	B	B	B	B	B-I	B-I	B-I	B-I	B-I	B-I	B-I	B-I	I-P	I-P	I-P	I-P	I-P	I-P	I-P
4	B	B	B	B	B	B	B-I	B-I	B-I	B-I	B-I	B-I	B-I	B-I	I-P	I-P	I-P	I-P	I-P	I-P	I-P
5	B	B	B	B	B	B	B-I	B-I	B-I	B-I	B-I	B-I	B-I	B-I	I-P	I-P	I-P	I-P	I-P	I-P	I-P
6	B	B	B	B	B	B	B-I	B-I	B-I	B-I	B-I	B-I	B-I	B-I	I-P	I-P	I-P	I-P	I-P	I-P	I-P
7	B	B	B	B	B	B	B-I	B-I	B-I	B-I	B-I	B-I	B-I	B-I	I-P	I-P	I-P	I-P	I-P	I-P	I-P
8						B							B-I	B-I							I-P

Curriculum Map: Indigenous Education Programs

Indigenous Classroom Assistant Diploma Program

[illegible]

Curriculum Map: Indigenous Education Programs

Teacher of Indigenous Language as a Second Language Program

Outcome	EDUC 4736	EDUC 1546	EDUC 1456*	EDUC 4746	EDUC 4776	EDUC 4714	EDUC 4716	EDUC 4947	EDUC 1446	EDUC 1436	EDUC 4726	EDUC 4766	EDUC 4814	EDUC 4858	EDUC 2546	EDUC 2436	EDUC 2446	EDUC 2456**	EDUC 4756	EDUC 4967	EDUC 4914
	Year 1						Year 2								Year 3						
1	B	B	B	B	B	B	B-I	B-I	B-I	B-I	B-I	B-I	B-I	B-I	I-P	I-P	I-P	I-P	I-P	I-P	I-P
2	B	B	B	B	B	B	B-I	B-I	B-I	B-I	B-I	B-I	B-I	B-I	I-P	I-P	I-P	I-P	I-P	I-P	I-P
3	B	B	B	B	B	B	B-I	B-I	B-I	B-I	B-I	B-I	B-I	B-I	I-P	I-P	I-P	I-P	I-P	I-P	I-P
4	B	B	B	B	B	B	B-I	B-I	B-I	B-I	B-I	B-I	B-I	B-I	I-P	I-P	I-P	I-P	I-P	I-P	I-P
5	B	B	B	B	B	B	B-I	B-I	B-I	B-I	B-I	B-I	B-I	B-I	I-P	I-P	I-P	I-P	I-P	I-P	I-P
6	B	B	B	B	B	B	B-I	B-I	B-I	B-I	B-I	B-I	B-I	B-I	I-P	I-P	I-P	I-P	I-P	I-P	I-P
7	B	B	B	B	B	B	B-I	B-I	B-I	B-I	B-I	B-I	B-I	B-I	I-P	I-P	I-P	I-P	I-P	I-P	I-P
8						B							B-I	B-I							I-P

*a student takes one of the following: EDUC 1456, EDUC 1556, EDUC 1576, EDUC 1586, EDUC 1596

**a student takes one of the following: EDUC 2456, EDUC 2556, EDUC 2576, EDUC 2586, EDUC 2596

Curriculum Map: Indigenous Education Programs

Resource Links

Ontario Universities, Council on Quality Assurance

Definitions — Ontario Universities Council on Quality Assurance

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

Curriculum Map: Indigenous Education Programs Supplemental Documentation

Please add any supplemental documentation required to support this proposal (i.e., new course template)

Curriculum Map: Indigenous Education Programs Centre for Teaching and Learning Report

The Centre for Teaching and Learning will insert their report in this section once the proposal has been submitted to the Curriculum Approval Process workflow.

Curriculum Map: Indigenous Education Programs

Registrar's Office Report

The Registrar's Office will insert their report in this section once the proposal has been submitted to the Curriculum Approval Process workflow.

Curriculum Map: Indigenous Education Programs

Dean's Office Report

The Dean's Office *will insert their report in this section once the proposal has been submitted to the Curriculum Approval Process workflow.*

MOTION #1: That the School of Nursing Academic Council recommend to the EPS Academic Regulations and Curriculum Committee (ARCC) the approval and addition of **NSGD 4237 Complex and Multi-System Health Challenges** to the academic calendar as outlined in the attached course template.

JUSTIFICATION (Rationale):

During the development of the major modification associated with the shift to a concept-based curriculum, the intent was to discontinue the former two-course sequence NSGD 4136 and NSGD 4137 and replace it with a single new course with different content, structure, sequencing, and learning outcomes. The new course does not continue, translate, or replicate the former courses; it represents a fundamentally new offering within the revised curriculum.

At the time the major modification was being developed, this intent was carried out by extensively revising NSGD 4137 rather than by formally creating a new course under a new course code. As a result, the approved curriculum retained NSGD 4137, even though the revised course was designed to replace both legacy courses, creating misalignment between the curricular intent and the academic calendar.

As a result, the academic calendar now contains two distinct program pathways that appear to share the same course code, creating confusion for students during registration, complicating advising, and making it difficult to differentiate between the legacy curriculum and the revised one. This motion therefore establishes NSGD 4237 as the new course that should have been created at the time of the major modification.

A subsequent motion will remove the legacy NSGD 4137 from the program requirements and insert NSGD 4237 in its place, completing the transition and ensuring that the academic calendar, student records, and program structure accurately reflect the revised curriculum.

NURS 4137 will be deleted at a later stage but must remain available in the interim to support students currently enrolled under the legacy curriculum. Students have been notified of their right to follow the academic calendar in effect at the time of their entry to the program.

Course Code	NSGD 4237
Course Title	Complex and multi-System Health Challenges
Course Credits	3 credits ♦ 6 credits ♦ Other Click here to specify
Course Description (restricted to 50-75 words, present tense and active voice)	Students build on previous knowledge and learn about concepts relevant to the care of individuals and families, groups and communities experiencing varying levels of severity of complex and multi-system health challenges. Students examine nursing caring and develop clinical judgement skills in this context using a patient-centred, holistic, evidenced-informed and culturally humble approach, considering interprofessional collaboration in health care.

Course Prerequisite	All 2000 and 3000 level NSGD courses with a minimum grade of 60% or SAT; BIOL 1011, BIOL 2116, MATH 1267
Course Corequisite	
Antirequisite	NSGD 4137
List any restrictions or special notes for this course. <i>For example "This course is restricted to BPHE students".</i>	This course is restricted to students enrolled in the RPN to BScN Blended Learning Program.
Is this a Topic Course? (Topic courses are courses that students can take more than once for credit.)	Yes ☒ No
Will this course have an Experiential Learning component? If so, please indicate the type(s).	☐ Yes ☒ No
Hours of contact time expected per week, if applicable. For example, two hours of lecture and one hour of laboratory work.	
Is this course Cross-Listed ? If so, with what department?	Yes ☒ No If yes, click here to enter department
Program Implications For example, changing a required 6 credit course to 3 credit course.	N/A
Learning Outcomes (6-8 points, visible, measurable and in active voice) For detailed information on Learning Outcomes, please consult the Quality Assurance website .	Students who successfully complete this course will: 1. Synthesize conceptual knowledge relevant to the experiences of individuals, families, and communities living with complex and multi-system health issues 2. Use theories, critical perspectives, best -practice guidelines and research evidence to explore the experiences of individuals, families, and communities living with complex and multi-system health issues. 3. Integrate evidence informed literature to inform the nursing process and the RN's role in provision of interdisciplinary care

	for individuals, families, and communities living with complex and multi-system health issues. 4. Examine the registered nurse's advocacy and leadership role in interprofessional collaboration when caring for individuals, families, and communities living with complex and multi-system health issues. 5. Apply principles of critical reasoning and critical thinking. 6. Explore how social determinants of health and health disparities impact the health of individuals, families, and communities living with complex and multi-system health issues.
Will this request affect another faculty other than your own?	Yes ☒ No If yes, please use the Departmental Curriculum Approval form to indicate the approval of all departments/disciplines whose programs are affected by this proposal.
Will additional resources be required? If so, please list them. (ie. additional faculty, library resources or new laboratory space)?	☒ Yes ☐ No Virtual and remote lab and simulation products

MOTION #2: The SON Academic Council recommends to EPS Academic Regulations and Curriculum Committee (ARCC) that the Blended Learning program NSGD program requirements be modified as outline below.

From:

RPN to BScN Blended Learning Program

Graduation Requirements:

In addition to the program requirements listed below, students must also satisfy the Bachelor of Science (Nursing) degree requirements. Please refer to that section of the Calendar.

Program Requirements:

Admission:

Admission to the RPN to BScN Blended Learning Program is limited. Further information can be found in the Admission Requirements section of the Academic Calendar.

Students must complete all nursing theory courses with a minimum grade of 60% in order to progress through the program and 50% in non-nursing required courses.

Students will be required to withdraw from the nursing program should they receive more than one grade of "unsatisfactory" in clinical courses.

Students must complete the Bachelor of Science in Nursing Program in seven (7) years from the original date of admission.

<u>ACAD 1601</u>	Academic Writing	3 cr.
<u>BIOL 1011</u>	Human Biology and Biochemistry	3 cr.
<u>MATH 1267</u>	Applied Health Statistics	3 cr.
<u>BIOL 2116</u>	Principles of Microbiology	3 cr.
<u>NSGD 2007</u>	Concepts in Mental Health and Addictions	3 cr.
<u>NSGD 2147</u>	RPN to BScN Role Transition	3 cr.
<u>NSGD 2216</u>	Critical Inquiry and Evidence Informed Practice	3 cr.
<u>NSGD 2226</u>	Concepts in Reproductive Health and Developmental Growth	3 cr.
<u>NSGD 2236</u>	Population Health	3 cr.
<u>NSGD 2246</u>	Chronic Illness and Palliative Health Challenges	3 cr.
<u>NSGD 2256</u>	Advanced Health Assessment and Clinical Reasoning	3 cr.
<u>NSGD 3006</u>	Theoretical Foundations of Nursing Practice	3 cr.
<u>NSGD 3216</u>	Research in Nursing Practice	3 cr.
<u>NSGD 3336</u>	Culture and Nursing Practice	3 cr.
<u>NSGD 3116</u>	Concepts in Family and Community Health	3 cr.
<u>NSGD 3126</u>	Indigenous Health and Wellness	3 cr.
<u>NSGD 3706</u>	Practice Experience 1	3 cr.
<u>NSGD 3707</u>	Practice Experience 2	3 cr.
<u>NSGD 4137</u>	Complex Health and Multi-System Challenges	3 cr.
<u>NSGD 4706</u>	Practice Experience 3	3 cr.
<u>NSGD 4777</u>	Leadership in Action	3 cr.
<u>NSGD 4704</u>	Integrated Practice Experience	12 cr.
Advanced TopicGroup A*		3 cr.
Advanced TopicGroup B*		3 cr.
Electives		9 cr.

***Note: Advanced Topics**

Students are required to take at least 3 NSGD credits from each of the Advanced Topics groupings listed below.

A maximum of 9 credits from NSGD Advanced Topics courses may be counted toward the BScN degree. Courses offered will vary each term. Some courses may be limited enrolment or may not be offered every term or year.

Group A

<u>NSGD 4006</u>	Nursing Informatics	3 cr.
<u>NSGD 4266</u>	Advanced Topics in Leadership and Management	3 cr.
<u>NSGD 4286</u>	Advanced Pharmacotherapeutics	3 cr.
<u>NSGD 4276</u>	Promoting Healthy Workplace Environments	3 cr.

Group B

<u>NSGD 4246</u>	Disability, Society and Health Care	3 cr.
<u>NSGD 4256</u>	High Acuity Nursing	3 cr.
<u>NSGD 4236</u>	Population and Community Health Nursing Practice	3 cr.

Note:

Note: Non-Academic Clinical Placement for all Practicum Courses:

Upon admission to the program, and on an annual basis, each student is required to submit their non-academic clinical placement requirements. These requirements include School of Nursing forms, Proof of Vaccinations including Influenza Vaccination, proof of CPR certification, proof of successful Mask Fit Testing, and a valid Police Vulnerable Sector Check.

Students are required to follow email notices from the Clearance office informing them of all clearance requirements, the acceptable dates for each document as well as clearance deadlines.

Submission of false, misleading, misrepresented, altered, omitted or forged documentation is considered academic and professional dishonesty. Such behaviour will be reported to the College of Nurses in Ontario and will also result in serious consequences as listed in the university policy on academic dishonesty up to and including suspension and expulsion from the university.

Dosage Calculation Testing:

Each student must successfully complete three mandatory Dosage Calculation Competency Tests while in the program to be eligible for the Practice Experience courses. Refer to Program Student Handbook for test schedule and additional requirements.

To

RPN to BScN Blended Learning Program**Graduation Requirements:**

In addition to the program requirements listed below, students must also satisfy the Bachelor of Science (Nursing) degree requirements. Please refer to that section of the Calendar.

Program Requirements:**Admission:**

Admission to the RPN to BScN Blended Learning Program is limited. Further information can be found in the Admission Requirements section of the Academic Calendar.

Students must complete all nursing theory courses with a minimum grade of 60% in order to progress through the program and 50% in non-nursing required courses.

Students will be required to withdraw from the nursing program should they receive more than one grade of "unsatisfactory" in clinical courses.

Students must complete the Bachelor of Science in Nursing Program in seven (7) years from the original date of admission.

<u>ACAD 1601</u>	Academic Writing	3 cr.
<u>BIOL 1011</u>	Human Biology and Biochemistry	3 cr.
<u>MATH 1267</u>	Applied Health Statistics	3 cr.
<u>BIOL 2116</u>	Principles of Microbiology	3 cr.
<u>NSGD 2007</u>	Concepts in Mental Health and Addictions	3 cr.
<u>NSGD 2147</u>	RPN to BScN Role Transition	3 cr.
<u>NSGD 2216</u>	Critical Inquiry and Evidence Informed Practice	3 cr.
<u>NSGD 2226</u>	Concepts in Reproductive Health and Developmental Growth	3 cr.
<u>NSGD 2236</u>	Population Health	3 cr.
<u>NSGD 2246</u>	Chronic Illness and Palliative Health Challenges	3 cr.
<u>NSGD 2256</u>	Advanced Health Assessment and Clinical Reasoning	3 cr.
<u>NSGD 3006</u>	Theoretical Foundations of Nursing Practice	3 cr.
<u>NSGD 3216</u>	Research in Nursing Practice	3 cr.
<u>NSGD 3336</u>	Culture and Nursing Practice	3 cr.
<u>NSGD 3116</u>	Concepts in Family and Community Health	3 cr.
<u>NSGD 3126</u>	Indigenous Health and Wellness	3 cr.
<u>NSGD 3706</u>	Practice Experience 1	3 cr.
<u>NSGD 3707</u>	Practice Experience 2	3 cr.
~~NSGD 4137~~	~~Complex Health and Multi-System Challenges~~	~~3 cr.~~
<u>NSGD 4237</u>	<u>Complex Health and Multi-System Challenges</u>	<u>3 cr.</u>
<u>NSGD 4706</u>	Practice Experience 3	3 cr.
<u>NSGD 4777</u>	Leadership in Action	3 cr.
<u>NSGD 4704</u>	Integrated Practice Experience	12 cr.
Advanced Topic Group A*		3 cr.
Advanced Topic Group B*		3 cr.
Electives		9 cr.

*Note: Advanced Topics

Students are required to take at least 3 NSGD credits from each of the Advanced Topics groupings listed below.

A maximum of 9 credits from NSGD Advanced Topics courses may be counted toward the BScN degree. Courses offered will vary each term. Some courses may be limited enrolment or may not be offered every term or year.

Group A

<u>NSGD 4006</u>	Nursing Informatics	3 cr.
<u>NSGD 4266</u>	Advanced Topics in Leadership and Management	3 cr.
<u>NSGD 4286</u>	Advanced Pharmacotherapeutics	3 cr.
<u>NSGD 4276</u>	Promoting Healthy Workplace Environments	3 cr.

Group B

<u>NSGD 4246</u>	Disability, Society and Health Care	3 cr.
<u>NSGD 4256</u>	High Acuity Nursing	3 cr.
<u>NSGD 4236</u>	Population and Community Health Nursing Practice	3 cr.

Note:

Note: Non-Academic Clinical Placement for all Practicum Courses:

Upon admission to the program, and on an annual basis, each student is required to submit their non-academic clinical placement requirements. These requirements include School of Nursing forms, Proof of Vaccinations including Influenza Vaccination, proof of CPR certification, proof of successful Mask Fit Testing, and a valid Police Vulnerable Sector Check.

Students are required to follow email notices from the Clearance office informing them of all clearance requirements, the acceptable dates for each document as well as clearance deadlines.

Submission of false, misleading, misrepresented, altered, omitted or forged documentation is considered academic and professional dishonesty. Such behaviour will be reported to the College of Nurses in Ontario and will also result in serious consequences as listed in the university policy on academic dishonesty up to and including suspension and expulsion from the university.

Dosage Calculation Testing:

Each student must successfully complete three mandatory Dosage Calculation Competency Tests while in the program to be eligible for the Practice Experience courses. Refer to Program Student Handbook for test schedule and additional requirements.

Rationale:

The approved major modification to the RPN to BScN Blended Learning Program replaced the former two-course sequence in complex health (NSGD 4136 and NSGD 4137) with a single new course reflecting a different structure, set of learning outcomes, and pedagogical intent. Motion #1 establishes this course appropriately under the new course code **NSGD 4237**.

To maintain clarity in the academic calendar and ensure accurate registration, advising, and degree auditing, the program requirements must be updated to remove the legacy course **NSGD 4137** and insert **NSGD 4237** in its place. Retaining NSGD 4137 within the program requirements alongside NSGD 4237 would imply that both courses remain active options within the revised

curriculum, which is not the case and would create confusion for students progressing through the Blended Learning program.

Updating the program requirements therefore completes the corrective action initiated in Motion #1, aligns the calendar with the intended curriculum structure approved through the major modification, and ensures that students follow the appropriate course pathway within the revised program.

The BPHE program includes mandatory physical activity courses (Practicals) in each year of the program. In the Practical, students engage in a variety of physical activities related to a specific sport, game, or leisure activity. Students focus on movement competence and skill development in addition to the theory and practice of the activity in an instructional setting. Students must complete 24 credits (generally 3 credits per semester) of Practical courses to successfully complete degree requirements. In years 1 and 2, each offered Practical is required, whereas in years 3 and 4, students can select from a range of Practical electives. Practical include 1, 2, and 3 credit courses, the scheduling of which can vary from single weekend intensive courses (e.g. winter camping) to one-month, semi-weekly courses (e.g. basketball).

Currently, all Practical courses are based on 48 hours per 3 credits. For 1-credit gymnasium-based Practicals, therefore, scheduling has typically been 2 x 2 hours for 4 weeks (16 hours). Last year, the program faculty discussed changes to the Practicals to make their duration comparable to lecture-based classes (i.e. 36 hours per 3 credits). This proposed change aligns with other Bachelor of Physical and Health Education programs in the province (e.g. Brock) and with Nipissing University's standard contact time per 3 credit course.

The response from a widely distributed student survey indicated that students highly valued the Practicals and did not support 1 x 3 hour weekly scheduling, as that was perceived as being too physically demanding. 2 x 2 hours weekly can also provide a substantial physical burden, especially when students enrol in more than one practical concurrently. For the majority of courses, therefore, semi-weekly classes will be scheduled, but the duration will be 1.5 hours.

The faculty of the School of Physical and Health Education voted in a departmental meeting (Nov. 14, 2025) to adjust the practical courses to align with the common practice of 36 hours per 3 credits for non-laboratory courses.

Therefore, three proposed motions are:

That instructional hours of the following 1 credit BPHE practical courses change from 16 hrs to 12 hrs.

PHED 1203 Aquatics I (1 cr)

PHED 1204 Soccer I (1 cr)

PHED 1213 Volleyball I (1 cr)

PHED 1223 Fundamental Movement Skills (1 cr)

PHED 1224 Dance I (1 cr)
PHED 1233 Basketball I (1 cr)
PHED 1243 Special Practical I (1 cr)
PHED 2204 Core Strength (1 cr)
PHED 2213 Gymnastics (1 cr)
PHED 2214 Canoeing (1 cr)
PHED 2223 Lacrosse (1 cr)
PHED 2224 Nordic Skiing (1 cr)
PHED 2233 Racquets I (1 cr)
PHED 2244 Special Practical II (1 cr)
PHED 3204 Soccer II (1 cr)
PHED 3213 Volleyball II (1 cr)
PHED 3214 Football (1 cr)
PHED 3223 Ultimate (1 cr)
PHED 3224 Dance II (1 cr)
PHED 3233 Yoga (1 cr)
PHED 3234 Weightlifting I (1 cr)
PHED 3243 Winter Camping (1 cr)
PHED 3244 Hockey I (1 cr)
PHED 3253 Striking/Fielding Games (1 cr)
PHED 3254 Special Practical III (1 cr)
PHED 3263 Games of Low Organization (1 cr)
PHED 3264 Basketball II (1 cr)
PHED 4203 Rugby (1 cr)
PHED 4204 Curling (1 cr)
PHED 4213 Golf (1 cr)

PHED 4214 Track & Field (1 cr)

PHED 4223 Combatives (1 cr)

PHED 4233 Inclusive Games (1 cr)

PHED 4234 Weightlifting II (1 cr)

PHED 4243 Racquets II (1 cr)

PHED 4244 Hockey II (1 cr)

PHED 4253 Skiing/Snowboarding (1 cr)

PHED 4254 Special Practical IV (1 cr)

PHED 4263 Group Fitness (1 cr)

PHED 4224 Outdoor Initiatives (1 cr)

That instructional hours of the following 2 credit BPHE practical courses change from 32 hrs to 24 hrs.

PHED 3113 Special Practical V (2 cr)

PHED 4104 Special Practical VII (2 cr)

That instructional hours of the following 3 credit BPHE practical courses change from 48 hrs to 36 hrs.

PHED 3227 Special Practical VI (3 cr)

PHED 4126 Special Practical VIII (3 cr)

Motion:

Increase PHED 3006 (Exercise Physiology) labs to 1.5 hours biweekly (every other week) from 1 hour biweekly.

Rationale:

Currently, PHED 3006 is a 3-credit course that consists of 3 hours of lecture instruction weekly + 1 hour of laboratory instruction biweekly. Students examine the physiological systems that support human movement (e.g. the cardiovascular-respiratory, neuromuscular, and metabolic systems) as well as the acute and chronic effects of physical activity, the environment, and training upon these systems.

The laboratory activities include, but are not limited to, exercise protocols that require substantial preparation of the students and the data may require 30 minutes or more to be collected by the students. In order to effectively orient students to the lab activity, prepare the participants, collect the data, and conduct a debrief, 1 hour has been deemed insufficient. Student and lab instructor feedback indicated that 1 hour labs were rushed and that students often finished the session with an incomplete understanding of the learner objectives. The faculty voted to make this change at the Nov. 14, 2025 departmental meeting.

Motion #1: The Academic Curriculum Committee recommend to Senate the creation of the Faculty of Education and Professional Studies Attendance Policy.

Rationale: The existing university [Attendance Policy](#) does not appropriately support program delivery in accredited programs in the Faculty of Education and Professional Studies. The proposed Policy is designed to 1) support student success through earlier opportunities to address attendance concerns; 2) uphold professional standards that accrediting bodies require for both placement and course attendance; and 3) explicitly recognizes that regular and engaged attendance is essential for the participatory, experiential learning that characterizes professional education.

FACULTY OF EDUCATION AND PROFESSIONAL STUDIES ATTENDANCE POLICY

Policy Statement

The Faculty of Education and Professional Studies (FEPS) is a professional learning community. Regular, engaged attendance helps students get the full value of participatory and experiential learning and supports the competencies required by professional accrediting and regulatory bodies.

Reason for Policy

This Policy exists to support student success, uphold professional standards, and ensure that graduates meet the competencies required by their respective professional certifying/regulatory bodies. This Policy recognizes that regular and engaged attendance is essential for the participatory, experiential learning that characterizes professional education. The Policy also affirms the instructor's authority to set attendance rules for their courses (consistent with this policy) and outlines the consequences for failing to meet attendance requirements.

Scope

This Policy applies to all undergraduate and graduate degree programs housed in FEPS, as well as associated diploma programs offered by FEPS. This Policy covers attendance in all curricular components: classes, lectures, seminars, labs, workshops, tutorials, simulations, placements, field experiences, and any other scheduled learning activities (in-person or online) that are part of course or program requirements.

This Policy applies to all students registered in a course offered by a FEPS program, regardless if the student is a program major in another faculty.

Notwithstanding the above, this Policy does not apply to courses or course components offered online in an asynchronous format (i.e. where there is no officially scheduled class/course component).

Who Should Read This Policy

- All members of the Faculty of Education and Professional Studies, Associate Deans, Chairs/Directors, administrative staff, placement coordinators, and students.
- All members of university non-academic departments, especially the Office of the Registrar, Academic Advising, and Student Development Services.

Contacts

Dean FEPS deaneps@nipissingu.ca

Definitions

- **Student:** A learner enrolled in any course offered by a FEPS program.
- **Placement:** Any supervised practice experience (practicum/field/clinical) with a partner organization, including student research activities with external partner organizations.

The Policy

1. Attendance as a Professional Requirement

- 1.1. Students are expected to attend and actively participate in scheduled learning activities (in person or online) because many professional learning experiences are hands-on or collaborative and cannot be fully replicated later.
- 1.2. Occasionally, professional programs may schedule mandatory workshops or training sessions outside regular class time (for example, certification trainings, professional regulator seminars, etc.). These events are considered part of the program and are subject to the attendance expectations under this policy. Such

requirements will be communicated in advance by the program Coordinator/Chair/Director/Associate Dean or designate.

- 1.3. Attendance expectations begin with the first scheduled date of a course/learning opportunity.

2. Instructor Authority and Responsibility

- 2.1. Instructors will set course-specific attendance expectations, communicate them clearly in the syllabus at the start of term, and apply them consistently and equitably.
- 2.2. Instructors can use their judgment in addressing attendance issues but must apply their attendance rules consistently and equitably to all students .
- 2.3. Instructors will be aware that students are able to register into a course after it has officially started, through usual processes and timelines that occasionally delay student registration. Instructors will therefore set attendance expectations during the period of time at the start of a course while registration is open that are appropriate to the learning activities. When possible, consideration for absences should be extended to students who register within the allowed period.

3. Absences

- 3.1. An absence includes missing a scheduled learning opportunity in whole or in part, which therefore means significant late arrival or significant early departure are considered in a similar manner to a complete absence under this Policy.
- 3.2. Instructors will exercise judgement in a fair and supportive manner and will outline make-up options, if any, for absences due to illness/injury, serious personal or family emergencies, religious or cultural observances, university approved activities, legal obligations, or disability accommodations. Instructors shall not impose academic penalties for these types of absences per se. However, students remain responsible for any material or assignments missed and must complete any make-up work or alternate assignments as required to demonstrate the learning they missed.
- 3.3. Short term illness may be self-declared; longer disruptions or missed major assessments may require documentation.
- 3.4. Instructors have the authority to impose immediate academic consequences for any other types of absence, such as a zero on an in-class activity or quiz missed, a

reduction in participation marks, or additional assignments at their discretion and as specified in the syllabus.

4. Excessive Absenteeism

- 4.1. In a professional program, missing a significant portion of a course's learning experiences, regardless of the reason, is incompatible with success and may disqualify a student from receiving credit for the course.
- 4.2. If a student's total absences in a course exceed 20% of the scheduled class/contact hours for that course (for example, missing 3 classes in a course that meets weekly for 12 weeks), the instructor shall review the situation with the student. The instructor will formally warn the student in writing that they are at risk of being disqualified from receiving credit in the course.
- 4.3. Following the formal warning, any further absences in the course may result in the instructor recommending to the Dean a failing grade (0 or Unsatisfactory) in the course. If the reasons for the absences were due to circumstances largely beyond the student's control, the recommendation to the Dean will be for the student to withdraw without academic penalty (WDR grade). The recommendation to the Dean must be in writing and the student must be notified.
- 4.4. A lower threshold than 20% may be used to define excessive absenteeism if required by an external accreditation or regulatory standard. For example, placement courses in Professional programs may mandate a 100% attendance requirement. These specifics will be outlined in the course syllabus or program handbook.

5. Communication and Notification of Absences

- 5.1. Students who must miss a class or day of placement are responsible for notifying the appropriate instructor or placement coordinator as soon as possible, preferably in advance of the absence.
- 5.2. In cases of sudden illness or emergency where advance notice is not possible, the student (or someone on their behalf) should inform the instructor and/or placement office at the earliest reasonable opportunity, and submit any supporting documentation (when required) as soon as it becomes available.

6. Appeals

6.1. Students may appeal a decision or grade assigned by an instructor to the Dean by following the process outlined under the University's Academic Appeals and Petitions policy.

6.1.1. Before writing to the Dean, the student should attempt to discuss the decision or grade assigned with the instructor.

6.1.2. Students may seek guidance from their program Coordinator/Chair/Director/Associate Dean when initiating the appeal process.

7. Interaction with Other Policies

7.1. Nothing in this Policy limits actions under Nipissing University policies (e.g. Student Code of Rights and Responsibilities, Respectful Workplace and Learning Environments Policy, Sexual Violence Response Policy for Students, Academic Integrity Policy).

Appendix A: Attendance Procedures and Implementation Guidelines

A1. Communication of Attendance Expectations: At the start of each course, instructors will communicate the attendance requirements clearly in the syllabus. Instructors should review these expectations regularly to ensure students understand them. Instructors are responsible for ensuring that their attendance expectations are compliant with the Faculty policy.

A2. Reporting an Absence (Student Responsibility): If a student will be absent from a class, lab, placement, etc, the student must notify the appropriate individuals as soon as possible:

- **For a lecture/seminar/tutorial, etc:** Notify the **course instructor** (via email using their Nipissing email address) *before the class begins*. If advance notice is not feasible (e.g., sudden illness the morning of), email as soon as you are able. The notification should include: student name, student ID, course and section, date of absence, and a brief reason.
- **For a placement:** In addition to notifying the **faculty advisor, clinical instructor, field liaison, associate teacher, placement supervisor, etc**, the student must also follow any site-specific protocol communicated to the student in advance. This should be done according to the placement/practicum handbook guidelines. The student must also immediately inform the program **Placement office** at the university.

A3. Formal Written Warning and Support/Intervention: When the instructor sends a formal written warning (email) to the student, this message should: (a) reference the dates of absences, (b) refer to the Policy that these absences jeopardize the ability of the student to meet course learning outcomes and that a course withdrawal or a failing grade in the course may result from further absences, and (c) invite the student to discuss any underlying problems or clarify any misunderstanding. The instructor will copy the Dean and the Program Coordinator, Chair, Director Associate Dean on this communication.

The instructor will determine if either the circumstances surrounding the absences or the student's response (or lack of response) to the formal warning indicates that the offering of supports from Student Development Services to the student would be beneficial. For example, if the student discloses they are struggling with health or other issues, the attendance issue may be resolved with the provision of specific supports. In these cases,

the instructor is recommended to submit a “Student Support Request” form (found in WebAdvisor) which will flag the student for Student Development Services to follow up with. The instructor should inform the student and obtain consent if they are planning to submit a Student Support Request on the student’s behalf. When an instructor’s concern is that there is a strong risk that the student’s success and/or wellbeing are in jeopardy, a Student Support Request may be submitted without the student’s explicit consent.

A4. Recommendation for Failure or Withdrawal

In the case of excessive absenteeism and when the instructor is recommending to the Dean a failing grade (0 or Unsatisfactory) in the course or to withdraw without academic penalty (WDR grade), the recommendation to the Dean must be in writing , reference the dates of absences, and the student must be notified. The Program Coordinator, Chair, Director Associate Dean should be copied on this communication.

Motion #2: The Academic Curriculum Committee recommend to Senate the deletion of the Bachelor of Education Program Attendance Policy.

Rationale: The proposed Faculty of Education and Professional Studies Attendance Policy, if approved, will replace and remove the need for a program-specific policy for the Bachelor of Education program. Link to current Bachelor of Education Program Attendance policy can be found [here](#).

DRAFT

Motion #1: The Academic Curriculum Committee recommend to Senate the creation of the Placement Screening Policy.

Rationale: The rationale for establishing this Placement Screening Policy is to provide a clear framework recognizing that placement partners determine the specific requirements for student placements, ensuring alignment with industry and regulatory standards. In situations where standards or obligations conflict, the policy affirms that the requirement offering the greatest protection for the public, clients, or service users will take precedence. Furthermore, the policy confirms that student consent is mandatory before any placement screening results are shared with partners, and that all such documentation will be handled with strict confidentiality, stored privately and securely to protect students' personal information.

PLACEMENT SCREENING POLICY

Policy Statement

This Policy sets out the standards and requirements for addressing program-relevant placement screening (e.g., collection of a police Vulnerable Sector Check and other placement and partner-required screening documents).

Reason for Policy

Nipissing University prepares students for roles of significant trust and responsibility, especially in fields such as education, health care, and social services. These fields require not only academic competence but also adherence to professional and legal standards to protect vulnerable populations and maintain public confidence. This policy exists to clearly articulate expectations regarding compliance with regulatory and placement partner requirements such as Police Vulnerable Sector Checks.

Policy Applies To

This Policy applies to all Nipissing students. It complements, and does not replace, other University regulations (e.g. Code of Student Rights and Responsibilities, Academic Integrity Policy, Policy on Responsible Conduct of Research, Respectful Workplace and Learning Environments Policy, Sexual Violence Response Policy for Students) and the codes/standards/policies of partner organizations and professional regulators. Where

obligations conflict, the standard most protective of client/patient/pupil and public safety prevails.

Who Should Read This Policy

- All members of Nipissing University, including Deans, Associate Deans, administrative staff, placement coordinators, students, and faculty.
- All members of university non-academic departments, especially Student Development Services.

Contacts

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Definitions

- **Student:** A learner enrolled in any Nipissing program.
- **Placement:** Any supervised practice experience (practicum/field/clinical) with a partner organization, including student research activities with external partner organizations.
- **Criminal Record Check (CRC):** as defined by the Ontario Police Record Checks Reform Act, a report on applicable criminal convictions, etc.
- **Criminal Record and Judicial Matters Check (CRJMC):** as defined by the Ontario Police Record Checks Reform Act, a report on applicable criminal convictions, charges, discharges, warrants, and judicial orders, etc.
- **Vulnerable Sector Check (VSC):** as defined by the Ontario Police Record Checks Reform Act, a report on applicable criminal convictions, charges, discharges, warrants, judicial orders, findings of not criminally responsible, pardons for sexually-based offences, etc.

- **Broad Record Check (BRC):** as defined by the Ontario Child, Youth and Family Services Act, a report on criminal convictions and discharges, applicable youth findings, outstanding orders and charges, certain resolved charges, relevant police contacts (including specified mental health–related contacts), etc.

The Policy

1. Guiding Principles

- 1.1. **Public trust and safety:** Maintaining public trust and safety is essential in all placements where students engage with the community.
- 1.2. **Partners determine requirements for placements:** Placement partners set the requirements for placement, with the University reserving the right to impose additional requirements. In the case of any conflict of requirements, the requirement that best safeguards public safety will be used.
- 1.3. **Confidentiality and privacy:** Information is collected and stored minimally and securely, shared only on a need-to-know basis or as required by law/partners and in accordance with the University's legal obligations and established policies/processes related to access to information and protection of privacy.

2. Policy Standards

- 2.1. **Background screening:** Students must obtain and maintain screenings required by partners at the intervals set by the University in alignment with partner requirements. Required screenings may include, for example, CRC, CRJMC, VSC, BRC, letters of attestation, and/or confirmation of vaccination status, mandatory training, etc. The process for handling screening documents is described in Appendix A. Failure to produce acceptable screening when required precludes placement participation and progression.
- 2.2. **Mandatory disclosure:** Students must disclose in writing to the program placement office within 2 business days any new charge, disposition, order, etc., or change in status or condition that may affect the status of previously submitted screening documents.
- 2.3. **No guarantee of placement:** While reasonable efforts will be made by the program, Nipissing University cannot compel partner organizations to accept a student. The ability to secure a placement for a student may be delayed or a placement may not be secured at all. Where no acceptable placement can be secured due to placement screening results/findings, the student cannot meet program requirements and may be withdrawn.

3. Roles and Responsibilities

3.1. Students: Know and comply with this Policy; self-report new issues immediately to the program that would affect screening status; uphold partner policies.

3.2. Dean: ensures program alignment with University policy and processes.

3.3. Partner Organizations: Determine screening requirements; determine local eligibility for placement; make the decision to refuse or remove a student from placement per their policies; inform programs of relevant screening/placement decisions.

4. Confidentiality, Records, and Retention

4.1. All documentation is stored securely and access is limited to personnel with a legitimate need to know.

5. Appeals

5.1. The decision by a partner to remove or refuse a student from placement due to screening concerns may not be appealed.

5.2. The Dean's decision to remove a student from a program when it has been determined, after reasonable efforts to secure a placement have failed on grounds of screening concerns, that program progression is not possible, may be appealed to the Academic Appeals and Petitions Committee.

6. Interaction with Other Policies

6.1. Nothing in this Policy limits actions under Nipissing University policies (e.g. Code of Student Rights and Responsibilities, Respectful Workplace and Learning Environments Policy, Sexual Violence Response Policy for Students, Academic Integrity Policy), School/Program handbooks, or partner policies, nor obligations to report to professional regulators, law enforcement and child-/client-protection authorities when appropriate or required.

Appendix A: Placement Screening Process

A1. Initial Screening

Placement partners will determine the screening requirements. At a minimum, placements involving vulnerable populations will require police VSC screening.

Students obtain screening documents at their own cost and submit to the partner or the program, as specified by the University, to meet deadlines established by the partner and as communicated by the University.

Programs may require annual or term-specific screening documents; students must ensure continued validity for each placement.

Where a screening document is not “clear,” the Program will need to share necessary information with partner organizations to secure an appropriate placement. The program will obtain consent from the student to do so. If a student does not consent to share necessary information, the decision shall be to determine no viable placement and the student will be recommended to the Dean for program withdrawal for inability to meet requirements. When a student does consent to share necessary information, the program will make reasonable efforts to secure a viable placement for each student, recognizing that such efforts are limited by available opportunities, partner requirements, timelines, and the necessity to uphold public safety and policy standards. In these cases, partners independently decide on acceptance; denial by partners may delay, constrain, or preclude program progression.

A2. Pending Charges, New Orders, and Change in Placement Screening Status

Immediate notice (within 2 business days) by the student to the University program placement office is required for any matters which may affect placement screening status, particularly new police orders or charges.

The program will immediately need to share necessary information with partner organizations to determine if a current or planned placement can continue. The program will obtain consent from the student to do so. If a student does not consent to share necessary information, the decision shall be to determine no viable placement. If a student is currently in a placement, the placement shall be terminated immediately and the student will be recommended to the Dean for program withdrawal for inability to meet requirements. When a student does consent to share necessary information, partners independently decide on continuance/acceptance; denial by partners may delay, constrain, or preclude program progression.

DRAFT

Motion #1: The Academic Curriculum Committee recommend to Senate the creation of the Placement Professionalism Policy.

Rationale: The creation of the Placement Professionalism Policy is necessary to provide clear guidance and accountability regarding students' conduct during placements, or when students' conduct in other settings exposes a risk of harm for a future placement. As students undertaking placement represent Nipissing University in diverse environments, it is essential to ensure that their actions reflect the university's standards and protect the interests and well-being of both the students and the communities they serve. Establishing this policy supports a consistent, fair approach to upholding professionalism, addressing concerns, and fostering a culture of respect and responsibility within all placement settings.

PLACEMENT PROFESSIONALISM POLICY

Policy Statement

This Policy sets out the standards of professionalism required of all students at Nipissing University who engage in program placements. It establishes transparent processes for investigating and responding to student professionalism concerns or complaints which arise from a placement and/or have the potential to impact the safety and wellbeing of those involved with a placement.

Reason for Policy

Nipissing University prepares students for roles of significant trust and responsibility, especially in fields such as education, health care, and social services. These fields require not only academic competence but also ethical conduct, sound judgment, and adherence to professional standards to protect vulnerable populations and maintain public confidence. This policy exists to clearly articulate expectations for professionalism. This policy both safeguards client, patient, research participant and pupil safety and supports student success through fair and transparent processes including remediation where possible. This policy upholds the integrity of Nipissing University, the workplaces and the professions our graduates enter.

Policy Applies To

This Policy applies to all Nipissing students. It complements, and does not replace, other University regulations (e.g. Code of Student Rights and Responsibilities, Academic Integrity Policy, Policy on Responsible Conduct of Research, Respectful Workplace and Learning Environments Policy, Sexual Violence Response Policy for Students) and the codes/standards/policies of partner organizations and professional regulators. Where obligations conflict, the standard most protective of client/patient/pupil and public safety prevails.

Who Should Read This Policy

- All members of Nipissing University, including Deans, Associate Deans, administrative staff, placement coordinators, students, and faculty.
- All members of university non-academic departments, especially Student Development Services.

Contacts

Dean FEPS deaneps@nipissingu.ca

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Provost and Vice-President Academic pvpa@nipissingu.ca

Associate Vice-President Research, Innovation & Graduate Studies avprigs@nipissingu.ca

Definitions

- **Student:** A learner enrolled in any Nipissing program.
- **Professionalism:** Observable behaviours consistent with the ethical and practice standards of the applicable profession/setting as connected to one's role as a student. This includes the disciplined enactment of a profession's/program's values, standards, and accountabilities in a way that protects the public, sustains trust, and supports competent placement performance. For example:

The Ontario College of Teachers' articulation of teacher standards as "a collective vision of professionalism that guides the daily practice of its members."

The Ontario College of Social Workers and Social Service Workers' requirement that its Standards of Practice "set out minimum standards of professional and ethical conduct required of registrants."

The College of Nurses of Ontario's Code of Conduct emphasizes "all principles have equal importance and work together to describe the conduct, behaviour, and professionalism necessary for safe and ethical nursing practice in Ontario."

A student undertaking a research project in a Northern Indigenous community is expected to demonstrate professionalism by practicing cultural safety, fostering respectful relationships, and honouring community protocols throughout their engagement.

- **Placement:** Any supervised practice experience (e.g. practicum/field/clinical) with a partner organization, including student research activities with external partner organizations.
- **Concern/Complaint:** Any allegation or report that a student failed to meet the standards outlined in this Policy.
- **Interim Measures:** Time-limited steps to manage risk during a review (e.g., temporary removal from placement, increased supervision, no-contact direction).
- **Case Lead:** The designated program/School placement lead (e.g., Associate Dean, Director, or Chair) assigned to manage a formal review.
- **Program Review Panel:** A standing panel or committee established by the academic program/unit that adjudicates a formal review.

The Policy

1. Guiding Principles

- 1.1. **Public trust and safety:** Maintaining public trust and safety is essential in all placements where students engage with the community.
- 1.2. **Alignment with professional standards:** Expectations are informed by the ethical/practice standards of relevant regulators (e.g. Ontario College of Teachers, College of Nurses of Ontario, Ontario College of Social Workers and Social Service Workers, College of Kinesiologists of Ontario), provincial legislation such as the Ontario Human Rights Code, Nipissing University's Code of Student Rights and Responsibilities, and relevant program standards and handbooks.

- 1.3. **Procedural fairness:** Concerns are addressed promptly, objectively, and proportionately, with notice, right to be heard, reasoned decisions, and access to appeal.
- 1.4. **Equity, inclusion, and cultural safety:** Processes are trauma-informed and anti-oppressive; accommodations are provided where required, without compromising safety or essential requirements. Decision-making under this Policy will be framed and informed by applicable Ontario laws, including the Human Rights Code, relevant University policies, and principles of equity, diversity, and inclusion. Decisions must be guided by the Accessibility for Ontarians with Disabilities Act (AODA) to ensure fair consideration of disability and accommodation needs. Finally, the University affirms that a student's inappropriate or unprofessional "off-duty" statements may, where there is a significant risk of harm to patients, clients, pupils, or research participants, properly fall within the scope of this Policy and relevant statutes. However, decision makers must carefully weigh the student's Charter rights, including freedom of expression, against any potential risks, and strive to balance the University's safety obligations with a high respect for student rights, ensuring actions taken under this Policy are proportionate and respectful of freedom of expression to the fullest extent possible.
- 1.5. **Educational intent with accountability:** Remediation is prioritized for isolated/minor lapses; repeated or serious breaches may result in removal from placement or program.
- 1.6. **Confidentiality and privacy:** Information is collected and stored minimally and securely, shared only on a need-to-know basis or as required by law/partners and in accordance with the University's legal obligations and established policies/processes related to access to information and protection of privacy.

2. Professionalism Expectations

- 2.1. Students must consistently demonstrate the following across classroom, simulation, and placement contexts:
 - 2.1.1. **Care / Safety:**
 - 2.1.1.1. Safeguard clients/patients/pupils' physical, emotional, cultural, and informational safety; maintain appropriate professional boundaries.
 - 2.1.1.2. Exercise sound judgment; seek supervision when uncertain; escalate safety concerns promptly (duty to report as applicable).
 - 2.1.2. **Respect / Dignity:**
 - 2.1.2.1. Interact with clients/patients/pupils, families, colleagues, and communities with dignity, respect, and cultural humility; refrain from harassment, discrimination, bullying, microaggressions, or retaliation.

- 2.1.2.2. Honour confidentiality and privacy; handle records and data lawfully and securely.

2.1.3. Trust / Honesty

- 2.1.3.1. Communicate truthfully; represent qualifications and work accurately; avoid conflicts of interest; use social media and digital tools professionally (e.g., no posting/sharing of identifiable client/patient/pupil information; maintain role-appropriate boundaries online).
- 2.1.3.2. Comply with partner policies (technology, confidentiality, photography/recording, visitor/volunteer rules).

2.1.4. Integrity / Accountability

- 2.1.4.1. Uphold academic integrity; avoid falsification or misrepresentation (including hours, evaluations, documentation, teaching/clinical artifacts).
- 2.1.4.2. Be accountable for errors; disclose incidents promptly; participate in remediation when required.

2.1.5. Competence, Reliability, and Fitness to Practise

- 2.1.5.1. Attend and be punctual for all required learning activities and placement days; be prepared and fit to practise (not impaired; fitness concerns responsibly managed).
- 2.1.5.2. Meet attire/ID and infection-prevention/occupational-safety protocols; use equipment and facilities safely.

2.1.6. Scope, Supervision, and Boundaries

- 2.1.6.1. Practise only within student scope; follow preceptor/associate teacher/field instructor/supervisor direction and program guidelines.
- 2.1.6.2. Report absences proactively; complete approved make-up requirements.
- 2.1.6.3. Respect intellectual property and assessment integrity within partner settings.

2.1.7. Off-Duty / Off-Site Conduct

- 2.1.7.1. Refrain from conduct, including online activity, that reasonably undermines trust in one's ability to serve vulnerable populations or brings the University/partners into disrepute.

2.2. All expectations outlined in sections 2.1.1 through 2.1.7 are required of every student during their placement. In addition, these standards apply to students in all other (non-placement) courses within programs that lead to professional registration in the province of Ontario, such as Nursing, Education, Social Work, and Physical and Health Education/Kinesiology.

2.3. **Threshold for Program Removal:** Egregious conduct, including crimes where there is a legal duty to report, abuse, exploitation, serious dishonesty, illegal or fraudulent

behaviour, violence, significant breaches of confidentiality/safety, or persistent patterns of unprofessional behaviour despite remediation, may result in program removal.

- 2.4. **Regulatory viability:** Where legal or conduct issues are likely to preclude future licensure/registration in professional programs, the program may determine continuation is not viable and recommend withdrawal after due process.

3. Roles and Responsibilities

- 3.1. **Students:** Know and comply with this Policy; self-report new issues; engage in remediation; uphold partner policies.
- 3.2. **Course/Placement Instructors, Preceptors, Field/Associate Teachers, Supervisors:** Model and monitor professionalism; document concerns; initiate early resolution when appropriate; report serious matters immediately.
- 3.3. **Case Lead:** Triage concerns/complaints brought forward; impose interim measures where warranted; conduct/oversee investigations; recommend outcomes (see Appendix A).
- 3.4. **Program Review Panel:** Adjudicates formal cases; ensures consistency within the program and as related to relevant professions.
- 3.5. **Dean (or designate):** Adjudicates Case Lead and Program Review Panel appeals; final Faculty-level decision-maker on program removal; ensures alignment with University processes.
- 3.6. **Partner Organizations:** Determine local eligibility for placement and may remove a student from site per their policies; inform program of relevant decisions.

4. Outcomes and Responses to Professionalism Concerns/Complaints

- 4.1. Responses are proportionate to severity, pattern, impact, and insight, and may include:
- 4.1.1. **Formative feedback** (e.g. documented coaching, reflective assignment)
 - 4.1.2. **Caution or written warning**
 - 4.1.3. **Remediation plan / Professional Conduct contract** with measurable conditions and timelines
 - 4.1.4. **Change of placement** or enhanced supervision conditions
 - 4.1.5. **Temporary suspension from placement** (with or without academic deferral)
 - 4.1.6. **Failure of placement/course** and requirement to repeat (where academic regulation permits)
 - 4.1.7. **Withdrawal from program** (with no consideration for readmission)
 - 4.1.8. **Referral** to University academic/non-academic misconduct process or external authorities, as applicable

5. Confidentiality, Records, and Retention

- 5.1.** All documentation is stored securely and access is limited to personnel with a legitimate need to know. Records of formal findings and outcomes are retained by the office of the Dean; summaries may accompany internal progression decisions and placements as needed.

6. Duty to Report

- 6.1.** Where allegations implicate privacy/confidentiality breaches, child/client protection, violence, or criminal conduct, or other instances where there is a legal duty to report, the Dean will make or support required reports to the Provost, who will make required reports to legal/regulatory authorities.

7. Protection from Reprisal

- 7.1.** Good-faith reports and participation in processes under this Policy are protected. Retaliation is a separate breach subject to sanction.

8. Appeals

- 8.1.** A student may appeal a formal decision by the Case Lead or Program Review Panel by writing to the Dean within 10 business days on grounds of procedural error, new evidence, or disproportionality.
- 8.2.** The Dean's decision to fail a placement/course or to remove a student from a program may be appealed to the Academic Appeals and Petitions Committee.

9. Reintegration and Monitoring

- 9.1.** Where a student returns to placement under conditions, the Program sets clear goals, supports, and monitoring intervals. Failure to meet conditions triggers escalation.

10. Interaction with Other Policies

- 10.1.** Nothing in this Policy limits actions under Nipissing University policies (e.g. Code of Student Rights and Responsibilities, Respectful Workplace and Learning Environments Policy, Sexual Violence Response Policy for Students, Academic Integrity Policy), School/Program handbooks, or partner policies, nor obligations to report to professional regulators, law enforcement and child-/client-protection authorities when appropriate or required.
- 10.2.** When appropriate, concerns/complaints referred under another University policy will be referred to the program Case Lead for review under this Policy.

DRAFT

Appendix A: Process for Investigation and Response to Professionalism Concerns/Complaints

A1. Intake and Triage

Intake: Any person (preceptor/associate teacher/field instructor/supervisor, faculty/staff, peer, partner representative, member of the public) may report a concern or complaint to the program. Anonymous complaints will not be received.

Concerns/complaints received under other University policies, such as the Student Code of Rights and Responsibilities may also be referred to the Case Lead for review under this Policy.

Initial triage (normally within 3 business days): The Case Lead assesses jurisdiction, urgency, and potential risk; where safety is implicated, interim measures may be implemented immediately. Matters also falling under other University policies may be referred/parallel-processed as appropriate.

If the Case Lead makes an initial determination the report warrants at least an informal review, it shall proceed to the next stage (Early Resolution)

A2. Early Resolution (Informal Review Process)

Used for first-time, low-impact lapses where the student accepts responsibility and shows insight.

The Case Lead will meet with the student, documenting the concern and the recommended approach to resolution.

Possible tools: coaching, written notice of concern, reflective assignment, targeted skill support.

Failure or recurrence elevates the matter to Formal Review.

A3. Formal Review Process

Notice: The student receives written particulars of the concern(s) from the Case Lead, the policy provisions at issue, potential outcomes, and an invitation to respond and meet.

Process: The Case Lead investigates and gathers information proportionately (interviews, documents, partner input). When an investigation has already been completed under another University policy, the Case Lead may receive a report on the investigation without conducting another. The student may bring a support person (non-advocate) to meetings.

Standard of proof: Balance of probabilities.

Timeline: When conducting an investigation, the Case Lead will aim to conclude within 20 business days of notice, subject to complexity and partner availability.

Report by Case Lead: The Case Lead generates a report with findings from their investigation and a recommended decision (following the decision framework in section A4 below) to the Program Review Panel.

For a finding of Concern Not Substantiated, or for Level I decisions, the Case Lead provides a copy of their report to the Program Review Panel for information.

For Level II, III, or Level IV decisions (e.g. course/placement failure, temporary or permanent removal), the report is escalated to the Program Review Panel for review and decision.

Decision by Program Review Panel: The Program Review Panel receives recommended Level II, III and Level IV decisions from the Case Lead and makes a final decision. The Program Review Committee will aim to submit a report of its decision and outcomes to the Dean within 30 business days of receiving the report from the Case Lead.

Appeals: The Dean will adjudicate Case Lead and Program Review Panel appeals and will be final Faculty-level decision-maker on program removal. The student may appeal the Dean's decision to the Academic Appeals and Petitions Committee.

A4. Decision Framework

Concern Not Substantiated: the conduct concern is not sufficiently supported.

Level I (minor, low risk/no harm): documented feedback; notice of concern; reflective work.

Level II (moderate harm/repeat minor): formal warning; remediation plan; enhanced supervision; possible temporary removal from site.

Level III (significant risk/impact; limited insight): suspension from placement; failure of placement; conditions for return; last-chance contract.

Level IV (egregious or persistent; incompatible with role): removal from placement and withdrawal for professional unsuitability; referrals as required.

A5. Coordination with Program Placement Committees

Where a program has an established committee of faculty who review placement performance concerns, this committee may serve as the Program Review Panel.

A6. Coordination with Partners and Authorities

Partner organizations hold the right to independently investigate a concern/complaint and/or remove a student from placement; the University honours such decisions and the Case Lead/Program Review Panel conducts its own review.

Academic Curriculum Committee

**Bachelor of Science (Psychology)
Admission Policy Modification**

Motion: That the Academic Curriculum Committee recommend to Senate that the Bachelor of Science (Psychology) admission policy modification be approved.

Current Bachelor of Science (Psychology) Admission Policy

ENG4U (English), one 4U Math, one of SBI4U (Biology), SCH4U (Chemistry), or SPH4U (Physics), and three additional 4U/4M courses

Proposed Bachelor of Science (Psychology) Admission Policy

ENG4U (English), SBI4U (Biology), SCH4U (Chemistry), and three additional 4U/4M courses

Rationale

The proposed admission changes align with revisions to the Bachelor of Science (Psychology) program. Since the updated curriculum no longer includes a first year Mathematics requirement, a high school Mathematics prerequisite is no longer needed. Adding mandatory Biology and Chemistry prerequisites will ensure students are prepared for the 12 credits of Biology and/or Chemistry required in the BSc (Psychology) program. -year Mathematics requirement, a high school Mathematics prerequisite is no longer needed. Adding mandatory Biology and Chemistry prerequisites will ensure students are prepared for the 12 credits of Biology and/or Chemistry required in the BSc (Psychology) program.

Submitted by: Heather Brown, Associate Registrar, Admissions

Date: February 11, 2026

Academic Curriculum Committee

**Bachelor of Science (Psychology)
Admission Policy Modification**

Motion: That the Academic Curriculum Committee recommend to Senate that the modifications to the Business college transfer pathways to the Bachelor of Commerce (4-year) and Bachelor of Business Administration be approved.

Current Pathways

- Graduates of a two-year Business diploma at Algonquin or Lambton College with an overall average of at least 78% will be considered for admission to the Bachelor of Commerce (4-year) degree program with transfer credit to a maximum of 60 credits.
- Graduates of a two-year Business diploma at St. Clair College with an overall average of at least 80% will be considered for admission to the Bachelor of Commerce (4-year) degree program with transfer credit to a maximum of 60 credits.
- Graduates of a two-year Business diploma at Algonquin, Lambton, St. Clair, or Centennial College with an overall average of at least 72% will be considered for admission to the Bachelor of Commerce (4-year) degree program with transfer credit to a maximum of 45 credits.
- Graduates of a two-year Business diploma at Algonquin, Lambton, St. Clair, or Centennial College with an overall average of at least 70% will be considered for admission to the Bachelor of Commerce (four-year) degree program, with transfer credit for a maximum of 30 credits.
- Graduates of a two-year Business diploma program at any Ontario public college with an overall average of at least 72% will be considered for admission to the Bachelor of Business Administration degree with transfer credits to a maximum of 42 credits.
- Graduates of a three-year Business Administration diploma at Algonquin, Lambton, St. Clair, or Centennial College with an overall average of at least 72% will be considered for admission to the Bachelor of Commerce (4-year) degree program with transfer credit to a maximum of 60 credits.
- Graduates of a three-year Business Administration diploma at Algonquin, Lambton, St. Clair, or Centennial College with an overall average of at least 70% will be considered for admission to the Bachelor of Commerce (4-year) degree program with transfer credit to a maximum of 45 credits.
- Graduates of a three-year Business Administration diploma at any Ontario public college with an overall average of at least 72% will be considered for admission to the Honours Bachelor of Business Administration degree with transfer credits to a maximum of 60 credits.

Proposed Pathway Modifications

- Graduates of a two-year Business diploma program at any Ontario public college with an overall program average of at least 72% will be considered for admission to the Bachelor of Commerce (4-year) degree program, with transfer credits of up to 60 credits.
- Graduates of a three-year Business Administration diploma program at any Ontario public college with an overall program average of at least 72% will be considered for admission to the Bachelor of Commerce (4-year) with transfer credits to a maximum of 72 credits.
- Graduates of a two-year Business diploma program at any Ontario public college with an overall program average of at least 70% will be considered for admission to the Bachelor of Commerce (4-year) degree program, with transfer credits of up to 30 credits.
- Graduates of a three-year Business Administration diploma program at any Ontario public college with an overall program average of at least 70% will be considered for admission to the Bachelor of Commerce (4-year) with transfer credits to a maximum of 45 credits.
- Graduates of a two-year Business diploma program at any Ontario public college with an overall program average of at least 72% will be considered for admission to the Bachelor of Business Administration degree program, with transfer credits up to 60 credits.
- Graduates of a three-year Business Administration diploma at any Ontario public college with an overall program average of at least 72% will be considered for admission to the Bachelor of Business Administration program, with transfer credits to a maximum of 72 credits.
- Graduates of a two-year Business diploma program at any Ontario public college with an overall program average of at least 70% will be considered for admission to the Bachelor of Business Administration degree program, with transfer credits of up to 30 credits.
- Graduates of a three-year Business Administration diploma program at any Ontario public college with an overall program average of at least 70% will be considered for admission to the Bachelor of Business Administration with transfer credits to a maximum of 45 credits.

Rationale

See attached document.

Submitted by: Heather Brown, Associate Registrar, Admissions

Date: February 17, 2026

Nipissing University
Senate Research Committee Report
February 24, 2026

The SRC met on February 24, 2026.

Members in attendance: B. Law (Chair), S. Arnocky, N. Black, C. Cho, H. Zhu.

Guests: C. Byers (non-voting), K. Sarginson (non-voting). Recording Secretary: L. Snoddon.

Regrets: M. Sullivan. Absent: N. Botham, W. MacKenzie.

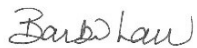
Reports from the Office of Research, Innovation & Graduate Studies were distributed prior to the February 24th meeting. Updates included:

- Discussions are ongoing regarding the Canada Impact+ Research Chairs program.
- The posting for a Tier II CRC in Social Epidemiology and Health Inequality closed on February 10th, 2026. A call for proposals for the next CRC position is currently open, in anticipation of a 2026-2027 search.
- OCUR updates included information sharing related to OCGS (Ontario Council of Graduate Studies), the Canada Impact+ Talent program, and the federal AI strategy.
- Nipissing University's Institutional CRC EDI stipend application has been approved. Funds will be used to develop the required CRC EDI Action Plan.
- The Research Rendezvous February event will be a workshop with a focus on Research Travel and Finance.
- An update was also given on the status of the current internal grant competitions.
- [Research Rendezvous 2026 Events](#)

New Business included:

- The review of the results of the SSHRC Small Institution Grant Award Competition.
- The committee considered the recommendation of the SIG Review Committee for SSHRC Explore, Exchange, and Capacity-Building grant recipients *in camera*. The recommendations were passed *in camera* and were forwarded to the PVPA for approval.

Respectfully submitted,



B. Law
Chair, Senate Research Committee

Motion 1: That Senate receives the report of the Senate Research Committee, dated February 24, 2026.

Minutes of the
SENATE BUDGET ADVISORY COMMITTEE
February 27, 2026

March 3, 2026

The first meeting of the Senate Budget Advisory Committee of 2025-2026 was held on Friday, February 27, 2026 at 11:00 a.m. in person and via Teams conference. The following members attended:

COMMITTEE MEMBERS:

Dr. Robin Gendron (Chair)
Dr. Hilary Earl

Dr. Dan Jarvis
Dr. Nathan Colborne

Dr. Graydon Raymer

Regrets: Dr. Chris Greco, Nicholas Botham

Recording Secretary: S. Landriault

The Chair offered a Traditional Territory acknowledgment.

The meeting was called to order.

Motion 1: Moved by H. Earl, seconded by D. Jarvis that the Senate Budget Advisory Committee (SBAC) adopt the February 27, 2026 agenda, as amended to include the election of a Chair.
CARRIED

The Committee proceeded with the election of one member of the SBAC to serve as Chair. H. Earl nominated R. Gendron. R. Gendron accepted the nomination. There being no further nominations, R. Gendron was acclaimed as Chair.

Motion 2: Moved by H. Earl, seconded by N. Colborne that R. Gendron be acclaimed as the Chair of the SBAC.
CARRIED

Motion 3: Moved by N. Colborne, seconded by G. Raymer that the SBAC adopt the April 29, 2025 Minutes as circulated.
CARRIED

Business Arising from the Minutes

The Committee discussed the terms of reference, mandate, and membership of the Senate Budget Advisory Committee (SBAC). Background information was provided, including recommendations from the Special Governance Commission Report and the SBAC Ad Hoc Committee. Members shared input on how the Committee could better fulfill its purpose. Following discussion, members agreed that the following considerations should be incorporated into the Committee's work:

- Inclusion of information on international student enrolment, athletics funding, overall expenditures, the ancillary budget, and long-term academic planning.
- Opportunities to better familiarize Senators with institutional finances and the budget process.

- Clarification of the Committee's advisory role, with an emphasis on meaningful engagement rather than solely receiving a budget presentation.
- Recognition that the post-secondary sector is evolving in terms of resource allocation, and that the SBAC should have a voice in these discussions.
- Greater inclusion of Senators in financial decision-making, consistent with the University Act, and a commitment to working collaboratively.
- Provision of academic priorities at the time the budget is introduced.
- Development of a clear annual timeline outlining the Committee's work.
- Clarification of whether the Committee's advice pertains to the current budget cycle or to broader, long-term planning.
- A request for two budget presentations per year: one for presentation of the proposed budget and a second meeting to provide feedback.
- Consideration of how the SBAC engages with Senate on long-term planning matters.
- Recognition that classroom space utilization contributes to academic planning.
- Establishing a mechanism to better integrate the academic planning process with the budget process to ensure academic continuity of programs.
- Identifying a framework for the academic plan and determining longer-term priorities that inform future budget planning.
- Enhancing accountability and oversight.
- Ensuring budget information is shared prior to decisions being finalized and reports released.
- Supporting good-faith advisory discussions that help shape decisions.
- Recognizing the value of SBAC feedback in clarifying how institutional priorities are reflected in the budget planning process.

Next steps: develop a timeline and updated terms of reference.

The work plan and ex officio membership of the SBAC will be discussed at the next meeting.

The meeting was adjourned at 12:00 p.m.

**Report of the
Academic Curriculum Committee (ACC)**

February 2, 2026

Members Present:

Carole Richardson
Graydon Raymer
Debra lafrate
Aaron Kociolek

Nathan Colborne
Nancy Black
Kurt Clausen
Gillian McCann

Barbi Law
Trevor Holmes
Ali Hatef
Ping Zou

Regrets: Robin Gibson, Jaden Martin

Absent: Toivo Koivukoski, Dakota Lamirande, Will McKenzie

Guests: Beth Holden, Andrew Weeks

Recording Secretary: Jane Hughes

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

Respectfully submitted,

Approved electronically by email

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

Motion 1: That Senate receive the Report of the ACC, dated February 2, 2026.

Faculty of Arts & Science

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

Substantive:

Motion 2: That Senate approve that both INDG-1306 (Anishinaabemowin Ojibwe I) and INDG-2307 (Anishinaabemowin Ojibwe II) be credited towards Humanities, as outlined in the attached proposal.

Substantive:

Motion 3: That Senate approve that INDG-3206 (Moose Studies) be credited towards Science, as outlined in the attached proposal.

History

Substantive:

Motion 4: That Senate approve the creation of the course *HIST-4105 – Seminar in Ancient History*, as outlined in the attached proposal.

Non-Substantive:

That HIST-4446 Seminar in Ancient History be deleted, as outlined in the attached proposal.

Psychology, Child Family Studies, Social Welfare and Social Development, and Sociology

Non-Substantive:

That PSYC-1036 Applied Development Psychology be deleted, as outlined in the attached proposal.

Non-Substantive:

That PSYC-2257 Psychology of Art I be banked, as outlined in the attached proposal.

Non-Substantive:

That PSYC-2267 Psychology of Art II be banked, as outlined in the attached proposal.

Non-Substantive:

That PSYC-3007 Science of Mind Reading be banked, as outlined in the attached proposal.

Non-Substantive:

That PSYC-4616 Neural Basis of Consciousness be banked, as outlined in the attached proposal.

Non-Substantive:

That the *prerequisites* for PSYC-3626 Psychological Disorders in Children be changed, as outlined in the attached proposal.

Non-Substantive:

That the *prerequisites* for PSYC-2907 *Perception* be changed, as outlined in the attached proposal.

Non-Substantive:

That the *prerequisites* for PSYC-4105 *Senior Empirical Thesis* be changed, as outlined in the attached proposal.

Non-Substantive:

That the *prerequisites* for PSYC-4215 *Senior Research Seminar* be changed, as outlined in the attached proposal.

Non-Substantive:

That the prerequisite for PSYC-4206 Clinical Psychology I be modified, as outlined in the attached proposal.

Non-Substantive:

That the prerequisite for PSYC-4207 Clinical Psychology II be modified, as outlined in the attached proposal.

Substantive:

Motion 5: That Senate approve the creation of PSYC-4006 *History of Psychology*, as outlined in the attached proposal.

Non-Substantive:

That PSYC-4005 Systems and Theories in Psychology be deleted, outlined in the attached proposal.

Substantive:

Motion 6: That Senate approve the Major Modification for the BA Psychology Program, as outlined in the attached proposal.

Substantive:

Motion 7: That Senate approve the Major Modification for the BSc Psychology, as outlined in the attached proposal.

MA Sociology

Substantive:

Motion 8: That Senate approve that SOCI-5306 Sociology of Organizations be added to the academic calendar, as outlined in the attached proposal.

Motion #1: That ARCC recommend to A&S Executive that both INDG-1306 (Anishinaabemowin Ojibwe I) and INDG-2307 (Anishinaabemowin Ojibwe II) be credited towards Humanities.

Rationale for Motion: All other language courses offered at Nipissing University are classified as humanities courses, and if INDG-1306 (Anishinaabemowin Ojibwe I) and INDG-2307 (Anishinaabemowin Ojibwe II) were classified as humanities, this would ensure consistency across the curriculum, and it would allow more choice for students seeking to fulfill their breadth requirements. This can be considered a housekeeping measure to align Indigenous language courses with the established treatment of other language courses at the University.

Motion #2: That ARCC recommend to A&S Executive that INDG-3206 (Moose Studies) be credited towards Science.

Rationale for Motion: This is an interdisciplinary course that looks at scientific and cultural perspectives of moose and other cervids. The course covers quantitative approaches to moose management and population monitoring, including Indigenous harvesting methods, aerial surveys, and fecal pellet analysis. Biological and environmental studies of cervid animals are explored throughout to understand critical factors like loss of habitat and the effects of pollution, as well as Indigenous uses of the animal. Students may be looking for more courses that focus on Indigenous ways of knowing and scientific methodologies.

Course Requirements for Program Completion

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

Additional Discipline Requirements:

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

Additional Degree Requirements:

3 credits in Humanities, 6 credits in Science

Major

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

4-Year Arts Degree Requirements:

[View Catalog \(nipissingu.ca\)](http://nipissingu.ca)

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

Purpose of Program

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

Program-Level Student Learning Outcomes

Upon graduation the student will be able to:

- 1) **Gikendaasowin (knowledge)** – The program’s overarching goals are to centre Indigenous Studies courses within Indigenous epistemologies and methodologies by examining historic and contemporary Indigenous issues and knowledges to create a foundational base of knowledge and practice for students.
 - Demonstrate fundamental understandings of appropriate terminology and concepts of Indigenous peoples’ cultures
 - Convey detailed understandings of the impact of contact and colonization on Indigenous peoples
 - Recognize and demonstrate knowledge of various Indigenous cultures across Turtle Island and beyond
 - Apply decolonizing, anti-oppressive lens to the identification, analysis and solutions of contemporary issues, challenges or problems faced by Indigenous peoples locally, nationally, and globally
 - Comprehend Indigenous understandings of self-determination and self-government
 - Connect the challenges that have been presented by colonization and alternate forms of governance to the work undertaken to support Indigenous sovereignty and agency.
- 2) **Nitaawichigewin (skills and experience)** – Based on Indigenous pedagogies, axiologies, ontologies, and epistemologies, the Indigenous Studies program creates dynamic learning opportunities through culturally-based relational, experiential and academic activities.
 - Communicate effectively orally and in writing, to a variety of audiences
 - Conduct research to gather information, critically review, evaluate, interpret, and compare, and present articulate oral and written reports and recommendations
 - Develop culturally-appropriate research skills, ethics and values
 - Display qualities and transferable skills necessary for employment, including initiative and personal responsibility and self-directed learning

- 3) **Inendamowin (attitudes)** – Framed by Indigenous axiologies, such as the Anishinaabe Seven Grandfather Teachings, and epistemologies, the Indigenous Studies program fosters a commitment to nurturing an active interest in learning about Indigenous peoples and perspectives, engaged awareness of social location, privilege, biases, while supporting and strengthening the resurgence of Indigenous cultures.
- Demonstrate a willingness to learn about Indigenous perspectives
 - Critically examine commonly held assumptions, misconceptions and misrepresentations of Indigeneity, Indigenous peoples, and Indigenous communities.
 - Engaged awareness of one's social location, biases, earned and unearned privileges in a respectful, responsive, compassionate learning environment
 - Appreciate the various Creation stories, traditional knowledge systems, and customs of Indigenous peoples.
 - Active interest in the contributions that Indigenous peoples have made to Western society and the global community as a whole.

Program-Level Outcomes Matrix

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

Outcome	Year 1				Year 2													Year 3																		Year 4						
1	X	B	B	B	B	B	I	B	B	I	B	B	I	B	B	B	B	I	I	I	X	X	I	I	X	I	I	I	X	X	X	X	X	X	X	X	X	X	I	P	P	P
2	X	B	B	B	I	I	I	I	I	I	I	I	I	B	I	I	I	I	I	I	X	X	P	I	X	I	I	P	X	X	X	X	X	X	X	X	X	X	I	P	P	P
3	X	B	B	B	I	I	I	I	I	I	I	I	I	I	I	B	I	I	P	P	X	X	I	I	X	I	I	I	X	X	X	X	X	X	X	X	X	I	P	P	P	

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

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

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

University Level Outcomes

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

University-Level Student Learning Outcomes

Upon graduation the student will be able to:

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

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

University-Level Outcome Matrix

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

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

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

New Course Template

Please include a draft course syllabus along with the following template. If this course is proposed to be offered under more than one delivery mode (for example, on-site and Distance Learning), please include a separate syllabus for each version of this course.

MOTION:	That ARCC recommend to Arts and Science Executive the creation of the course <i>HIST 4105 – Seminar in Ancient History</i> .

JUSTIFICATION (Rationale):

Creating this six-credit seminar will align our fourth-year offerings in Ancient History with our other fourth-year seminar courses which are all six-credit courses. This course is meant to replace the three credit CLAS 4446 which was recoded as <i>HIST 4446 – Seminar in Ancient History</i> following suspension of enrolment into the CLAS degree program.

HIST 4446 will be deleted.

Course Code	HIST 4105
Course Title:	Seminar in Ancient History.
Course Credits	☐ 3 credits ☒ 6 credits ☐ Other
Course Description: <i>Restricted to 50-75 words, student-focused, present tense and active voice)</i>	Students undertake a thorough and detailed examination of the sources, methods, and theories of ancient history research based on a specifically chosen research topic. The instructor chooses the topic in conjunction with student interests and the instructor's area of research. Students produce a major piece of ancient history scholarship in the form of a scholarly essay of significant length, relevant to the chosen topic or theme.
Course Prerequisite:	Restricted to students in an Honours program with 84 credits completed.
Course Corequisite:	N/A
Course Antirequisite:	N/A
List any restrictions: <i>For example, "This course is restricted to BPHE students".</i>	N/A
Is this a Topic Course? <i>Topic courses are courses that students can take more than once for credit.</i>	☒ Yes ☐ No The topic or theme around which the core subject matter is wrapped will change from one year to the next.

Will this course have an Experiential Learning component as defined by the MCU? <u>As defined by MCU</u> <u>HTTPS://CAN01.SAFELINKS.PROTECTION.OUTLOOK.COM/?URL=HTTPS://WWW.NIPISSINGU.CA/SITES/DEFAULT/FILES/2023-10/A05%2520EXPERIENTIAL%2520LEARNING%2520CHECKLIST%2520FINAL%2520SEPT%25205%2520EN.PDF&DATA=05 01 FASS@NIPISSINGU.CA 37F7C4ABCB304DB5ACB708DBD6FF5F86 B13086D8996B40658B63786A925860B5 0 0 638340164660205224 UNKNOWN TWFPBGZSB3D8EYJWIJOIMC4WLJAWMDAILCJQIJOIV2LUMZIIJCJBTII6IK1HAWWILCJXVCI6MN0= 3000 &SDATA=ZACAAPK/47IX4CKYHYAEJOVDZ1A6M3QNOW/XKVFPMOG=&RESE</u> <u>RVED=0</u>	☐ Yes ☒ No

Outline the department's plan for offering this course. <i>For example, consider how this course will be cycled, whether it replaces a current course, when it will first be offered, etc.</i>	HIST 4105 will replace HIST 4446 and will be offered in FW 2026-2027. This course will be cycled with other fourth-year History courses.
List the total hours and the weekly breakdown of hours by instructional method. Courses that are 3 credits must include at least 36 hours, while 6 credit courses must be at least 72 hours. <i>For example, Two hours of lecture and one hour of laboratory work per week. 36 hours total.</i>	Total Hours: <u>72</u> <u>Breakdown of hours per week</u> Clinical: _____ Independent Study: _____ Lecture: _____ Lab: _____ Practical: _____ Seminar : <u>3</u> Tutorial: _____ Service Learning: _____
<u>Is this course cross-listed? If so, with what department?</u>	☐ Yes ☒ No <i>If yes, please written support from all departments/disciplines whose programs are affected by this proposal.</i>
<u>Program Implications:</u> <i>Is this a required course for a program, or part of a Group, Concentration, Stream, etc.?</i>	
Do the Learning Outcomes for this course have significant overlap with any other course(s) offered at Nipissing?	☒ Yes ☐ No If yes, include rationale: The Learning Outcomes for HIST 4105 do overlap with other 4000 level History courses. HIST 4105 will be cycled with other 4000 level History courses and so it is important to maintain consistency in learning outcomes across all our 4000 level sources. The Learning Outcomes for 4000 level history courses are designed to prepare students for the study of history at the graduate level and to impart the critical skills necessary both to critically read historical scholarship and conduct their own research.

Learning Outcomes (6-8 points, visible, measurable and in active voice) For detailed information on Learning Outcomes, please consult the Quality Assurance website.	Students who successfully complete this course will demonstrate: Enter Learning Outcomes: 1. A detailed knowledge of a specific historical time, place, or theme as per the topic chosen for the course. 2. The ability to formulate a proper, relevant, scholarly research question and to distinguish a properly historical question from a non-historical question relevant to the chosen topic for the course. 3. The ability to locate, access, and critically evaluate the important scholarship relevant to the theme or topic chosen for the course. 4. The ability to identify, locate, gather, and critically and effectively use a variety of different types of primary source evidence relevant to the study of ancient history, especially as these relate to the chosen topic, such as literary texts from a variety of cultural milieu, epigraphy, numismatics, and material culture. 5. The ability to apply historiographical theories and theories from other disciplines as an interpretive framework for the critical analysis of a pointed, scholarly historical problem. 6. The ability to construct and express a scholarly argument in a clear, concise, logical manner both orally and in a formal, scholarly research essay.
Will this course have budgetary implications? (e.g. lab consumables, software, experiential learning, CASBU contract, library resources, honoraria for elder, travel, etc.)	☐ Yes ☒ No enter additional resources:
How will this course contribute to the program level outcomes?	See attached Curriculum Mapping.
Who amongst your current faculty has the competencies to teach this course?	Dr. Richard Wenghofer
How does this course contribute to the institution's commitments to equity, inclusive teaching, accessibility, decolonization, Indigenous learning and sustainability?	The alternating topics for HIST 4105 are <i>the Hellenistic East and Seleucid Empire</i> and <i>Ancient Greek Colonies and Colonization</i>. In either case a post-colonial lens must be applied to any analysis of the existing primary and older secondary source materials, as these are frequently replete with 'Orientalist' or 'Othering' views of non-Greeks/Macedonians/Romans. As students become aware of how ethnic identities and prejudices are constructed and employed in ancient sources and in some of the earlier ancient historical scholarship, they per force become acutely aware of how such identities shape and distort our understanding and interpretation of history.
How will you communicate this new offering to students?	

Nipissing University

Syllabus

HIST 4105 – Seminar in Ancient History (The Seleucids and the Hellenistic Near East)

Dr. Richard Wenghofer

H339

richardw@nipissingu.ca

Office Hours:

We acknowledge that we are in the territory of the Robinson-Huron Treaty of 1850 and that the land on which we gather is the Nipissing First Nation Traditional Territory and the traditional territory of the Anishnabek. We respect and are grateful to be on these lands with all our relations.

Course Description: Students undertake a thorough and detailed examination of the sources, methods, and theories of ancient history research based on a specifically chosen research topic. The instructor will choose the topic in conjunction with student interests and the instructor's area of research. Students produce a major piece of ancient history scholarship in the form of a scholarly essay of significant length, relevant to the chosen topic or theme. The theme chosen for the 2026-2027 academic year is *The Seleucids and the Hellenistic Near East*. Though the Seleucid dynasty ruled for several centuries over a vast swath of territory from coastal Asia Minor in the west to the Indus River in the east, and from Central Asia in the north to the Persian Gulf in the south, playing a crucial role in the evolution of the ancient 'Near East,' very little is known or understood about life under Seleucid rule owing to a relative paucity of source materials. Scholars of Seleucid history per force work with a variety ancient source materials in order to reconstruct Near Eastern history under the Seleucids, such as highly fragmentary literary texts, epigraphy, numismatics, and material culture. Students in HIST 4105 thus engage with a wide range of source materials and confront the methodological challenges inhering in their critical and effective use as evidence.

Learning Outcomes: Upon completion of HIST 4105 students are expected: 1. To have a detailed knowledge of the history of the Hellenistic Near East and of the Seleucid Empire and its place in the broader history of the ancient Near East. 2. To be able to formulate a proper, scholarly historical research question and develop a plan of study in response to that question. 3. To be able to locate, identify, and critically evaluate the important scholarship relevant to the study of the history of the Hellenistic Near East in general and to Seleucid history specifically. 4. To have the ability to locate, and critically and effectively use a variety of primary sources relevant to the history of the ancient near east including ancient literary texts from a variety of cultural milieu, epigraphy, numismatics, and archaeological

remains. 5. To be able to apply historiographical theories and theories from other disciplines as an interpretive framework for the critical analysis of a pointed, scholarly historical problem. 6. To have developed the ability to construct and express a scholarly historical argument in a clear, concise, logical manner both orally and in a formal, scholarly research essay.

Course Mechanics: Each class will be three hours, once a week and will be divided into a discussion session of one hour, followed by a two-hour lecture section. In the discussion sessions students discuss the readings assigned for the previous week's lecture. The rationale for this is so that students have a fuller context for framing our discussion of the problematic source material and reading assigned to a given lecture. This approach will also reinforce the students' knowledge and understanding of the material covered in the lecture of the previous week before moving on to new material. Beginning in Week 5 and continuing down to Week 18 students are also expected to produce a ONE (1) to TWO (2) page written response to a specific discussion question as per the discussion topics on the syllabus below which will be randomly collected and evaluated. Weeks 19 to 24 will comprise 'Workshop Sessions' which are aimed at helping students progress toward the successful completion of their major research essays.

Required Texts:

D.M. Schaps (2011). *Handbook for Classical Research*. New York. ISBN # 978-0-415-42523-0.

M.M. Austin (1981). *The Hellenistic World from Alexander to the Roman Conquest: A Selection of Ancient Sources in Translation*. Cambridge. ISBN # 0-521-29666-8.

S. Sherwin-White and A. Kuhrt (1999). *From Samarkhand to Sardis: A New Approach to the Seleucid Empire*. Berkeley. ISBN # 0-520-08183-8. (Course Pack).

Grade Distribution:

Participation.....	15%
Reading Responses.....	20%
Scholarly Literature Review Presentation.....	5%
Primary Source Analysis Presentation.....	5%
Research Essay Outline Presentation.....	5%
Final Research Essay.....	50%

Discussion/Lecture Topics:

Week 1

Lecture Week 1: Introduction; Syllabus; What is the Hellenistic Near East, who were the Seleucids, and why do they matter?

Week 2

Lecture Week 2: Problems, Sources, and Methods in the Study of Seleucid History I: the Written Sources.

- D.M. Schaps (2011). *Handbook for Classical Research*. p. 115-174, 217-264.

Week 3

Discussion Week 3: Documents from Week 2, *Problems, Sources, and Methods in the Study of Seleucid History I: the Written Sources*.

Lecture Week 3: *Problems, Sources, and Methods in the Study of Seleucid History II: Archaeology and Material Culture as Historical Evidence*.

- D.M. Schaps (2011). *Handbook for Classical Research*. p. 177-214, 267-287.

Week 4

Discussion Week 4: Documents from Week 3, *Problems, Sources, and Methods in the Study of Seleucid History II: Archaeology and Material Culture as Historical Evidence*.

Lecture Week 4: *The Near East before Alexander the Great*.

- L. Llewellyn Jones (2013). *Kings and Court in Ancient Persia, 559 to 331 BCE*. Edinburgh. Docs. A-F. – HANDOUT.

Week 5

Discussion Week 5: Documents from Week 4, *The Near East before Alexander the Great*.

Using the assigned reading documents from Week 4, discuss what sorts of primary source materials exist for reconstructing Near Eastern histories before Alexander. What sorts of information can they provide us? What are their limitations?

Lecture Week 5: *Alexander, the Diadochs, and the Reshaping of the Near East*.

- M.M. Austin (1981). *The Hellenistic World from Alexander to the Roman Conquest: A Selection of Ancient Sources in Translation*. Ch. 1 and 2.

Week 6

Discussion Week 6: Documents from Week 5, *Alexander and the Diadochs*.

Utilizing the assigned reading documents from Week 5, what are the main historiographical sources for Alexander and his successors and what are their primary limitations? Be sure to illustrate your answer with examples from specific sources for both Alexander and for the Diadochs.

Lecture Week 6: *Seleukos I Nikator (r. 311-281 BCE) and the Foundation of the Seleucid Empire.*

- S. Sherwin-White and A. Kuhrt (1999). *From Samarkhand to Sardis: A New Approach to the Seleucid Empire*. p. 1-39.
- M.M. Austin (1981). *The Hellenistic World from Alexander to the Roman Conquest: A Selection of Ancient Sources in Translation*. Cambridge. Doc. 174, 180
- Appian, *Syrian Wars*, 52-55: [Appian, The Syrian Wars 11 - Livius](#)
- Appian, *Syrian Wars*, 56-60: [Appian, The Syrian Wars 12 - Livius](#)
- Appian, *Syrian Wars*, 61-65: [Appian, The Syrian Wars 13 - Livius](#)
- Coins of Seleucus I: [Seleucia, Seleukos I - Ancient Greek Coins - WildWinds.com](#)

FALL READING WEEK (NO CLASSES)

Week 7

Discussion for Week 7: Documents from Week 6, *Seleucus I Nikator (r. 311-281 BCE) and the Foundation of the Seleucid Empire*.

Utilizing the readings from Week 6 discuss some the primary methodological challenges with using Appian's 'Syrian Wars' as a source for the life and reign of Seleucus I? Be sure to support your arguments with specific passages drawn from Appian.

Lecture for Week 7: *Antiochus I (281-261 BCE) and Antiochus II (261-246 BCE) and the Consolidation of Empire.*

- M.M. Austin (1981). *The Hellenistic World from Alexander to the Roman Conquest: A Selection of Ancient Sources in Translation*. Cambridge. Docs. 139, 140, 141, 142, 143, 178, 180, 183, 185, 189.
- Appian, *Syrian Wars*, 65: [Appian, The Syrian Wars 13 - Livius](#)
- Polyaeus, 4.16.1: [Polyaeus: Stratagems - Book 4 \(b\)](#)
- Pliny the Elder, *Natural History*: [Pliny, Natural History, 2 \(b\)](#)
- Pliny the Elder, *Natural History*, 8.11: [Pliny, Natural History, 8 \(a\)](#)
- Coins of Antiochus I: [Seleucia, Antiochos I - Ancient Greek Coins - WildWinds.com](#)
- Coins of Antiochus II: [Seleucia, Antiochos II - Ancient Greek Coins - WildWinds.com](#)

Week 8

Discussion for Week 8: Documents from Week 7, *Antiochus I (281-261 BCE) and Antiochus II (261-246 BCE) and the Consolidation of Empire*.

Based on your review of the assigned reading material from Week 7, identify all the epigraphic sources. What are the advantages and limitations of this type of source material and what would you say is the most effective way to use them?

Lecture for Week 8: *Seleukos II (r. 246-225 BCE), Antiochus Hierax, and the Brothers War*.

- Porphyrius, *Commentary on Daniel*, Frag. 43: [Porphyrius: Comments on Daniel - translation](#).
- Polyaeus, *Stratagems*, 8.50: [Polyaeus: Stratagems - Book 8 \(b\)](#).
- M.M. Austin (1981). *The Hellenistic World from Alexander to the Roman Conquest: A Selection of Ancient Sources in Translation*. Cambridge. Docs.182, 220, 221.
- Justin, *Epitome*, 27.2-3: [Justinus: Epitome of Pompeius Trogus \(4\)](#)
- Eusebius, *Chronology*, 3.251-253: [Eusebius: Chronicle \(3\) - translation](#).
- Coins of Seleucus II: [Seleucia, Seleukos II - Ancient Greek Coins - WildWinds.com](#).
- Coins of Antiochus Hierax: [Seleucia, Hierax - Ancient Greek Coins - WildWinds.com](#).

Week 9

Discussion for Week 9: Documents from Week 8, *Seleucus II (r. 246-225 BCE), Antiochus Hierax, and the Brothers War*.

Based on your reading from the documents assigned for Week 8, what are the primary challenges with using Porphyrius, Justin, and Eusebius as sources for the War of Brothers and how ought we to use them in order to mitigate those challenges effectively?

Lecture for Week 9: *Resurrected from the Ashes: The Reign of Antiochus III (223-187 BCE)*.

- Appian, *Syrian Wars*, 1-44: [Appian, The Syrian Wars - Livius](#).
- M.M. Austin (1981). *The Hellenistic World from Alexander to the Roman Conquest: A Selection of Ancient Sources in Translation*. Cambridge. Docs. 146-161.
- Coins of Antiochus III: [Seleucia, Antiochos III - Ancient Greek Coins - WildWinds.com](#).

Week 10

Discussion for Week 10: Documents from Week 9, *Resurrected from the Ashes: The Reign of Antiochus III (223-187 BCE)*.

Based on your reading of the documents for Week 9, would you say that the reign of Antiochus III is dealt with fairly or unfairly and inaccurately? Be sure to support your response with examples drawn from the assigned documents.

Lecture for Week 10: *Seleucus IV (r. 187-175 BCE) and the 'Mad King' Antiochus IV (r. 175-164 BCE)*.

- M.M. Austin (1981). *The Hellenistic World from Alexander to the Roman Conquest: A Selection of Ancient Sources in Translation*. Cambridge. Docs. 162-168.
- 1Maccabees, 1.1-6.17: [1 Maccabees, 1-8](#).
- 2Maccabees, 1.1-9.28: [2 Maccabees, 1-8](#).
- Coins of Seleucus IV: [Seleucia, Seleukos IV - Ancient Greek Coins - WildWinds.com](#).
- Coins of Antiochus IV: [Seleucia, Antiochos IV - Ancient Greek Coins - WildWinds.com](#).

Week 11

Discussion for Week 11: Documents from Week 10, *Seleucus IV* (r. 187-175 BCE) and the ‘Mad King’ *Antiochus IV* (r. 175-164 BCE).

1st and 2nd Maccabees are very important sources for the reign of Antiochus IV. Why would you say this is so? How does the picture of life under Antiochus IV in Maccabees align with the Greco-Roman sources on his reign? What factors would say shaped the Maccabee narratives? Be sure to support your response with specific examples drawn from the assigned reading.

Lecture for Week 11: *The Dissolution of Empire I: The First Dynastic Struggles of Antiochus V* (r. 164-161 BCE), *Demetrius I* (161-150 BCE), and *Alexander Balas* (r. 152-145 BCE).

- M.M. Austin (1981). *The Hellenistic World from Alexander to the Roman Conquest: A Selection of Ancient Sources in Translation*. Cambridge. Docs. 160.
- Appian, *Syrian Wars*, 46-47: [Appian, The Syrian Wars 10 - Livius](#)
- Justin, *Epitome*, 34.3.5-34.3.9: [Justinus: Epitome of Pompeius Trogus \(5\)](#).
- Justin, *Epitome*, 35.1-36.8: [Justinus: Epitome of Pompeius Trogus \(5\)](#).
- 1Maccabees, 7.1-16.23: [1 Maccabees, 1-8](#).
- 2Maccabees, 14.1-15.38: [2 Maccabees, 9-15](#).
- Diodorus Siculus, 31. 27a – 31. 32a: [LacusCurtius • Diodorus Siculus — Book XXXI Chapters 18-45](#).
- Polybius, *Histories*, 33.15.1-2; 33.18-19: [Polybius • Histories — Book 33](#).
- Josephus. *Jewish Antiquities*, 13.35 – 13.83: [Josephus, Jewish Antiquities, Book 13 \(a\) - translation](#).
- Coins of Demetrius I: [Seleucia, Demetrios I - Ancient Greek Coins - WildWinds.com](#).
- Coins of Alexander Balas: [Seleucia, Alexander I - Ancient Greek Coins - WildWinds.com](#).

Week 12

Discussion for Week 12: Documents from Week 11, *The Dissolution of Empire I: The First Dynastic Struggles of Antiochus V* (r. 164-161 BCE), *Demetrius I* (161-150 BCE), and *Alexander Balas* (r. 152-145 BCE).

How have Seleucid coins changed and evolved from the reigns of Seleucus I to Alexander Balas? What can we infer from those changes?

Lecture for Week 12: *The Dissolution of the Empire II: Cleopatra Thea and the Second Dynastic Struggle (145-125 BCE).*

- N. Overtoom. 'The Power-Transition Crisis of the 160s to the 130s BC and the Formation of the Parthian Empire.' *Journal of Ancient History*. 7.1 (2019). 111-155 – HANDOUT.
- Josephus, *Jewish Antiquities*, 13.86 – 280: [Josephus, Jewish Antiquities, Book 13 \(a\) - translation](#).

HOLIDAY BREAK

Week 13

Discussion for Week 13: Documents from Week 12, *The Dissolution of the Empire II: Cleopatra Thea and the Second Dynastic Struggle (145-125 BCE)*.

Are the accounts of Justin, Josephus, Diodorus, and 1st and 2nd Maccabees on Seleucid history after Antiochus IV complementary or contradictory? How? Support your response with specific examples drawn from these accounts.

Lecture for Week 13: *The Seleukid Kings, Queens, Governance, and Administration.*

- S. Sherwin-White and A. Kuhrt (1999). *From Samarkhand to Sardis: A New Approach to the Seleucid Empire*. p. 1-140.
- S. Müller. (2014). 'The Female Element of the Political Self-Fashioning of the Diadochi: Ptolemy, Seleucus, Lysimachus and Their Iranian Wives.' *After Alexander: The Time of the Diadochi (323-281 BCE)*. V.A. Troncoso and E. M. Anson (eds). Oxbow. 199-214 – HANDOUT.
- P.F. Mittag. 'Blood Money. On the Loyalty of the Seleucid Army.' *ELECTRUM* Vol. 14. (2008). 47-56 – HANDOUT.
- M.M. Austin (1981). *The Hellenistic World from Alexander to the Roman Conquest: A Selection of Ancient Sources in Translation*. Docs. 138, 139, 141, 142, 143, 158, 176, 179, 180, 183, 185, 186, 187.
- John Malalas, 8.198: [Johannes Malalas - translation](#).

Week 14

Discussion for Week 14: Documents from Week 13, *Seleucid Kings, Queens, Governance, and Administration*.

Utilizing the primary sources assigned for Week 13, and any other primary sources you find helpful, provide a critical evaluation of the articles by Müller and Mittag. What are the theses and main

supporting arguments for each? Are the conclusions they reach warranted by their use of the primary sources? Why or why not?

Lecture for Week 14: *Religion, Cult, and State in Seleucid Dominions.*

- P. Iossif. 'The Cult of Helios in the Seleucid East.' *Topoi*. 16 (2009). 19-42 -HANDOUT.
- E. Krikona. 'Plunder of Temples by Seleukid Kings: The Case under the Reign of Antiochos III, Seleukos IV, and Antiochos IV.' *Journal of Ancient History and Archaeology*. No. 4.1 (2017). 19-28. – HANDOUT.
- M.M. Austin (1981). *The Hellenistic World from Alexander to the Roman Conquest: A Selection of Ancient Sources in Translation*. Docs. 175, 177, 178, 181, 184, 186, 189.

Week 15

Discussion for Week 15: Documents from Week 14, *Religion, Cult, and State in Seleucid Dominions.*

Based on the readings assigned for Week 14 how would you characterize the relationship between Hellenistic kings and religious cult? Be sure to support your arguments with specific examples drawn from the assigned reading.

Lecture for Week 15: *The Seleucid Kings and Colonization of the Hellenistic Near East.*

- G. Cohen (1995). *The Hellenistic Settlements in Europe, the Islands, and Asia Minor*. Berkeley, 1-71 – HANDOUT.
- G. Cohen (2013). *The Hellenistic Settlements in the East from Armenia and Mesopotamia to Bactria and India*. Berkeley. p. 1-42 – HANDOUT.
- John Malalas, 8.199-204: [Johannes Malalas - translation](#).
- M.M. Austin (1981). *The Hellenistic World from Alexander to the Roman Conquest: A Selection of Ancient Sources in Translation*. Docs. 191, 192.
- Livius.Org, Ai Khanum: [Ai Khanum - Livius](#).

Week 16

Discussion for Week 16: Documents from Week 15, *The Seleucid Kings and Colonization of the Hellenistic Near East.*

Whys is archaeology so important to the study of Hellenistic Greek/Macedonian colonization in the Near East? What are the uses and limitations of ancient foundation narratives? Be sure to support your response with concrete examples from the materials assigned for Week 15.

Lecture for Week 16: *Integration, Accommodation, Resistance and Revolt: Relations between Greeks, Macedonians, and 'Barbarians' in the Seleucid Empire.*

- O. Coloru. 'Seleukid Settlements: Between Ethnic Identity and Mobility.' *ELECTRUM*. 20 (2013). 37-56. – HANDOUT.

- R. Wenghofer. 'Decolonizing the Indo-Greeks.' *Colonial Geopolitics and Local Cultures in the Hellenistic and Roman East (3rd Century BC to 3rd Century AD)*. H. Bru, A. Dumitru, and N. Sekunda (eds). Summertown. 126-136 – HANDOUT.
- R. Wenghofer (2022). 'Popular Resistance to Seleucid Claims to Hegemony.' *Culture and Ideology Under the Seleukids: Unframing the Dynasty*. E. Anagnostou-Laoutides and S. Pfeiffer (eds). 167-184.

Week 17

Discussion for Week 17: Documents from Week 16, *Integration, Accommodation, Resistance and Revolt: Relations between Greeks, Macedonians, and 'Barbarians' in the Seleucid Empire*.

What are the main challenges with using material culture as evidence for ethnic or political identities? Be sure to use examples drawn from the readings assigned in Week 16 to support your answer.

Lecture for Week 17: *The Afterlife of the Seleucids*.

- Ferdowsi, *Shahnameh*, Trans. D. Davis, 2006, p. 441-532 – Handout.
- Chaucer, *Canterbury Tales*, 'The Monk's Tale,' 2575-2630: [7.6 The Monk's Prologue and Tale | Harvard's Geoffrey Chaucer Website](#).

WINTER READING WEEK (NO CLASSES)

Week 18.

Discussion for Week 18: Documents for Week 17, *The Afterlife of the Seleucids*; **Students will propose their research questions.**

Based on your reading of materials from Week 16 in particular and from the rest of the course in general, how would you say the Seleucid dynasty was remembered in many of the polities comprising Seleucid dominions? What factors would you say shaped those memories?

Lecture for Week 18: *Concluding Remarks – Current Trends in the Scholarship of the Seleucid Empire and the Hellenistic Near East*.

Week 19 (Workshop Day I)

Scholarly Literature Review Essay Presentations.

Week 20 (Workshop Day II)

Scholarly Literature Review Essay Presentations Continued.

Week 21 (Workshop Day III)

Source Analysis Presentations.

Week 22 (Workshop Day IV)

Source Analysis Presentations Continued.

Week 23 (Workshop Day V)

Essay Outline Presentation.

Week 24 (Workshop Day VI).

Essay Outline Presentations Continued.

Participation:

Students are expected to attend every class and to have completed all the assigned readings for the relevant discussion sessions. Students will be evaluated on the basis of attendance and the frequency and quality of their participation in in-class discussions.

Reading Responses:

Each week students are expected to prepare a ONE (1) to TWO (2) page written response to a question posed for that week as per the syllabus above. This question will form part of the discussion for that week, although in-class discussions will range beyond the questions posed. Written responses will be randomly collected throughout the year and will be evaluated on the following basis:

- Evidence of having completed the assigned reading (5 Marks).
- Fullness or completeness of the response (5 Marks).
- Evidence of critical reflection and use of primary and/or secondary sources (5 Marks).
- Evidence of independent thought in response to the question posed (5 Marks).
- Clear, concise, grammatically correct writing (5 Marks).

NOTE: The use of generative artificial intelligence for the completion of the reading responses is strictly prohibited. If students are found to have used generative artificial intelligence for the completion of the reading responses or if they fail to submit a reading response when requested, a grade of zero will be awarded.

Assignments

Scholarly Literature Review Presentations (Weeks 19 and 20): After deciding on a formal question for their final research paper, which must be cleared with the professor by Week 18 at the latest, students will give a FIFTEEN (15) MINUTE presentation in which they provide a critical review of the scholarly literature relevant to their chosen research question. Each presentation must contain a thesis and several supporting arguments. After each presentation time will be allotted for discussion and constructive criticism aimed at facilitating the successful completion of the final research essay. Presentations will be evaluated based on the following criteria:

- Clarity, coherence, and relevance of the chosen research question (5 Marks).
- Number and relevance of the secondary sources selected for analysis (5 Marks).
- Clarity, coherence, and effectiveness of critical evaluation (5 Marks).
- Coherence and clarity of responses to questions (5 Marks).

NOTE: Students are expected to submit a formal annotated bibliography of the relevant sources when they give their presentation. Failure to submit the written component will result in a grade of zero as will any use of generative artificial intelligence for the completion of this assignment.

Critical Source Analysis Presentation (Weeks 21 and 22): Students will give a FIFTEEN (15) MINUTE presentation in which they provide a summary and critical evaluation of the primary sources they will use to answer their proposed research question. After each presentation time will be allotted for discussion and constructive criticism aimed at facilitating the successful completion of the final research essay. Each presentation will be evaluated on the following criteria:

- Appropriateness or relevance of the types of primary sources for the posed research question posed (5 Marks).
- Variety of sources selected (5 Marks).
- A clear statement of how specifically the sources will be used (5 Marks).
- A clear statement on the limitations of the sources to be used and how those limitations might be addressed (5 Marks).
- Coherence and clarity of response to questions (5 Marks).

NOTE: Students must submit a written copy of their presentation. Failure to submit the written component will result in a grade of zero, as will the use of generative artificial intelligence for the completion of this assignment.

Formal Essay Outlines (Weeks 23 and 24): Students will give a FIFTEEN (15) MINUTE presentation in which they provide an outline of their final research paper. Presentations will then be followed by questions and critical discussion aimed at helping students successfully complete their final research essays. The presentations will be evaluated based on the following criteria:

- A clear, concise thesis statement and a brief statement of its relevance to the scholarship (5 Marks).

- At least THREE (3) supporting arguments (3 x 5 Marks each).
- References to specific primary and secondary sources in support of each supporting argument, with a brief statement as to how each item supports the argument in question (3 x 5 Marks each).
- Concluding remarks discussing the place of the student's study in the existing scholarship (5 Marks).
- Responses to questions (5 Marks).
- Written outline (5 Marks).

NOTE: Students must submit a formal written outline when they give their presentation. Students must use an essay outline template that will be provided for the completion of the written portion of the essay outline. Failure to submit the completed essay outline template will result in a grade of zero as will the use of generative artificial intelligence for the completion of this assignment.

Final Research Essay (DUE ONE WEEK AFTER CLASSES END): One week after classes end students will submit a final research essay of approximately TWENTY-FIVE (25) pages (12-point font, double-spaced) in response to a formal, scholarly research question relevant to the study of Seleucid history and that the student has cleared with the professor. Essays must contain a formal thesis, proper footnotes and bibliography, and must be written in clear, concise, grammatically correct English. The grading criteria for each essay will be as follows:

- Clear thesis that is directly relevant to the question posed (5 Marks).
- Clear, coherent, relevant supporting arguments that directly address the thesis (10 Marks).
- Full, effective, and critical use of relevant primary sources (10 Marks).
- Full, effective, and critical use of secondary sources (10 Marks).
- Proper essay formatting (10 Marks).
- Clear, error free writing (10 Marks).

NOTE: Under no circumstances will students be permitted to use generative artificial intelligence for the completion of this assignment. Any such use will be considered academic misconduct and will be treated as such. It is assumed that students have familiarized themselves with the policies of Nipissing University regarding academic misconduct found in the Nipissing University Academic Calendar.

COURSE POLICIES AND OTHER IMPORTANT NOTICES:

1. Policy on Pronouns, Names, and Inclusivity: All my lecture spaces are safe and inclusive spaces. If you have a preferred name or pronoun that you would like the professor and teaching assistant to use when addressing you, please let us know so that we can accommodate you in a way that is appropriate for you. Please also note that we will always endeavour to ensure a safe and respectful learning environment whilst simultaneously encouraging free thought and scholarly discussion and debate.

2. Policy for Recording of Lectures/Material: <https://www.nipissingu.ca/sites/default/files/2022-07/Recording%20Course%20Content%20Policy%202022.pdf>

The Ontario Human Rights Commission 'Policy and Guidelines on Disabilities and the Duty to Accommodate' (2001) details the responsibility of the University to provide reasonable academic accommodations to students with disabilities. This includes providing accommodations that will allow for the removal of disadvantage to learning and the demonstration of learning. The accommodations will have been deemed to be reasonable, necessary and supported by documentation provided to Student Accessibility Services. For some students with disabilities, audio-recording lectures is a necessary accommodation which enables full access to course and lecture materials that may otherwise be unavailable. Once a student has recorded a lecture, the teaching material remains the property of the instructor and is not to be disclosed unless the professor has otherwise consented. Such recording is allowable under existing Canadian copyright legislation due to the exception of 'fair dealing'. For more information about copyright law please visit the Canadian Intellectual Property Office (CIPO) or view the Copyright Act. Students with disabilities have permission to audio record and, based on the terms defined in fair dealing use the material "for purposes of private study, research, criticism [or] review" (CIPO, 2011). However, the information contained in the audio-recorded lecture is still protected under federal and international copyright legislation and, therefore, may not be published or quoted without the lecturer's explicit consent and without properly identifying and crediting the lecturer.

3. Grading Standards/link to Academic Calendar:

<https://academiccalendar.nipissingu.ca/Catalog/ViewCatalog.aspx?pageid=viewcatalog&catalogid=9&chapterid=695&topicgroupid=3362&loadusercredits=False>

Grades and the Basis for Assessment Letter Grades and Grading Standards "A" (80-100%) "B" (70-79%) "C" (60-69%) "D" (50-59%) "F" (0-49%) 9 "A" indicates Exceptional Performance: comprehensive in-depth knowledge of the principles and materials treated in the course, fluency in communicating that knowledge and independence in applying material and principles. "B" indicates Good Performance: thorough understanding of the breadth of materials and principles treated in the course and ability to apply and communicate that understanding effectively. "C" indicates Satisfactory Performance: basic understanding of the breadth of principles and materials treated in the course and an ability to apply and communicate that understanding competently. "D" indicates Minimally Competent Performance: adequate understanding of most principles and materials treated in the course, but significant weakness in some areas and in the ability to apply and communicate that understanding. "F" indicates Failure: inadequate or fragmentary knowledge of the principles and materials treated in the course or failure to complete the work required in the course. "INC" indicates Incomplete. "WDR" indicates Withdrawal with permission.

4.Academic Integrity statement and link to Academic Calendar Policy:

<https://academiccalendar.nipissingu.ca/Catalog/ViewCatalog.aspx?pageid=viewcatalog&topicgroupid=3366&entitytype=GEN&entityid=2024&loaduser edits=False>

The University takes a most serious view of offences against academic honesty such as plagiarism, cheating, impersonation and the presentation of altered or falsified documents. Penalties for dealing with such offences will be strictly enforced. Plagiarism Essentially, plagiarism involves submitting or presenting work in a course as if it were the student's own work done expressly for that particular course when, in fact, it is not. Plagiarism should be noted and reported to the Dean. Students should be informed of the University's definition and policy on plagiarism at the beginning of each course. Most commonly plagiarism exists when: the work submitted or presented was done, in whole or in part, by an individual other than the one submitting or presenting the work; parts of the work (e.g. phrases, ideas through paraphrase or sentences) are taken from another source without reference to the original author; the whole work (e.g. an essay) is copied 10 from another source; and/or a student submits or presents a work in one course which has also been submitted or presented in another course (although it may be completely original with that student) without the knowledge or prior agreement of the instructors involved. Cheating Cheating at tests or examinations includes, but is not limited to, dishonest or attempted dishonest conduct such as speaking to other candidates or communicating with them under any circumstances whatsoever; bringing into the examination room any textbook, notebook, or memoranda not authorized by the examiner, or leaving answer papers exposed to view.

5.For information on Petitions and Grade Appeals, follow this link:

<https://academiccalendar.nipissingu.ca/Catalog/ViewCatalog.aspx?pageid=viewcatalog&catalogid=9&chapterid=695&topicgroupid=3365&loaduseredit s=False>

6.Library statement: The Harris Learning Library enriches academic achievement, scholarly research, and life-long learning goals by supporting exploration, innovation, teaching, and research. The Library works in partnership with Nipissing University and Canadore College students, staff, and faculty through the provision of exemplary services and a diverse range of resources. The Learning Library home page (<http://www.eclibrary.ca/library/>) is your Gateway to library services, instructional tutorials, LibGuides and a wealth of academic books, articles, and streaming videos accessible through the OMNI Search tool. Friendly, knowledgeable staff are always ready to provide help by email, phone, or in person.

7.Student Code of Conduct: <https://www.nipissingu.ca/departments/student-development-and-services/student-rights-responsibilities>

At Nipissing University, students are free to think, speak, write, create, study, learn, pursue social, cultural and other interests, and freely associate together for all these purposes, subject to the requirement that they respect the rights of members of the University and general community to pursue these same freedoms and privileges. In order to secure these rights, the University will use its best

efforts to ensure the following: that those who wish to teach and those who wish to learn can do so under proper conditions; that academic and general facilities are available to those who wish to use them for their normal purposes; that freedom of movement and freedom from harassment are protected; that all property, including records, documents, and the like is protected; that those who wish to file a complaint have the right to do so without fear of reprisal.

8.Supporting Students Your success and well-being are important.

If you find yourself struggling while at Nipissing University and it is having a negative impact on your academic progress, success, or mental health, please be aware there are many supports available to help through Student Development & Services (SDS). Academic writing, math and science supports; peer tutoring; individualized accommodations for students with disabilities; personal or group counselling; and sexual violence prevention and education awareness, are only a few of the support services aimed at helping you succeed. SDS also works closely with faculty to support your success while in class. One of the ways this is done is through Student Retention Alert. Student Retention Alert is an early alert referral system that allows faculty and staff to identify a concern regarding your academic progress or well-being and connect you with resources or support services on campus. You are under no obligation to follow through with a referral unless you want to; it is your choice unless otherwise stated (i.e. a breach of the Code of Student Rights and Responsibilities). Student Retention Alert does not affect your academic standing, transcript, or overall academic record and your information is kept private and confidential; it is only accessible to authorized University personnel who will reach out to you to see how they can help. For more information or to reach out for support contact:

For Student Development and Services visit <https://www.nipissingu.ca/sds> or email sds@nipissingu.ca

For Student Retention Alert visit www.nipissingu.ca/nusuccess or email nusuccess@nipissingu.ca

Nipissing is committed to supporting your success and well-being!

Course Requirements for Program Completion

Program: Bachelor of Arts, History			
		OMAH Specialization	Honours Specialization
Year 1 (CORE)	Year 2 (CORE)	Year 3 (CORE)	Year 4 (CORE)
6 CR (Maximum 12 CR) HIST 1006 Intro to Historical Studies* HIST 1007 The Second World War* HIST 1026 The Civilization of Ancient Greece* HIST 1027 The Civilization of Ancient Rome HIST 1206 “Blood and Soil”: An Introduction to the History of Genocide HIST 1236 Strong, Resilient, and Wise: Women in Twentieth Century Canada** HIST 1306 Animating the Land: Nbisiing Nishnaabeg Histories** HIST 1506 The Idea of Canada* and **	12 CR (no cross listed courses) HIST 2005, HIST 2016**, HIST 2017, HIST 2026*, HIST 2036, HIST 2106, HIST 2107, HIST 2136, HIST 2137* HIST 2156, HIST 2157, HIST 2166 HIST 2167, HIST 2206, HIST 2207, HIST 2226, HIST 2227, HIST 2306, HIST 2336*, HIST 2377, HIST 2406, HIST 2426, HIST 2436, HIST 2437, HIST 2446, HIST 2447* and **, HIST 2516, HIST 2517, HIST 2547, HIST 2607 HIST 2616, HIST 2626, HIST 2706	36 CR (12 courses) HIST 3005*, HIST 3017, HIST 3066, HIST 3067, HIST 3116*, HIST 3117*, HIST 3126*, HIST 3127*, HIST 3136, HIST 3146, HIST 3147, HIST 3206, HIST 3237, HIST 3246, HIST 3267, HIST 3286, HIST 3297, HIST 3306* and **, HIST 3307 **, HIST 3346*, HIST 3355, HIST 3377, HIST 3387, HIST 3415, HIST 3426, HIST 3427, HIST 3517, HIST 3526*, HIST 3565*, HIST 3577, HIST 3626*, HIST 3636, HIST 3705*, HIST 3716*, HIST 3717*, HIST 3806* and **, HIST 3816, HIST 3936, HIST 3937, HIST 3946, HIST 3947	12 CR (Honours Only) HIST 4015, HIST 4185, HIST 4325, HIST 4335, HIST 4385, HIST 4485, (HIST 4607 OR 4627) 3CR, (HIST 4615* OR HIST 4617*) 6CR, HIST 4815*
Same Course Name and description as HIST 1006 HIST 1016 Intro to Historical Studies HIST 1106 Intro to Historical Studies HIST 1107 Intro to Historical Studies		Maximum of 12 credits ESPA 2706, ESPA 2707, GEND 3236, POLI 2106, POLI 2107, POLI 2306, POLI 2307, POLI 2706, POLI 2707, RLCT 2036, RLCT 2037, SWLF 3007	
ACAD 1601		HIST 3906 (OMAH)	
		HIST 3907 (OMAH)	
6 Core credits	12 Core Credits	18(Major)/36/36/30 Core credits	12 Core Credits
MINOR 6 CR	MINOR 12 CR (2000 or 3000)		
Minor in the Study of State Violence: 3 CR (1006, 1007, 1206, 1506), 15 CR (2137, 2206, 2226, 2227, 2336, 2447, 3005, 3116, 3237, 3306, 3526, 3565, 3567, 3577, 3626, 3705, 3716 OR 3806)			

* Certificate in Study in Stake Violence (War, Atrocity, and Genocide)

**Certificate in the Study of Societies in Transition: Reciprocity, Relationship & Reconciliation Histories

Credits Required

- **All degrees** require 6 credits at the 1000 level
- **All degrees** require 12 credits at the 2000 level
- The **Major** requires 18 credits at the 3000 level
- The **Specialization** requires 36 credits at the 3000 level
- **The OMAH Honors Specialization** requires 36 credits at the 3000 level and 12 credits at the 4000 level
- The **Honors Specialization** requires 30 credits at the 3000 level and 12 credits at the 4000 level

Additional Degree Requirements:

ACAD 1601	3 cr.
Social Science and/or Professional Studies	6 cr.
Science	6 cr.
Electives	51 cr. (specialization)
	45 cr. (honours specialization)

HIST Degree Requirements:

Major

- Students will need to achieve a minimum 60% average in the 36 credits presented for the Major in History.
- Students must complete the required 6 credits of introductory History with a minimum grade of 60%.

Specialization

- Students will need to achieve a minimum 60% average in the 54 credits presented for the Specialization in History.
- Students must complete the required 6 credits of introductory History with a minimum grade of 60%.

Honours Specialization with Orientation to a Master of Arts (MA) in History (OMAH)

- Students must complete the required 6 credits of introductory History with a minimum grade of 60%.
- Students will need to achieve a minimum 70% average in the 60 credits presented for the Honours Specialization in History.
- When calculating OMAH students' Honours Specialization average, the best 30 credits of 3000 level HIST are considered.
- Students are guaranteed admission to the Master of Arts in History, provided they complete their degree including the OMAH specific courses with a minimum 75% on their last 10 full course (20 half/semester) equivalents.

Honours Specialization

- Students will need to achieve a minimum 70% average in the 60 credits presented for the Honours Specialization in History.
- Students must complete the required 6 credits of introductory History with a minimum grade of 60%.

Purpose of Program

The Department of History provides a personalized student experience within a collegial learning community dedicated to creativity, innovation, and excellence in teaching, research and scholarly activities.

To understand the past is to be able to place yourself in those contexts, to understand and think critically about the world, to empathize. Our program supports the formation of citizens as whole people. Indeed, this could be taken as the summation of our role. Learning in our department provides skills and a critically-informed perspective on society at large that is essential for an active and involved life in the twenty-first century.

Program-Level Student Learning Outcomes

Upon graduation the student will be able to:

	Major and Specialization	Honours Specialization (incl. OMAH)
1. Depth and Breadth of Knowledge	a) demonstrate a general knowledge and understanding of many key concepts, methodologies, and approaches in the study of History b) demonstrate a broad understanding of some of the major areas and/or periods in the study of History, including the ability to recognize processes of continuity and change within them c) understand and interpret primary source materials from one of the major areas and/or periods in the study of History d) gather, review, comprehend, and evaluate secondary sources from one of the major areas and/or periods in the study of History e) demonstrate some detailed knowledge of one of the major areas and/or periods in the study of History, including the ability to recognize some of the key historiographical debates involved therein f) demonstrate critical thinking and analytical skills	a) demonstrate a developed knowledge and critical understanding of the key concepts, methodologies, and approaches in the study of History. b) demonstrate a developed understanding of several of the major areas and/or periods in the study of History, including the ability to analyze critically the processes of continuity and change within them c) understand, interpret, and analyze a variety of primary source materials from one or more of the major areas and/or periods in the study of History d) gather, review, comprehend, and evaluate secondary sources from one or more of the major areas and/or periods in the study of History, including the ability to compare the merits of and discriminate between alternate approaches and interpretations

	g) demonstrate cumulative intellectual development by applying learning from both previous classes in History and classes outside the discipline	e) demonstrate developed, detailed knowledge of one or more of the major areas and/or periods in the study of History, including the ability to engage critically with some of the key historiographical debates involved therein derived from direct experience with historical research f) demonstrate developed critical thinking and analytical skills g) demonstrate cumulative intellectual development by applying learning from both previous classes in History and classes outside the discipline, including the ability to synthesize knowledge
2. Knowledge of Methodologies	a) demonstrate an understanding of the nature, purpose, and methods of historical inquiry and research b) formulate the kinds of questions that lead to an analytical rather than a descriptive engagement with primary and secondary sources c) identify and evaluate established techniques of historical inquiry and research d) devise and sustain analytical arguments e) demonstrate knowledge of the methods of citation and documentation appropriate to the study of History	a) demonstrate an understanding of the nature, purpose, and methods of historical inquiry and research b) formulate the kinds of questions that lead to an analytical rather than a descriptive engagement with primary and secondary sources c) identify, evaluate, and critique established techniques of historical inquiry and research d) devise and sustain analytical arguments employing appropriate theoretical and/or methodological approaches to historical inquiry and research e) demonstrate knowledge of the methods of citation and documentation appropriate to the study of History
3. Application of Knowledge	a) analyze and interpret primary and secondary sources enabling the student to offer analytical commentary, develop lines of argument, and make sound judgments in accordance with the	a) analyze and interpret primary and secondary sources enabling the student to offer complex analytical commentary, discriminate between different historiographical arguments, and make

	major concepts and methods in the study of History b) use established techniques to analyze sources, evaluate different approaches, and propose answers to interpretive questions c) select appropriate evidence from a primary source to support an analytical argument d) make use of scholarly secondary sources, including the ability to distinguish between what is and is not a scholarly source	sound judgments that are in accordance with the major concepts and methods in the study of History b) use a range of techniques to analyze sources and evaluate the underlying theoretical principles of different approaches c) initiate appropriately framed interpretive questions and propose a variety of possible answers d) select the most appropriate evidence from a primary source to support an analytical argument e) compare and discriminate between scholarly secondary sources in order to make the most judicious and effective use of them f) formulate appropriate projects for independent research and study
4. Communication Skills	a) communicate, both orally and in writing, accurately and reliably to a range of audiences b) communicate information, ideas, and analytical comments, orally and in writing, in a clear, coherent, and concise manner c) participate in a critical discussion by listening actively and responding in an informed and apposite manner	a) communicate, both orally and in writing, accurately and reliably to a range of audiences b) communicate information, ideas, analyses, and arguments, orally and in writing, in a clear, coherent, and concise manner c) initiate and engage in a scholarly discussion by asking critical questions, listening actively to others, and responding in an informed, apposite, and nuanced manner d) demonstrate ability to engage in a sustained critical discussion of a specialized topic in an advanced seminar e) sustain logical, clear, correct, and persuasive arguments in a paper of significant length
5. Awareness of Limits of Knowledge	a) understand the limits of their own knowledge and abilities, and demonstrate an awareness of how	a) understand the limits of their own knowledge and abilities, and demonstrate an awareness of how

	these might affect their analyses and interpretations b) demonstrate some understanding that other disciplines ask different kinds of questions and thus reach different kinds of conclusions c) demonstrate an awareness that what counts as knowledge may change with the discovery of new evidence or new interpretations of existing evidence	these might affect their analyses and interpretations b) understand and appreciate that other disciplines of study produce bodies of knowledge that may enhance, complement, or conflict with History c) demonstrate an awareness that what counts as knowledge may change with the discovery of new evidence or new interpretations of existing evidence d) appreciate the uncertainty, ambiguity, and limits of knowledge about historical events and/or processes
6. Autonomy and Professional Capacity	a) exercise good judgment, personal responsibility and accountability b) work effectively and collegially with others c) identify their own learning needs, including their goals for their degree and beyond d) demonstrate behaviour consistent with academic integrity and social responsibility	a) exercise initiative, good judgment, personal responsibility and accountability b) work effectively and collegially with others c) identify their own learning needs, including seeking assistance to identify and address weaknesses; and their goals for their degree and beyond, including selecting an appropriate program for further study d) demonstrate behaviour consistent with academic integrity and social responsibility

Program-Level Student Learning Outcomes Matrix

Legend: **B**eginner, **I**ntermediate, **P**roficient, **S**killed

Outcome	Year 1										
HIST 1006	B	B	B	B	B	B	B	B	B	B	B
HIST 1007	B	B	B	B	B	B	B	B	B	B	B
HIST 1016	B	B	B	B	B	B	B	B	B	B	B
HIST 1026	B	B	B	B	B	B	B	B	B	B	B
HIST 1027	B	B	B	B	B	B	B	B	B	B	B
HIST 1106	B	B	B	B	B	B	B	B	B	B	B
HIST 1107	B	B	B	B	B	B	B	B	B	B	B
HIST 1206	B	B	B	B	B	B	B	B	B	B	B
HIST 1236	B	B	B	B	B	B	B	B	B	B	B
HIST 1306	B	B	B	B	B	B	B	B	B	B	B
HIST 1506	B	B	B	B	B	B	B	B	B	B	B

Outcome	Year 2																										
HIST 2005	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I
HIST 2016	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I
HIST 2017	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I
HIST 2026	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I
HIST 2036	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I
HIST 2106	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I
HIST 2107	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I
HIST 2136	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I
HIST 2137	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I
HIST 2156	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I
HIST 2157	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I
HIST 2166	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I
HIST 2167	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I
HIST 2206	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I
HIST 2207	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I
HIST 2226	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I
HIST 2227	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I
HIST 2306	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I
HIST 2336	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I
HIST 2377	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I
HIST 2406	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I
HIST 2426	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I
HIST 2436	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I
HIST 2437	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I
HIST 2446	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I
HIST 2447	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I
HIST 2516	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I
HIST 2517	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I
HIST 2547	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I
HIST 2607	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I
HIST 2616	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I
HIST 2626	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I
HIST 2706	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I

	Outcome		Year 3																																														
1	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P			
2	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
3	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
4	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
5	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
6	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P

Outcome	HIST 4015	HIST 4185	HIST 4325	HIST 4335	HIST 4385	HIST 4435	HIST 4446	HIST 4485	HIST 4607	HIST 4615	HIST 4617	HIST 4627	HIST 4815
	Year 4												
1	S	S	S	S	S	S	S	S	S	S	S	S	S
2	S	S	S	S	S	S	S	S	S	S	S	S	S
3	S	S	S	S	S	S	S	S	S	S	S	S	S
4	S	S	S	S	S	S	S	S	S	S	S	S	S
5	S	S	S	S	S	S	S	S	S	S	S	S	S
6	S	S	S	S	S	S	S	S	S	S	S	S	S

University Level Outcomes

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

University-Level Student Learning Outcomes

Upon graduation the student will be able to:

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

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

University-Level Outcome Matrix

Legend: **B**eginner, **I**ntermediate, **P**roficient

Outcome	HIST 1006	HIST 1007	HIST 1016	HIST 1026	HIST 1027	HIST 1106	HIST 1107	HIST 1206	HIST 1236	HIST 1306	HIST 1506
	Year 1										
1	B	B	B	B	B	B	B	B	B	B	B
2	B	B	B	B	B	B	B	B	B	B	B
3	B	B	B	B	B	B	B	B	B	B	B
4	B	B	B	B	B	B	B	B	B	B	B
5	B	B	B	B	B	B	B	B	B	B	B
6	B	B	B	B	B	B	B	B	B	B	B
7	B	B	B	B	B	B	B	B	B	B	B
8	B	B	B	B	B	B	B	B	B	B	B

	Outcome	
	HIST 2005	
	HIST 2016	
	HIST 2017	
	HIST 2026	
	HIST 2036	
	HIST 2106	
	HIST 2107	
	HIST 2136	
	HIST 2137	
	HIST 2156	
	HIST 2157	
	HIST 2166	
	HIST 2167	
	HIST 2206	
	HIST 2207	
	HIST 2226	
	HIST 2227	
	HIST 2306	
	HIST 2336	
	HIST 2377	
	HIST 2406	
	HIST 2426	
	HIST 2436	
	HIST 2437	
	HIST 2446	
	HIST 2447	
	HIST 2516	
	HIST 2517	
	HIST 2547	
	HIST 2607	
	HIST 2616	
	HIST 2626	
	HIST 2706	
1	Year 2	
2		
3		
4		

[illegible][illegible]

Outcome	HIST 4015	HIST 4185	HIST 4325	HIST 4335	HIST 4385	HIST 4435	HIST 4446	HIST 4485	HIST 4607	HIST 4615	HIST 4617	HIST 4627	HIST 4815
	Year 4												
1	P	P	P	P	P	P	P	P	P	P	P	P	P
2	P	P	P	P	P	P	P	P	P	P	P	P	P
3	P	P	P	P	P	P	P	P	P	P	P	P	P
4	P	P	P	P	P	P	P	P	P	P	P	P	P
5	P	P	P	P	P	P	P	P	P	P	P	P	P
6	P	P	P	P	P	P	P	P	P	P	P	P	P
7	P	P	P	P	P	P	P	P	P	P	P	P	P
8	P	P	P	P	P	P	P	P	P	P	P	P	P

BA Streams: Major Modifications Proposal

I have created a Word Version given the difficulty of working with the PDF version.

Psychology Motions for the Academic Regulations and Curriculum Committee

Banking

Motion 1: That the Academic Regulations and Curriculum Committee recommend to A&S Executive that **PSYC-1036** Applied Development Psychology be deleted.

Rationale: This course was for the collaborative Bachelor of Science in Nursing program. This degree no longer exists, and therefore, the course is no longer required.

Motion 2: That the Academic Regulations and Curriculum Committee recommend to A&S Executive that **PSYC-2257** Psychology of Art I be banked.

Rationale: This is not a required course, is not included in the curriculum map, and so does not affect learning outcomes.

Motion 3: That the Academic Regulations and Curriculum Committee recommend to A&S Executive that **PSYC-2267** Psychology of Art II be banked.

Rationale: This course is not a required course, is not included in the curriculum map, and so does not affect learning outcomes.

Motion 4: That the Academic Regulations and Curriculum Committee recommend to A&S Executive that **PSYC-3007** Science of Mind Reading be banked.

Rationale: This course is not a required course, is not included in the curriculum map, and so does not affect learning outcomes.

Motion 5: That the Academic Regulations and Curriculum Committee recommend to A&S Executive that **PSYC-4616** Neural Basis of Consciousness be banked.

Rationale: This course is not a required course, is not included in the curriculum map, and so does not affect learning outcomes.

Prerequisite Changes

Motion 6: That the Academic Regulations and Curriculum Committee recommend to A&S Executive that the **prerequisites** for **PSYC-3626** Psychological Disorders in Children be changed as outlined below:

From:

Prerequisites: PSYC 2006, PSYC 2007, and PSYC 2616

To:

Prerequisites: 54 credits including PSYC 1106 and PSYC 1107

Rationale: The two required courses provide sufficient specific background information for this course and the minimum of 54 credits ensures that students have sufficient academic experience and maturity for the content discussed in the course.

Motion 7: That the Academic Regulations and Curriculum Committee recommend to A&S Executive that the *prerequisites* for **PSYC-2907 Perception** be changed as outlined below:

From:

Prerequisites: PSYC 2906

To:

Prerequisites: PSYC 1106

Rationale: The required course provides sufficient background information for this course.

Motion 8: That the Academic Regulations and Curriculum Committee recommend to A&S Executive that the *prerequisites* for **PSYC-4105 Senior Empirical Thesis** be changed as outlined below:

From:

Prerequisites:

PSYC 3356 or PSYC 3346 with a minimum grade of 70%. Restricted to students in the fourth year of the Honours Psychology program. Approval of the discipline is required prior to registration. Students wishing to take this course during the following Spring/Summer or Fall/Winter Session should normally apply in writing to the discipline no later than February 15.

To:

Prerequisites: Restricted to students in an Honours Psychology program with at least 84 credits completed, including a minimum grade of 60% in each of the following courses: PSYC 1106, PSYC 1107, PSYC 2126, and PSYC 2127. Approval of the discipline is required prior to registration.

Rationale: The advanced research methods / design course is not required in every program stream. The minimum grade requirement, number of completed credits, core course prerequisites, and the approval process for specific programs or streams should ensure that students have taken the appropriate courses and are prepared for this course.

Motion 9: That the Academic Regulations and Curriculum Committee recommend to A&S Executive that the *prerequisites* for **PSYC-4215 Senior Research Seminar** be changed as outlined below:

From:

Prerequisites:

PSYC 3356 or PSYC 3346. Restricted to students in the fourth year of the Honours BA Psychology Program.

To:

Prerequisites: Restricted to students in an Honours Psychology program with at least 84 credits completed, including a minimum grade of 60% in each of the following courses: PSYC 1106, PSYC 1107, PSYC 2126, and PSYC 2127.

Rationale: The advanced research methods / design course is not required in every program stream. The minimum grade requirement, number of completed credits, core course prerequisites, and the approval process for specific programs or streams should ensure that students have taken the appropriate courses and are prepared for this course.

Motion 10 : That the Academic Regulations and Curriculum Committee recommend to A&S Executive that the prerequisite for PSYC-4206 Clinical Psychology I be modified as outlined below:

From: [PSYC 3606](#) and [PSYC 3607](#) Completion of at least 42 credits in Psychology in the honours program including the above.

Rationale: These prerequisites are updated to facilitate the updating of the major modification of the program.

To: PSYC 3607

Rationale: These prerequisites are updated to facilitate the updating of the major modification of the program.

Motion 11: That the Academic Regulations and Curriculum Committee recommend to A&S Executive that the prerequisite for PSYC-4207 Clinical Psychology II be modified as outlined below:

From:

[PSYC 3217](#) and [PSYC 4206](#)

To: PSYC 3607

Rationale: These prerequisites are updated to facilitate the updating of the major modification of the program.

New Course Template

Please include a draft course syllabus along with the following template. If this course is proposed to be offered under more than one delivery mode (for example, on-site and Distance Learning), please include a separate syllabus for each version of this course.

MOTION 12: That the Academic Regulations and Curriculum Committee recommend to A&S Executive the creation of PSYC 4006 the History of Psychology.

JUSTIFICATION (Rationale):

This course can be offered as a 3-credit course rather than the 6-credit course offered previously. The same content and learning objectives / outcomes can be achieved through a 3-credit course timeline. As well, most universities across the country offer a similar course as a 3-credit course rather than a 6-credit course.

Course Code	Must contact coursecodes@nipissingu.ca for Course Code PSYC 4006
Course Title:	History of Psychology
Course Credits	☒ 3 credits ☐ 6 credits ☐ Other
Course Description: <i>Restricted to 50-75 words, student-focused, present tense and active voice)</i>	Students explore the historical foundations and assumptions of psychological perspectives. They critically assess the methodological implications of these perspectives, and contrast the practical applications of these core theories. Students refine their oral and written communication skills through describing and discussing the complex course ideas. Students analyze and debate the limitations of psychological frameworks and personal biases in defining "facts." Active participation is demonstrated through independent and collaborative discussions and activities.
Course Prerequisite:	Restricted to students in an Honours Psychology program with at least 84 credits completed, including a minimum grade of 60% in each of the following courses: PSYC 1106, PSYC 1107, PSYC 2126, and PSYC 2127.
Course Corequisite:	
Course Antirequisite:	PSYC 4005
List any restrictions:	.

For example, "This course is restricted to BPHE students".	
Is this a Topic Course? <i>Topic courses are courses that students can take more than once for credit.</i>	Yes ☐ No ☒
Will this course have an Experiential Learning component as defined by the MCU? As defined by MCU https://can01.safelinks.protection.outlook.com/?url=https://www.nipissingu.ca/sites/default/files/2023-10/A05%2520Experiential%2520Learning%2520Checklist%2520FINAL%2520Sept%25205%2520EN.pdf&data=05 01 fass@nipissingu.ca 37f7c4abcb304db5acb708dbd6ff5f86 b13086d8996b40658b63786a925860b5 0 0 638340164660205224 Unknown TWfpgZsb3d8eyJWljojMC4wLjAwMDAiLCJQljojV2luMzliLCJBTil6lk1haWw iLCJXVCI6Mn0= 3000 &sdata=zAcAapK/47ix4cKYhYaEJ0vdZ1a6M3QNow/XkvfpmOg=&reserved=0	Yes ☐ No ☒
Outline the department's plan for offering this course. <i>For example, consider how this course will be cycled, whether it replaces a current course, when it will first be offered, etc.</i>	This 3-credit course replaces the current 6-credit course. As the course is required for the various Psychology Honours Thesis programs, the course will be offered every academic year.
List the total hours and the weekly breakdown of hours by instructional method. Courses that are 3 credits must include at least 36 hours, while 6 credit courses must be at least 72 hours.	Total Hours: 36 _____ Breakdown of hours per week Clinical: _____ Independent Study: _____ Lecture: _____ Lab: _____ Practical: _____

For example, Two hours of lecture and one hour of laboratory work per week. 36 hours total.	Seminar: _3 per week _____ Tutorial: _____ Service Learning: _____
Is this course cross-listed? If so, with what department?	☐ Yes ☒ No If yes, please written support from all departments/disciplines whose programs are affected by this proposal.
Program Implications: <i>Is this a required course for a program, or part of a Group, Concentration, Stream, etc.?</i>	<u>This course is required for the honours specialization</u>
Do the Learning Outcomes for this course have significant overlap with any other course(s) offered at Nipissing?	☐ Yes ☒ No If yes, include rationale:
Learning Outcomes (6-8 points, visible, measurable and in active voice) For detailed information on Learning Outcomes, please consult the Quality Assurance website .	Students who successfully complete this course will: Enter Learning Outcomes: determine the historical influences and assumptions underlying psychological perspectives, critically evaluate the methodological implications of psychological systems, evaluate and contrast the practical implications of core theoretical models, refine and advance your communication skills in oral and written articulation and discussion of complex psychological perspectives, consider, discuss, and debate the limitations in psychological systems and ourselves (as people) in establishing and evaluating “facts,” and demonstrate initiative, independence, and collaboration in class discussions and activities.
Will this course have budgetary implications? (e.g. lab consumables, software, experiential learning, CASBU contract, library resources, honoraria for elder, travel, etc.)	☐ Yes ☒ No enter additional resources:

How will this course contribute to the program level outcomes?	1. demonstrate knowledge and critical understanding of the key concepts, theoretical approaches and assumptions in Psychology
Who amongst your current faculty has the competencies to teach this course?	Most, if not all, faculty are capable of teaching this course. Dr. Christine Lalonde is the faculty member who has taught the course most recently.
How does this course contribute to the institution's commitments to equity, inclusive teaching, accessibility, decolonization, Indigenous learning and sustainability?	Given the focus of the course, a diverse set of views of human and other creatures are represented, Similarly, a diverse set of behaviours, information processing styles, and motivations are discussed. Various cultural perspectives have been represented and discussed including Indigenous views. As well, given the broad theoretical scope of the course, diverse psychological perspectives are evaluated across a broad range behaviours and expressions generated by humans and other creatures.
How will you communicate this new offering to students?	We will use standard course communication offering methods.

Syllabus - [PSYC4006_History of Psychology Sample Syllabus.pdf](#)

Motion 13: That the Academic Regulations and Curriculum Committee recommend to A&S Executive that **PSYC-4005** Systems and Theories in Psychology be deleted.

Rationale: PSYC 4005 will no longer be required once PSYC-4006 is approved

Motion 14: ARCC recommend to A&S Executive that the Major Modification for the BA Psychology Program be approved as outlined in the attached proposal

CURRENT PROGRAM NAME: Bachelor of Arts in Psychology

IF CHANGING, PROPOSED PROGRAM NAME: Additions: “Experimental Stream” or “Mental Health Stream”, or “Education Stream”

ACADEMIC UNIT PROPOSING THE MODIFICATION: Psychology, Sociology, Child Family Studies, and Social Welfare and Social Development

PROPOSED START DATE: September 2026

SUBMITTED BY: Darren Campbell (Chair)

PROVIDE A DETAILED SUMMARY OF THE PROPOSED MAJOR MODIFICATION.

We developed three streams for the BA in Psychology degree, specifically: Experimental, Education, and Mental Health. These streams give students more structured and focused required courses for each option. The three streams represent three in-demand areas of interest or pursuit in undergraduates seeking Psychology degrees. All three streams include the same set of core courses to address core program level and university level learning outcomes, while the specific streams require courses that map to specific skill, knowledge, and/or expertise learning outcomes. For example, the Experimental stream will have a greater focus on methodological skills and statistics valuable for post-graduate research-focused training. The Mental Health stream will have a greater focus on developing mental health knowledge and expertise including a thorough understanding of psychological disorders in adults and children. The Education stream has a greater focus on educational, learning, and developmental processes important to students pursuing educationally oriented careers.

EXPLAIN THE RATIONALE FOR MODIFYING THE EXISTING PROGRAM. WHY ARE THESE CHANGES NECESSARY? WHAT DOES THE PROGRAM SEEK TO ACCOMPLISH BY IMPLEMENTING THESE CHANGES? HOW DOES THIS MODIFICATION IMPROVE THE STUDENT EXPERIENCE?

The three proposed BA Streams offer more structure and guidance to students compared to our current BA degree. Greater structure allows us to be more confident that each graduating student has achieved specific and relevant core learning outcomes tailored to specific career or post-graduate training goals. Many other universities have developed and offered similar types of BA Streams in lieu of a more generic degree (see the list below).

By implementing these changes, we ensure that our BA Psychology students will receive and achieve not only a well-rounded education but also specialized preparation based on a unique set of additional required courses.

Our students’ experience will be improved in two important ways. One, the specific list of required courses for each stream will make course selection simpler, less ambiguous, and more clearly related to the specific stream. Three, the pre-selected set of courses gives students confidence that they are being educated and trained to achieve knowledge, skills, and expertise in a given area of Psychology and for a targeted set of career options.

A sample of similar streams offered by other Canadian universities.

Experimental Concentration:

University of Waterloo: "Research Intensive specialization provides in-depth training in experimental design."

Carleton University: Concentration in Cognition

York University: Applied Methods and Analysis concentration.

Mental Health Concentration:

University of Victoria: "Mental Health and Well-Being"

Carleton University: Concentration in Health Psychology

University of New Brunswick: Mental Health certificate

Education Concentration:

Carleton University: Concentration in Developmental Psychology.

IDENTIFY THIS MODIFICATION'S RELATIONSHIP TO THE UNIVERSITY'S STRATEGIC PLAN, AND THE APPROVED STRATEGIC MANDATE AGREEMENT (SMA). IF RELEVANT, DISCUSS THIS PROPOSAL IN RELATION TO OTHER STRATEGIC DOCUMENTS EXTERNAL TO THE UNIVERSITY (FOR EXAMPLE, THE TRUTH AND RECONCILIATION COMMISSION OF CANADA: CALLS TO ACTION, AND THE UNITED NATIONS' SUSTAINABLE DEVELOPMENT GOALS).

Strategic Plan: Alignment with Pathways: Our commitments to Water, Land, and People, Nipissing University Strategic plan 2024 to 2029.

Embodying Harmony and Care

Pathways: 'Raise awareness of the spectrum of mental health and well-being differences holistic, physical, social, cultural, environmental; and Deepen our understanding of mental health and well-being as a relational and reciprocal interaction between people, communities, and planet.'

The crisis in mental health is especially acute in Northern Ontario and in student populations. The shortage of qualified personnel in these fields has been well documented. Generally, a degree in Psychology offers students greater insight into the causes and nature of mental health function and dysfunction. The proposed Mental Health stream offers a more focused and specific examination of mental health issues, preparing them to participate in mental health pursuits in local, national, and international communities.

Fulfilling our Responsibility to Truth and Reconciliation

Pathway. 'Support the development of curricula and pedagogy that incorporate Indigenous knowledges, cosmologies, and ways of knowing; Prioritize the hiring of Indigenous staff and faculty; prioritize hiring diverse staff and faculty.'

A recent tenure-track hire in 'Indigenous, Child, and Youth Mental Health' is to directly addresses the Truth and Reconciliation Commission's Calls to Action regarding the "growing crisis" for Indigenous youth and those that relate to education, health, and justice. More specifically, our new colleague is being given the space and the resources needed to conduct research, to develop new courses that advance Truth and Reconciliation, and to support and increase our Indigenous student representation. Through consultation with the new faculty member and other Indigenous experts we will begin to incorporate appropriate and effective Indigenous content into our degree programs.

Nipissing will work towards long-term financial stability by making efficient use of its fiscal resources.

Pathway. ‘Strategically increase student enrolment to ensure our financial future’

The BA in Psychology attracts/enrolls a significant number of our Arts and Science students. In fact, the majors taking their BA in Psychology represents approximately 20% of the FTE’s total for the faculty of A&S (2024/25 per Institutional Planning Dashboard). Despite this success, the data used in our recent IQAP review suggests we are underperforming the sector and that there is continued strong interest in Psychology at the undergraduate level. Give this and the importance of this group of students, the proposed BA Streams will address the need for strategic enrolment growth. A general concern of students and their parents is how a given degree will support future career outcomes. The three proposed BA streams provide a more focused and direct label and description for the BA in Psychology. This makes clear the types of careers or post-graduate opportunities associated with each BA stream in Psychology. A current and historical reality is that a large proportion of students attending Nipissing University’s undergraduate programs plan to pursue post-graduate Education training. So, the proposed Education stream offers a clear and obvious option to these students. With respect to the Mental Health stream, Departmental faculty attending the University Fair in Toronto are frequently asked by parents and students whether Nipissing University’s Psychology department offers a degree or stream related to mental health. The BA Mental Health stream will make this easier to communicate directly and through marketing. The BA Experimental stream represents a more research-focused stream relevant to certain types of careers and post-graduate goals. Research success that directly involves undergraduates as research assistants and thesis students has long been a strength of our department/program. This stream will clearly identify a preferred path for students wishing to optimize their success in these endeavours.

Strategic Mandate Agreement Elements

These proposed BA stream support several of the University’s Strategic Mandate Agreement goals (see the list below).

Graduate Employment Rate in Related Field

The proposed BA Streams are more structured and focused for three types of career or post-graduate education pathways. The greater structure and guidance will support a more comprehensive development of the relevant knowledge, skill, and expertise in our graduates. Features which should enhance related field employment success.

Graduation Rate

Students who are unclear or misunderstand the purpose and nature of a program or degree likely are at increased risk of dropping out. The proposed BA Streams give students a clear sense of the purpose and nature of the BA program and the process and pathway needed to complete it successfully.

Institutional Strength: Health & Well Being & Social Determinants of Health

Generally, any Psychology program contributes to greater understanding of Health & Well-Being and the Social Determinants of Health. The BA Mental Health Stream has a particular focus on Mental Health.

Investment & Innovation: Total Sponsored Research Revenue

Student researchers play an important role in various types of research in Psychology within the existing well-developed research facilities and spaces, such as the Social Neuroendocrinology, Human Evolution, NCRAC, NICE, NURON and other lab spaces. With these new streams, students will achieve a clearer and predictable set of learning outcomes. In turn, faculty can better anticipate and incorporate the students into their research programs appropriately. More effective and efficient student collaboration in the research process is important for research success and funding applications (e.g., Highly Qualified Personnel training requirements).

IF ANY OF THE CHANGES HAVE BEEN DEVELOPED AS A RESULT OF RECOMMENDATION(S) FROM A CYCLICAL PROGRAM REVIEW, PLEASE IDENTIFY THOSE CHANGES ALONG WITH THEIR ASSOCIATED RECOMMENDATION(S) FROM THE REVIEW.

The initiation and development of these BA Streams reflect several recommendations from our recent cyclical review (see below). I have inserted the External Reviewer recommendations (and any follow-up commentary particularly relevant to the given issue), which are directly addressed by the proposal for 3 BA Streams. Moreover, within each Recommendation, I have highlighted (via **bolding**) the key elements of the recommendation, which the proposed BA streams address.

*External Reviewers Recommendation #1: It is recommended that all members in the department of psychology participate in a retreat as soon as reasonably possible. We also recommend that the department be provided with a facilitator to guide the discussions. The key topics for discussion should be 1) Masters Programming, 2) The B.Sc. degree, 3) **strategic plan**, 4) hiring priorities, & 5) undertake a **full curriculum review**.*

More specifically, the development of these BA streams reflect both 1.3 (strategic plan) and 1.5 (curriculum review). We have developed more specialized degree offerings which better meet various student motivations, needs, and career goals given our faculty expertise and course offerings.

*External Reviewers Recommendation #4: It is recommended that the department discuss the concerns presented to reviewers about their **advanced statistics course** and discuss whether an **alternative course** could be offered to students (e.g., the research methods course offered to BA students). This is a request to help the department **retain students** and **increase the focus** to the extremely successful program they have established.*

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*Dean's Response: I agree with this recommendation. . . . must be accompanied by a **thorough review** of the **Program-Level Learning Outcomes** and a **curriculum map that places all courses**, including the advanced statistics course at issue, in relation to each other and the PLLOs. This*

*exercise will **demonstrate** clearly what **contribution each course** is making to the PLLOs and whether a course such as the advanced statistic course is truly a core requirement. . . .*

In this BA major modification, we described both common and unique Program Level Learning Outcomes for each stream. The associated curriculum maps also delineate how each required course contributes to the learning outcomes. One of the notable differences among the BA streams is the inclusion or non-inclusion of an advance third-year statistics/methodology course. For example, we removed it from the Education Stream with justification

Some students and their career paths benefit from a more advanced statistical training, while others benefit from a greater focus on advanced methodological training. An alternative third-year statistics/methodology course has previously been developed and offered to students in the existing Psychology programs. This latter advanced statistical/methodological course also is part of the proposed curriculum mapping.

External Reviewers Recommendation #5: It is recommended that the department of psychology discuss **whether new programming could be created** between the newly formed **programs** (e.g., with sociology, **child and family studies**, or as they see fit) . If it is determined that none can be forged then it is recommended that this be communicated to administration and move forward with the plan that will be developed from their retreat.

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Dean's Response: I support this recommendation. **Psychology shares a number of commonalities with Child and Family Studies**, Sociology, and Social Welfare and Social Development demonstrated by the large number of cross-listed courses The **Provost has encouraged** all **programs** within Arts & Science **to develop and propose innovative programs** taking advantage of Nipissing's existing expertise and inspiring hiring strategies that strengthen multiple programs. . . .

During the development of the BA Streams, two of the proposed BA Streams included a cross-listed course traditionally provided by the Child and Family Studies program. In the BA Education Stream, Applied Developmental Neuropsychology (PSYC 4216 & CHFS 4206) represents a valuable addition with its developmentally applied focused. In the BA Mental Health Stream, Assessment and Intervention Planning represent an important addition to the program (PSYC 4106 & CHFS 4106).

External Reviewers Recommendation #7: *Based on the previous recommendation, the department should communicate the changes made to their B.Sc. degree to various administrators, along with the **description of the B.A. degree requirements**, as to avoid any confusion in administration as to what each degree option offers students.*

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Dean's Response: A side-by-side comparison of the requirements for a BA and BSc Psychology degree shows The clearest way the Psychology program could communicate important differences between the degrees to administration, students, the Ministry, and any others, would be **to develop Program-Level Learning Outcomes that are more distinctive than the present ones** that differ only in the outcomes that are provided by non-Psychology courses. The **curriculum of the BA and BSc must be mapped against these PLLOs to demonstrate** precisely where **the distinctive capabilities** are developed in the progression of the programs. . . .

As indicated above, separate and distinct PLLOs and curriculum maps have been created for each BA Stream with both common and distinct learning outcomes. This information in combination with the parallel BSc Major Modification proposal will allow for more direct comparability between the various Psychology programs and BA Streams.

PROVIDE DETAILS OF EXISTING AND NEW RESOURCES (HUMAN, PHYSICAL AND BUDGETARY) REQUIRED TO MODIFY THE PROGRAM. BE SURE TO DETAIL WHERE SAVINGS MAY BE FOUND AS A RESULT OF THE MODIFICATION.

No additional resources are needed to support the proposed major modification. The existing Psychology faculty can support the course offerings and research-related components inherent across the three BA streams. With respect to course teaching demands, we have selected courses which have been/are/can be taught by current faculty with one or two exceptions on occasion. With respect to research demands, the faculty have established records of research supervision experience and research lab support to support the mentoring and research activities for the undergraduate and Honours Thesis students in their stream-related research projects.

One area of savings will be reduced student confusion and their need for guidance, which requires Administrative and Faculty consultation time. The BA Streams provide a more structured and detailed list of courses to satisfy degree requirements for students.

DISCUSS THE PROGRAM'S MODE(S) OF DELIVERY (E.G., LECTURE FORMAT, DISTANCE, PROBLEM-BASED, COMPRESSED PART-TIME, OR OTHER NON-STANDARD FORM OF DELIVERY). EXPLAIN WHY THIS APPROACH IS BEST SUITED TO FACILITATE STUDENTS' SUCCESSFUL COMPLETION OF THE PROGRAM-LEVEL LEARNING OUTCOMES.

The mode of delivery is equivalent to the current and past modes of delivery. Generally, the program delivery reflects a combination of onsite and online lectures and seminars. This approach is best suited to facilitate student success because it has and continues to be successful with our students achieving program-level learning outcomes.

IF THIS PROPOSAL IMPACTS THE PROGRAM'S CURRICULUM, PLEASE PROVIDE A COPY OF THE CURRENT PROGRAM REQUIREMENTS FROM THE ACADEMIC CALENDAR, AS WELL AS A COPY OF HOW THE PROPOSED VERSION WOULD APPEAR IF APPROVED. PLEASE HIGHLIGHT THE DIFFERENCES BETWEEN THE TWO VERSIONS OF THE PROGRAM.

Existing BA Honours

Program Requirements:

Students will need to achieve a minimum 70% average in the 60 credits presented for the Honours Specialization in Psychology.

Students must complete [PSYC 1106](#), [PSYC 1107](#), [PSYC 2126](#), [PSYC 2127](#) and [PSYC 3356](#) or [PSYC 3346](#) with a minimum grade of 60% in each.

Students must complete 120 credits including 60 credits in the Honours Specialization as follows:		
PSYC 1106	Introduction to Psychology I	3 cr.
PSYC 1107	Introduction to Psychology II	3 cr.
PSYC 2126	Scientific Method and Analysis I	3 cr.
PSYC 2127	Scientific Method and Analysis II	3 cr.
PSYC 3356 or	Design and Analysis I or	3 cr.
PSYC 3346	Research Methods in Psychological Science	
PSYC 4005	Systems and Theories in Psychology	6 cr.
PSYC 4105	Senior Empirical Thesis or	6 cr.
PSYC 4215	Senior Research Seminar	
2000/3000/4000 level Psychology courses		33 cr.

Proposed Experimental BA Honours**Program Requirements:**

Students will need to achieve a minimum 70% average in the 60 credits presented for the Honours Specialization in Psychology.

Students must complete PSYC 1106, PSYC 1107, PSYC 2126, PSYC 2127 and PSYC 3346 or PSYC 3356 with a minimum grade of 60% in each.

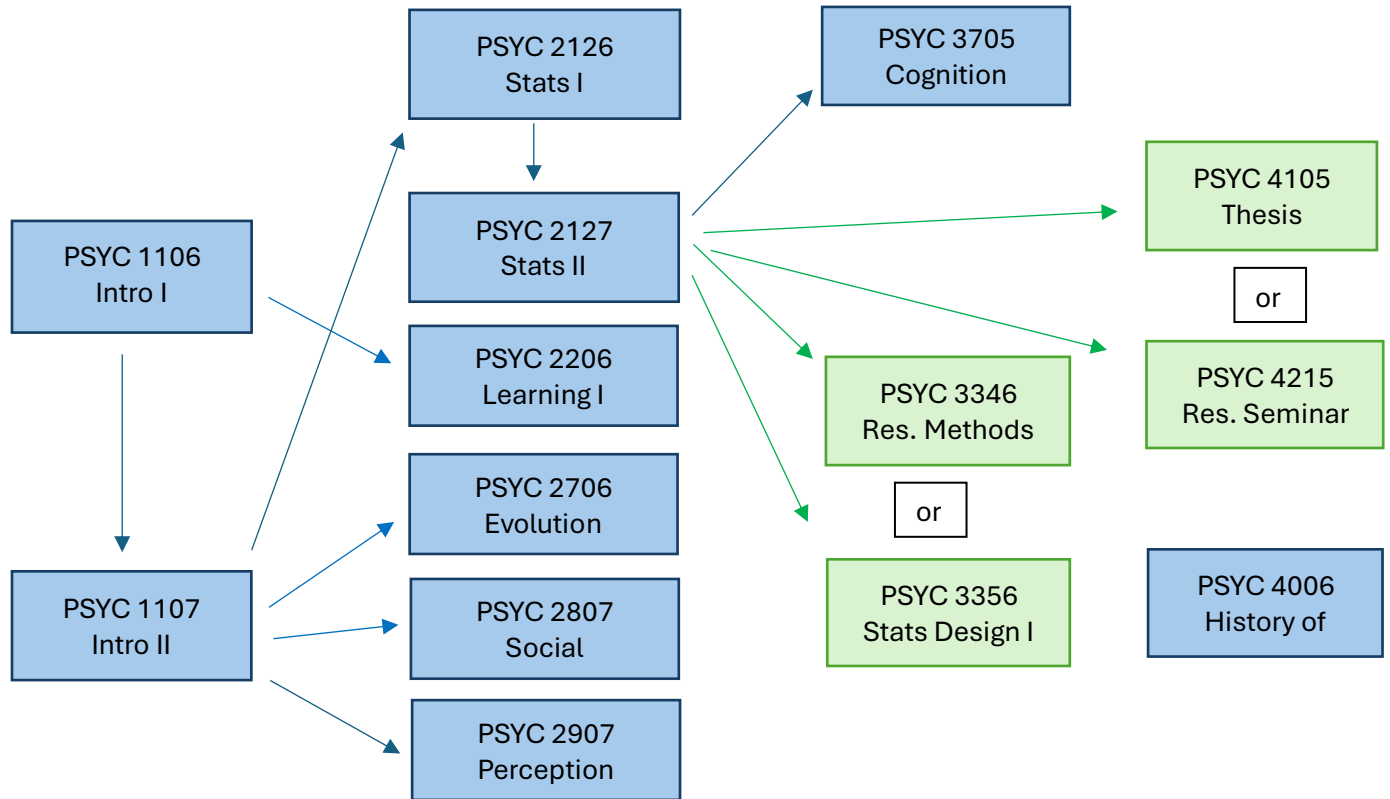
Program: Bachelor of Arts		Program Specialization: Psychology (Honours Specialization) - Experimental Stream	
Year 1 (CORE)	Year 2 (CORE)	Year 3 (CORE)	Year 4 (CORE)
PSYC 1106 (3 cr, 3 hr/wk) Introduction to Psychology I	PSYC 2126 (3 cr, 3 hr/wk) Scientific Method & Analysis I	PSYC 3346 (3 cr, 3 hr/wk) Research Methods in Psychological Science; or PSYC 3356 (3 cr, 4 hr/wk) Design and Analysis I	PSYC 4105 (6 cr, 3 hr/wk) Senior Empirical Thesis; or PSYC 4215 (6 cr, 3 hr/wk) Senior Research Seminar
PSYC 1107 (3 cr, 3 hr/wk) Introduction to Psychology II	PSYC 2127 (3 cr, 3 hr/wk) Scientific Method & Analysis II	PSYC 3705 (6 cr, 3 hr/wk) Cognitive Psychology	PSYC 4006 (3 cr, 3 hr/wk) History of Psychology (new)
ACAD 1601 (3 cr, 3 hr/wk) Academic Writing	PSYC 2206 (3 cr, 3 hr/wk) Learning I		
	PSYC 2706 (3 cr, 3 hr/wk) Evolutionary Psychology		
	PSYC 2807 (3 cr, 3 hr/wk) Intro to Social Psychology		
	PSYC 2907 (3 cr, 3 hr/wk) Perception		
6 PSYC credits	18 PSYC credits	9 PSYC credits	9 PSYC credits

+ 18 credits in 2000, 3000, or 4000 level Psychology courses

For the Experimental Stream Psychology BA Honours, the **differences** from the existing program are:

- 6 additional courses (= 18 credits) are required,
- the Systems course has been reduced to 3 credits from 6 credits.

BA Honours Experimental Stream: Core Course Sequencing -> Student Pathways



Proposed Mental Health BA Honours

Program Requirements:

Students will need to achieve a minimum 70% average in the 60 credits presented for the Honours Specialization in Psychology.

Students must complete PSYC 1106, PSYC 1107, PSYC 2126, PSYC 2127 and PSYC 3346 or PSYC 3356 with a minimum grade of 60% in each.

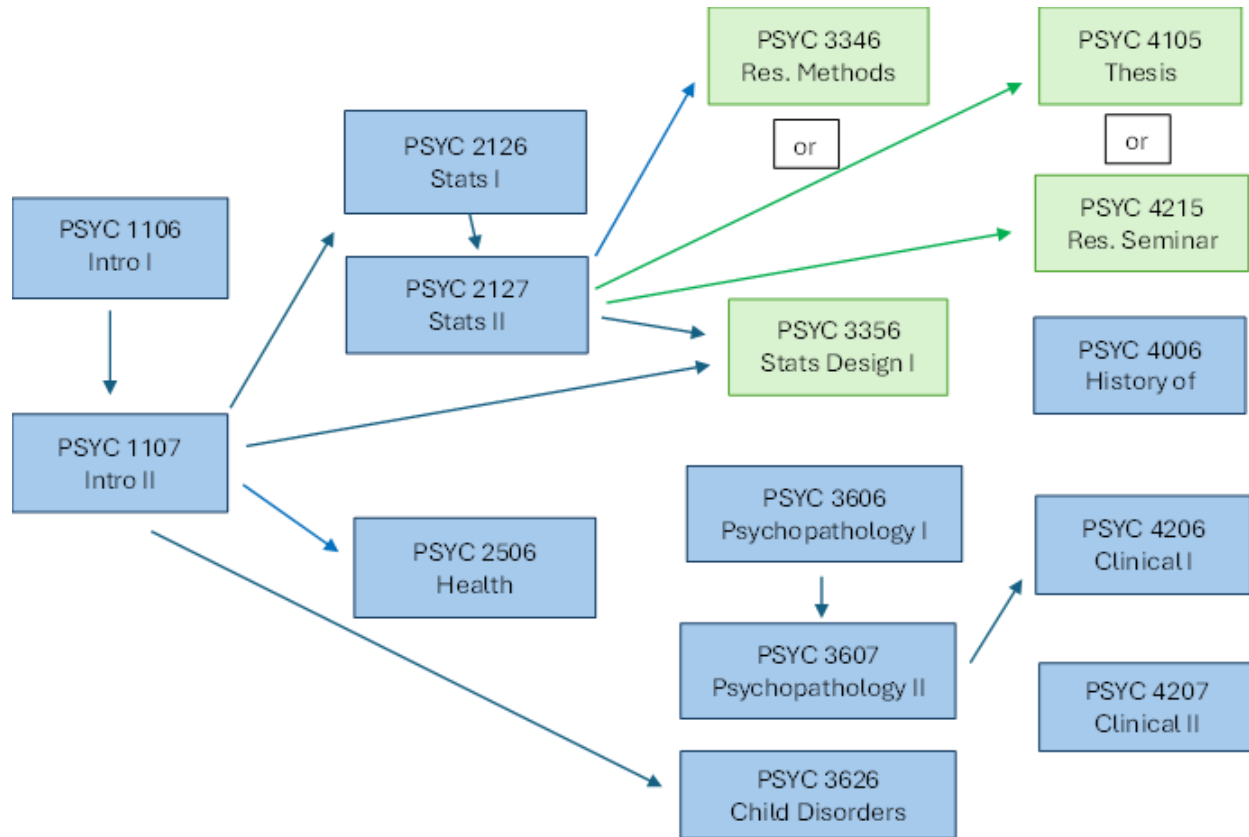
Program: Bachelor of Arts		Program Specialization: Psychology (Honours Specialization) – Mental Health Stream	
Year 1 (CORE)	Year 2 (CORE)	Year 3 (CORE)	Year 4 (CORE)
PSYC 1106 (3 cr, 3 hr/wk) Introduction to Psychology I	PSYC 2126 (3 cr, 3 hr/wk) Scientific Method & Analysis I	PSYC 3346 (3 cr, 3 hr/wk) Research Methods in Psychological Science; or PSYC 3356 (3 cr, 4 hr/wk) Design and Analysis I	PSYC 4105 (6 cr, 3 hr/wk) Senior Empirical Thesis; or PSYC 4215 (6 cr, 3 hr/wk) Senior Research Seminar
PSYC 1107 (3 cr, 3 hr/wk) Introduction to Psychology II	PSYC 2127 (3 cr, 3 hr/wk) Scientific Method & Analysis II	PSYC 3606 (3 cr, 3 hr/wk) Psychopathology I	PSYC 4006 (3 cr, 3 hr/wk) History of Psychology (new)
ACAD 1601 (3 cr, 3 hr/wk) Academic Writing	PSYC 2506 (3 cr, 3 hr/wk) Health Psychology	PSYC 3607 (3 cr, 3 hr/wk) Psychopathology II	PSYC 4206 (3 cr, 3 hr/wk) Clinical Psychology I
		PSYC 3626 (3 cr, 3 hr/wk) Psych. Disorders in Children	PSYC 4207 (3 cr, 3 hr/wk) Clinical Psychology II
6 PSYC credits	9 PSYC credits	12 PSYC credits	15 PSYC credits

+ 18 credits in 2000, 3000, or 4000 level Psychology courses

For the Mental Health Stream Psychology BA Honours, the **differences** from the existing program are:

- 6 additional courses (= 18 credits) are required,
- the Systems course has been reduced to 3 credits from 6 credits.

BA Honours Mental Health Stream: Core Course Sequencing -> Student Pathways



Proposed Education BA Honours**Program Requirements:**

Students will need to achieve a minimum 70% average in the 60 credits presented for the Honours Specialization in Psychology.

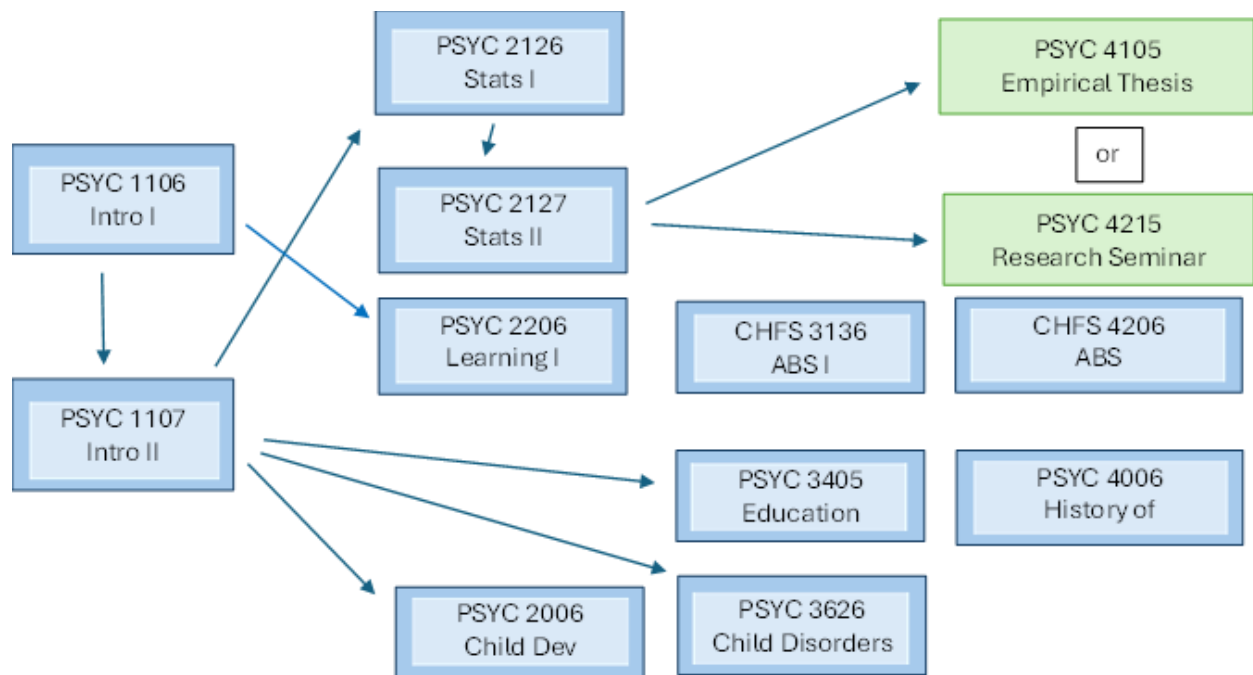
Students must complete PSYC 1106, PSYC 1107, PSYC 2126, PSYC 2127 with a minimum grade of 60% in each.

Program: Bachelor of Arts		Program Specialization: Psychology (Honours Specialization) - Education Stream	
Year 1 (CORE)	Year 2 (CORE)	Year 3 (CORE)	Year 4 (CORE)
PSYC 1106 (3 cr, 3 hr/wk) Introduction to Psychology I	PSYC 2126 (3 cr, 3 hr/wk) Scientific Method & Analysis I	PSYC 3405 (6 cr, 3 hr/wk) Psychology of Education	PSYC 4105 (6 cr, 3 hr/wk) Senior Empirical Thesis; or PSYC 4215 (6 cr, 3 hr/wk) Senior Research Seminar
PSYC 1107 (3 cr, 3 hr/wk) Introduction to Psychology II	PSYC 2127 (3 cr, 3 hr/wk) Scientific Method & Analysis II	PSYC 3626 (3 cr, 3 hr/wk) Psych. Disorders in Children	PSYC 4006 (3 cr, 3 hr/wk) History of Psychology (new)
ACAD 1601 (3 cr, 3 hr/wk) Academic Writing	PSYC 2006 (3 cr, 3 hr/wk) Childhood Development	CHFS 3136 (3 cr, 3 hr/wk) ABS I: Intro to Applied Beh Sci	CHFS 4206 (3 cr, 3 hr/wk) Applied Dev Neuropsych
	PSYC 2206 (3 cr, 3 hr/wk) Learning I		
6 PSYC credits	12 PSYC credits	12 PSYC credits	12 PSYC credits

+ 18 credits in 2000, 3000, or 4000 level Psychology courses

For the Education Stream Psychology BA Honours, the **differences** from the existing program are:

- 6 additional courses (= 18 credits) are required,
- the Systems course has been reduced to 3 credits from 6 credits.



BA Honours Education Health Stream: Core Course Sequencing -> Student Pathways

Existing BA Specialization

Program Requirements:

Students will need to achieve a minimum 60% average in the 54 credits presented for the Specialization in Psychology.

Students must complete PSYC 1106, PSYC 1107, PSYC 2126, PSYC 2127 and PSYC 3116 with a minimum grade of 60% in each.

Students must complete 120 credits including 54 credits in the Specialization as follows:		
PSYC 1106	Introduction to Psychology I	3 cr.
PSYC 1107	Introduction to Psychology II	3 cr.
PSYC 2126	Scientific Method and Analysis I	3 cr.
PSYC 2127	Scientific Method and Analysis II	3 cr.
PSYC 3116	Literacy	3 cr.
2000/3000/4000 level Psychology courses		39 cr.

Proposed Experimental BA Specialization**Program Requirements:**

Students will need to achieve a minimum 60% average in the 54 credits presented for the Specialization in Psychology.

Students must complete PSYC 1106, PSYC 1107, PSYC 2126, PSYC 2127 and PSYC 3116 with a minimum grade of 60% in each.

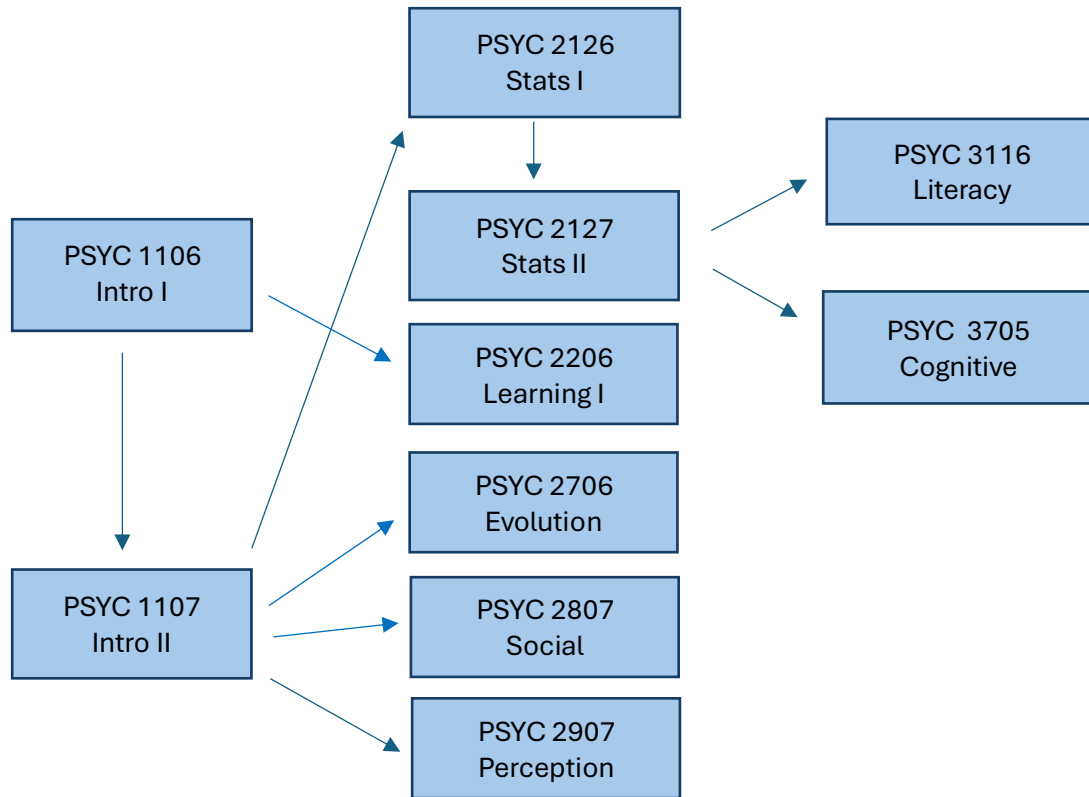
Program: Bachelor of Arts		Program Specialization: Psychology (Specialization) - Experimental Stream	
Year 1 (CORE)	Year 2 (CORE)	Year 3 (CORE)	Year 4 (CORE)
PSYC 1106 (3 cr, 3 hr/wk) Introduction to Psychology I	PSYC 2126 (3 cr, 3 hr/wk) Scientific Method & Analysis I	PSYC 3116 (3 cr, 3 hr/wk) Literacy in Psychology	
PSYC 1107 (3 cr, 3 hr/wk) Introduction to Psychology II	PSYC 2127 (3 cr, 3 hr/wk) Scientific Method & Analysis II	PSYC 3705 (6 cr, 3 hr/wk) Cognitive Psychology	
ACAD 1601 (3 cr, 3 hr/wk) Academic Writing	PSYC 2206 (3 cr, 3 hr/wk) Learning I		
	PSYC 2706 (3 cr, 3 hr/wk) Evolutionary Psychology		
	PSYC 2807 (3 cr, 3 hr/wk) Intro to Social Psychology		
	PSYC 2907 (3 cr, 3 hr/wk) Perception		
6 PSYC credits	18 PSYC credits	9 PSYC credits	0 PSYC credits

+ 21 credits in 2000, 3000, or 4000 level Psychology courses

For the Experimental Stream Psychology BA Specialization, the **difference** from the existing program is:

- 7 additional courses (= 21 credits) are required.

BA Specialization Experimental Stream: Core Course Sequencing -> Student Pathways



Proposed Mental Health BA Specialization**Program Requirements:**

Students will need to achieve a minimum 60% average in the 54 credits presented for the Specialization in Psychology.

Students must complete PSYC 1106, PSYC 1107, PSYC 2126, PSYC 2127 and PSYC 3116 with a minimum grade of 60% in each.

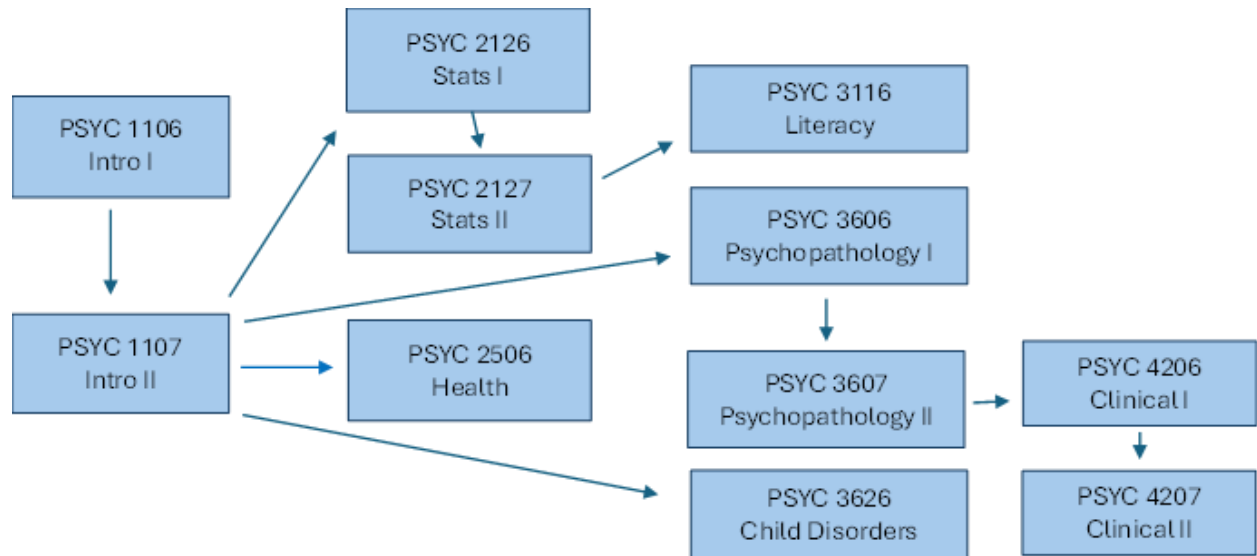
Program: Bachelor of Arts		Program Specialization: Psychology (Specialization) – Mental Health Stream	
Year 1 (CORE)	Year 2 (CORE)	Year 3 (CORE)	Year 4 (CORE)
PSYC 1106 (3 cr, 3 hr/wk) Introduction to Psychology I	PSYC 2126 (3 cr, 3 hr/wk) Scientific Method & Analysis I	PSYC 3116 (3 cr, 3 hr/wk) Literacy	PSYC 4206 (3 cr, 3 hr/wk) Clinical Psychology I
PSYC 1107 (3 cr, 3 hr/wk) Introduction to Psychology II	PSYC 2127 (3 cr, 3 hr/wk) Scientific Method & Analysis II	PSYC 3606 (3 cr, 3 hr/wk) Psychopathology I	PSYC 4207 (3 cr, 3 hr/wk) Clinical Psychology II
ACAD 1601 (3 cr, 3 hr/wk) Academic Writing	PSYC 2506 (3 cr, 3 hr/wk) Health Psychology	PSYC 3607 (3 cr, 3 hr/wk) Psychopathology II	
		PSYC 3626 (3 cr, 3 hr/wk) Psych. Disorders in Children	
6 PSYC credits	9 PSYC credits	12 PSYC credits	6 PSYC credits

+ 21 credits in 2000, 3000, or 4000 level Psychology courses

For the Mental Health Stream Psychology BA Specialization, the difference from the existing program is:

- 7 additional courses (= 21 credits) are required.

BA Specialization Mental Health Stream: Core Course Sequencing -> Student Pathways



Proposed Education BA Specialization

Program Requirements:

Students will need to achieve a minimum 60% average in the 54 credits presented for the Specialization in Psychology.

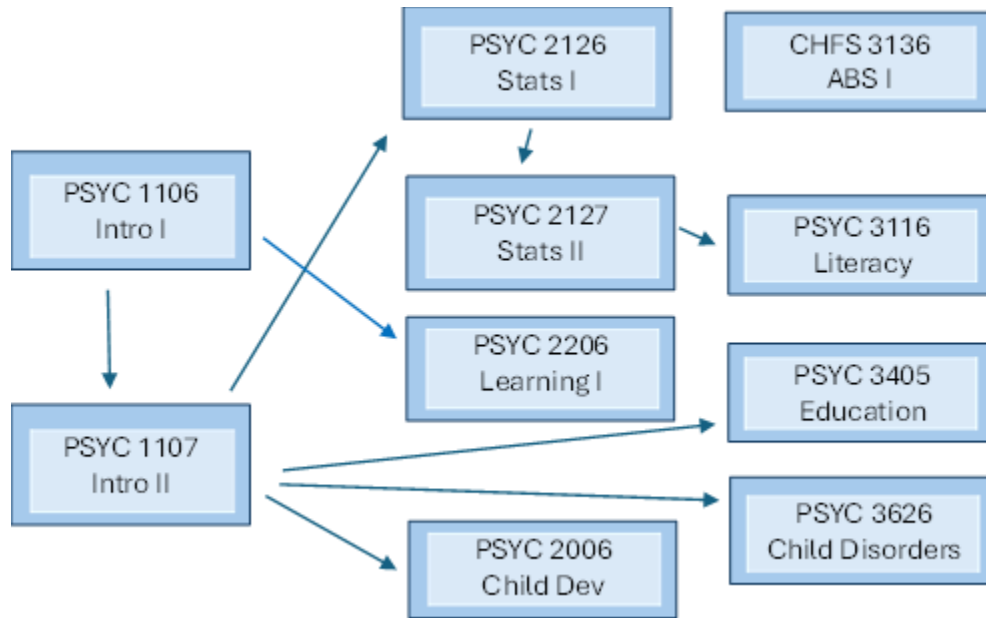
Students must complete PSYC 1106, PSYC 1107, PSYC 2126, PSYC 2127 and PSYC 3116 with a minimum grade of 60% in each.

Program: Bachelor of Arts		Program Specialization: Psychology (Specialization) - Education Stream	
Year 1 (CORE)	Year 2 (CORE)	Year 3 (CORE)	Year 4 (CORE)
PSYC 1106 (3 cr, 3 hr/wk) Introduction to Psychology I	PSYC 2126 (3 cr, 3 hr/wk) Scientific Method & Analysis I	PSYC 3116 (3 cr, 3 hr/wk) Literacy	
PSYC 1107 (3 cr, 3 hr/wk) Introduction to Psychology II	PSYC 2127 (3 cr, 3 hr/wk) Scientific Method & Analysis II	PSYC 3405 (6 cr, 3 hr/wk) Psychology of Education	
ACAD 1601 (3 cr, 3 hr/wk) Academic Writing	PSYC 2006 (3 cr, 3 hr/wk) Childhood Development	CHFS 3136 (3 cr, 3 hr/wk) ABS I: Intro to Applied Beh Sci	
	PSYC 2206 (3 cr, 3 hr/wk) Learning I	PSYC 3626 (3 cr, 3 hr/wk) Psych. Disorders in Children	
6 PSYC credits	12 PSYC credits	15 PSYC credits	0 PSYC credits

+ 21 credits in 2000, 3000, or 4000 level Psychology courses

For the Education Stream Psychology BA Specialization, the **difference** from the existing program is:

- 7 additional courses (= 21 credits) are required.

BA Specialization Education Stream: Core Course Sequencing -> Student Pathways

PLEASE PROVIDE A COPY OF THE CURRENT PROGRAM-LEVEL LEARNING OUTCOMES. DISCUSS HOW THESE CHANGES ARE IN ALIGNMENT WITH THOSE OUTCOMES OR IDENTIFY HOW THEY WILL BE MODIFIED.

For each Psychology BA Stream (both Honours and Specialization degrees), I provide a written description of the Purpose of the Program, the Program Objectives, a list of Program Level Learning Outcomes (PLLOs), a table indicating how these PLLOs are met through the required courses, and a table indicating how University Level Learning Outcomes (ULOs) are met through the required courses.

You will notice that all three BA Streams share a common core set of program purposes, objectives, PLLOs, and ULOs. They differ in the specific content, skill, and expertise emphasized, which I bolded for each program-specific description or list.

Experimental Stream

Purpose

The purpose of the BA in Psychology program is to provide students with fundamental and emerging psychological insights in how and why people act, think, and feel the way they do. During this program, students develop flexible and creative communication skills and systematic psychologically focused evaluation approaches. Students in our Psychology programs also join research laboratories where they are mentored by faculty and develop hand-on research skills, collaborate with other students, cultivate and demonstrate independence and leadership in their

research roles, and exercise their communication skills sharing and presenting their research activities. The **Experimental Stream** emphasizes **theoretical and motivational influences, mechanistic explanations, and the power of interpersonal context on human and other creatures' behaviours.**

Program Objectives

- To provide students with a personalized and immersive undergraduate experience. To generate flexible and creative scholarship in our students, we offer curated and personalized research training opportunities, exploration of fundamental and emerging psychological insights, and instruction in advanced scientific evaluation.
- To provide a program that prepares our students for **various academic and career pursuits with a particular focus on graduate and research careers.** The program also supports preparation for other career pursuits such as post-graduate professional programs, becoming a classroom teacher, working in human resources, and related career paths.

BA Honours Program-Level Student Learning Outcomes

Upon graduation the student will be able to:

- demonstrate knowledge and critical understanding of the key concepts, methodologies, current advances, theoretical approaches and assumptions in Psychology
- illustrate **specific awareness and discriminant understanding of fundamental psychological mechanisms (evolutionary, cognitive-perceptual, & interpersonal) that alter behavioural tendencies and motivations**
- think critically and demonstrate analytic ability reflecting pattern identifications via advanced statistical analyses
- effectively conduct, write up, and present psychological research

Outcome	ACAD 1601	PSYC 1106	PSYC 1107	PSYC 2126	PSYC 2127	PSYC 2206	PSYC 2706	PSYC 2807	PSYC 2907	PSYC 3346	PSYC 3356	PSYC 3705	PSYC 4006	PSYC 4105	PSYC 4215
	Year 1			Year 2						Year 3			Year 4		
1		B	B	I	I	I	I	I	I	I	I	I	P	P	P
2		B	B			I	I	I	I			P	P	P	P
3				B	I					P	P				
4	B			B	B					I	I	I		P	P

BA Honours University Level Learning Outcomes

Outcome	ACAD 1601	PSYC 1106	PSYC 1107	PSYC 2126	PSYC 2127	PSYC 2206	PSYC 2706	PSYC 2807	PSYC 2907	PSYC 3346	PSYC 3356	PSYC 3705	PSYC 4006	PSYC 4105	PSYC 4215
	Year 1			Year 2						Year 3			Year 4		
1	B	B	B	I	I	I	I	I	I	I	I	I	P	P	P
2		B	B	I	I	I	I	I	I	I	I	I	P	P	P
3		B	B	I	I	I	I	I	I	I	I	I		P	P
4	B			I	I	I	I	I	I	I	I	I	P	P	P
5		B	B	B	B	B			I	I	I	I	I	P	P
6							B		I	I		P		P	P
7					B				I	I		I		P	P
8									B	I		I		P	P

BA Specialization Program-Level Student Learning Outcomes

Outcome	ACAD 1601	PSYC 1106	PSYC 1107	PSYC 2126	PSYC 2127	PSYC 2206	PSYC 2706	PSYC 2807	PSYC 2907	PSYC 3705	PSYC 3116
	Year 1			Year 2						Year 3	
1		B	B	I	I	I	I	I	I	I	P
2		B	B			I	I	I	I	P	P
3				B	I						P
4	B			B	B					I	P

BA Specialization University Level Learning Outcomes

Outcome	ACAD 1601	PSYC 1106	PSYC 1107	PSYC 2126	PSYC 2127	PSYC 2206	PSYC 2706	PSYC 2807	PSYC 2907	PSYC 3705	PSYC 3116
	Year 1			Year 2						Year 3	
1	B	B	B	I	I	I	I	I	I	I	P
2		B	B	I	I	I	I	I	I	I	P
3		B	B	I	I	I	I	I	I	I	P
4	B			I	I	I	I	I	I	I	P
5		B	B	B	B	B			I	I	P
6							B		I	P	P
7					B				I	I	P
8									B	I	P

Mental Health Stream

Purpose

The purpose of the BA in Psychology program is to provide students with fundamental and emerging psychological insights in how and why people act, think, and feel the way they do. During this

program, students develop flexible and creative communication skills and systematic psychologically focused evaluation approaches. Students in our Psychology programs also join research laboratories where they are mentored by faculty and develop hand-on research skills, collaborate with other students, cultivate and demonstrate independence and leadership in their research roles, and exercise their communication skills sharing and presenting their research activities. The **Mental Health Stream** emphasizes **the nature, identification, and assessment dimensions of Mental Health Disorders** and a preliminary **introduction to treatment approaches**.

Program Objectives

- To provide students with a personalized and immersive undergraduate experience. To generate flexible and creative scholarship in our students, we offer curated and personalized research training opportunities, exploration of fundamental and emerging psychological insights, and instruction in advanced scientific evaluation.
- To provide a program that prepares our students for various academic and career pursuits with a **particular focus on transitioning to mental health graduate and professional programs**. But the program also supports preparation for other career pursuits such as becoming a teacher, working in human resources, and related career paths.

BA Honours Program-Level Student Learning Outcomes

Upon graduation the student will be able to:

1. demonstrate knowledge and critical understanding of the key concepts, methodologies, current advances, theoretical approaches and assumptions in Psychology
2. illustrate **specific awareness and discriminant understanding of Mental Health and Psychological Disorders**
3. **display recognition and discrimination of preliminary assessment and treatment approaches of Mental Health disorders**
4. think critically and demonstrate analytic ability reflecting pattern identifications via advanced statistical analyses
5. effectively conduct, write up, and present psychological research

Outcome	ACAD 1601	PSYC 1106	PSYC 1107	PSYC 2126	PSYC 2127	PSYC 2506	PSYC 3346	PSYC 3356	PSYC 3626	PSYC 3606	PSYC 3607	PSYC 4006	PSYC 4105	PSYC 4215	PSYC 4206	PSYC 4207
	Year 1			Year 2			Year 3					Year 4				
1		B	B	I	I	I	I	I	I	I	I	P	P	P		
2		B	B			I			I	I	P					
3			B						I	I	I				P	P
4				B	I		P	P								
5	B			B	B		I	I					P	P		

BA Honours University Level Learning Outcomes

Outcome	ACAD 1601	PSYC 1106	PSYC 1107	PSYC 2126	PSYC 2127	PSYC 2506	PSYC 3346	PSYC 3356	PSYC 3626	PSYC 3606	PSYC 3607	PSYC 4206	PSYC 4006	PSYC 4106	PSYC 4105	PSYC 4215
	Year 1			Year 2			Year 3					Year 4				
1	B	B	B	I	I	I	I	I	I	I	I	I	P	P	P	P
2		B	B	I	I	I	I	I	I	I	I	I	P	P	P	P
3		B	B	I	I	I	I	I	I	I	I	P		I	P	P
4	B			I	I	I	I	I		I	I	P	P	P	P	P
5		B	B	B	B	I	I	I				P	I	P	P	P
6						B	I					P			P	P
7					B	B	I					P		P	P	P
8						B	I					P		P	P	P

BA Specialization Program-Level Student Learning Outcomes

Outcome	ACAD 1601	PSYC 1106	PSYC 1107	PSYC 2126	PSYC 2127	PSYC 2506	PSYC 3626	PSYC 3606	PSYC 3607	PSYC 3116	PSYC 4206	PSYC 4207
	Year 1			Year 2			Year 3				Year 4	
1		B	B	I	I	I	I	I	I	P		
2		B	B			I	I	I	P	P		
3			B				I	I	I	P	P	P
4				B	I					P		
5	B			B	B					P		

BA Specialization University Level Learning Outcomes

Outcome	ACAD 1601	PSYC 1106	PSYC 1107	PSYC 2126	PSYC 2127	PSYC 2506	PSYC 3626	PSYC 3606	PSYC 3607	PSYC 3116	PSYC 4206	PSYC 4207
	Year 1			Year 2			Year 3				Year 4	
1	B	B	B	I	I	I	I	I	I	P	I	P
2		B	B	I	I	I	I	I	I	P	I	P
3		B	B	I	I	I	I	I	I	P	P	I
4	B			I	I	I				P	P	P
5		B	B	B	B	I				P	P	P
6						B				P	P	
7					B	B				P	P	P
8						B				P	P	P

Education Stream

Purpose

The purpose of the BA in Psychology program is to provide students with fundamental and emerging psychological insights in how and why people act, think, and feel the way they do. During this program, students develop flexible and creative communication skills and systematic psychologically focused evaluation approaches. Students in our Psychology programs also join research laboratories where they are mentored by faculty and develop hand-on research skills, collaborate with other students, cultivate and demonstrate independence and leadership in their research roles, and exercise their communication skills sharing and presenting their research activities. The **Education Stream** emphasizes **child development related learning and educational implications**.

Program Objectives

- To provide students with a personalized and immersive undergraduate experience. To generate flexible and creative scholarship in our students, we offer curated and personalized research training opportunities, exploration of fundamental and emerging psychological insights, and instruction in advanced scientific evaluation.
- To provide a program that prepares our students for various academic and career pursuits with a **particular focus on becoming a classroom teacher**. The program also supports preparation for other career pursuits such as graduate and professional programs, working in human resources, and related career paths.

BA Honours Program-Level Student Learning Outcomes

Upon graduation the student will be able to:

1. demonstrate knowledge and critical understanding of the key concepts, methodologies, current advances, theoretical approaches and assumptions in Psychology
2. illustrate **specific awareness and discriminant understanding of typical and atypical children's development and learning**
3. think critically and demonstrate analytical ability reflecting systematic pattern identifications via statistical trends, behavioural tendencies, and **functional motivations (e.g., behavioural and neuroscientific)**
4. effectively conduct, write up, and present psychological research focused on developmental and behavioural phenomena related to learning or the learning context via an empirical or non-empirical thesis project

Outcome	ACAD 1601	PSYC 1106	PSYC 1107	PSYC 2126	PSYC 2127	PSYC 2006	PSYC 2206	PSYC 3405	PSYC 3626	CHFS 3136	CHFS4206	PSYC 4006	PSYC 4105	PSYC 4215
	Year 1			Year 2				Year 3			Year 4			
1		B	B			I	I	I	I	I		P	P	P
2			B			I	I	I	I	I	P		P	P
3		B		B	B	B	I	I	I	I	P	P	P	P
4	B												P	P

BA Honours University Level Learning Outcomes

Outcome	ACAD 1601	PSYC 1106	PSYC 1107	PSYC 2126	PSYC 2127	PSYC 2006	PSYC 2206	PSYC 3405	PSYC 3626	CHFS3136	CHFS4206	PSYC 4006	PSYC 4105	PSYC 4215
	Year 1			Year 2				Year 3			Year 4			
1	B	B	B	I	I	I	I	I	I	I	I	P	P	P
2		B	B	I	I	I	I	I	I	I	P	P	P	P
3	B	B	B	I	I	I	I	I	I	I	I		P	P
4	B			I	I	I	I	I		I		P	P	P
5		B	B	B	B	B	B			I	I	I	P	P
6								B		I			P	P
7					B			B		B	I		P	P
8								B		I			P	P

BA Specialization Program-Level Student Learning Outcomes

Outcome	ACAD 1601	PSYC 1106	PSYC 1107	PSYC 2126	PSYC 2127	PSYC 2006	PSYC 2206	PSYC 3405	PSYC 3626	CHFS 3136	PSYC 3116
	Year 1			Year 2				Year 3			
1		B	B			I	I	I	I	I	P
2			B			I	I	I	I	I	P
3		B		B	B	B	I	I	I	I	P
4	B										P

BA Specialization University Level Learning Outcomes

Outcome	ACAD 1601	PSYC 1106	PSYC 1107	PSYC 2126	PSYC 2127	PSYC 2006	PSYC 2206	PSYC 3405	PSYC 3626	CHFS 3136	PSYC 3116
	Year 1			Year 2				Year 3			
1	B	B	B	I	I	I	I	I	I	I	P
2		B	B	I	I	I	I	I	I	I	P
3	B	B	B	I	I	I	I	I	I	I	P
4	B			I	I	I	I	I		I	P
5		B	B	B	B	B	B			I	P
6								B		I	P
7					B			B		I	P
8								B		I	P

IF THIS PROPOSAL IMPACTS THE FACULTY COMPLEMENT, PLEASE PROVIDE A DETAILED EXPLANATION AND RATIONALE, SHOWING THE INTENDED TIMELINE(S) AND BENCHMARKS USED.

Not applicable.

OUTLINE THE EXPECTED IMPACT ON CONTINUING STUDENTS, IF ANY, AND HOW THEY WILL BE ACCOMMODATED. AS WELL, DESCRIBE HOW THIS CHANGE WILL BE COMMUNICATED TO NEW AND ACTIVE STUDENTS.

All new BA Psychology students will initially apply to a BA in Psychology rather than a BA Stream in Psychology. Upon graduation, they would have a more specific designation (label) with their BA in Psychology degree.

The requirements for the first year are the same the existing BA degree and the proposed BA Streams. So, there will be no effect for these students.

Most, if not all, second-year student would likely have the flexibility to decide upon and meet the requirements for one of the BA Streams if they desired. Depending upon the previous courses taken, some third- and fourth-year BA Psychology students also could meet the requirements for one of the proposed BA Streams.

However, for existing students, if they cannot or do not wish to graduate with a specific BA Stream, they can still finish their degree as planned and graduate with a general BA in Psychology.

For new students, the new proposed BA in Psychology Streams options will be described in the Academic Calendar and in any other forums or formats typical for explaining degree options to incoming students.

For existing students, I anticipate that the new degree options could be communicated to students in several ways: email notices, meetings with Academic Advising, formal information sessions with Psychology Faculty, and/or informal discussions with Psychology faculty.

PLEASE INCLUDE EVIDENCE OF CONSULTATION WITH ALL AFFECTED ACADEMIC UNITS, AS WELL AS INPUT FROM CURRENT STUDENTS AND RECENT GRADUATES.

Most of the faculty have acquired qualitative evidence over many years from both current and recently graduated students. We have compared, evaluated, and discussed this evidence on a regular basis over the years. Various themes have emerged from this qualitative data. One key data theme which emerged and motivated this major modification was that different subgroups of Psychology students have different primary education interests and career goals.

Some of our students wish to develop greater psychological insights into education-relevant phenomena. Other students are particularly interested in Mental Health issues with Counsellor or Psychologist career-related pursuits. Another subgroup of students are interested in research-related skill development for research-related post-graduate training or careers which benefit from an ability to plan, develop, and conduct systematic interventions and/or assessments. The BA Streams were developed to directly guide and support these different subgroups of students.

The specific proposed BA Streams were based on a series of curriculum review and planning meetings with the Psychology Faculty.

INCLUDE CERTIFICATION FROM THE RELEVANT DEAN(S) THAT THIS MODIFICATION IS AN APPROPRIATE AND DESIRABLE ADDITION TO THE ACADEMIC PROGRAMS OF THE UNIVERSITY,

AND THAT A PROPOSED DISCONTINUATION OF THE CURRENT VERSION IS APPROPRIATE AND IN LINE WITH THE STRATEGIC DIRECTION OF THE FACULTY. AS WELL, INCLUDE A CLEAR COMMITMENT THAT THE MODIFIED PROGRAM WILL BE APPROPRIATELY RESOURCED.

FOR UNDERGRADUATE PROGRAMS, THE RELEVANT DEAN(S) SHALL BE THE DEAN(S) OF THE FACULTY WITHIN WHICH THE PROGRAM RESIDES. FOR GRADUATE PROGRAMS, THE APPROPRIATE DEANS SHALL BE BOTH THE DEAN OF GRADUATE STUDIES AND THE DEAN(S) OF THE RELEVANT FACULTY OR FACULTIES.

DECANAL COMMENTS: This Major Modification makes the value of the BA in Psychology more legible to students and therefore more attractive. It responds reasonably to the IQAP external reviewers. It has the full support of the Dean of Arts & Science, including a commitment to continue to appropriately resource the program.

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

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

This information will be heard at AQAPC following ACC (for undergraduate programs) or GSC (for graduate programs).

PSYCHOLOGY TBD

History of Psychology| TBD | 3 credits | PSYC



CONTACT



Email: chrisl@nipissingu.ca
Office hours: As required; H314
Course material: Blackboard

COURSE OVERVIEW

- Capstone course that examines the origins of psychology and the field's development over time
- Founding members, theoretical concepts, and processes will be examined
- The relevance of this history in current psychological fields will be considered



Recommended/Required materials

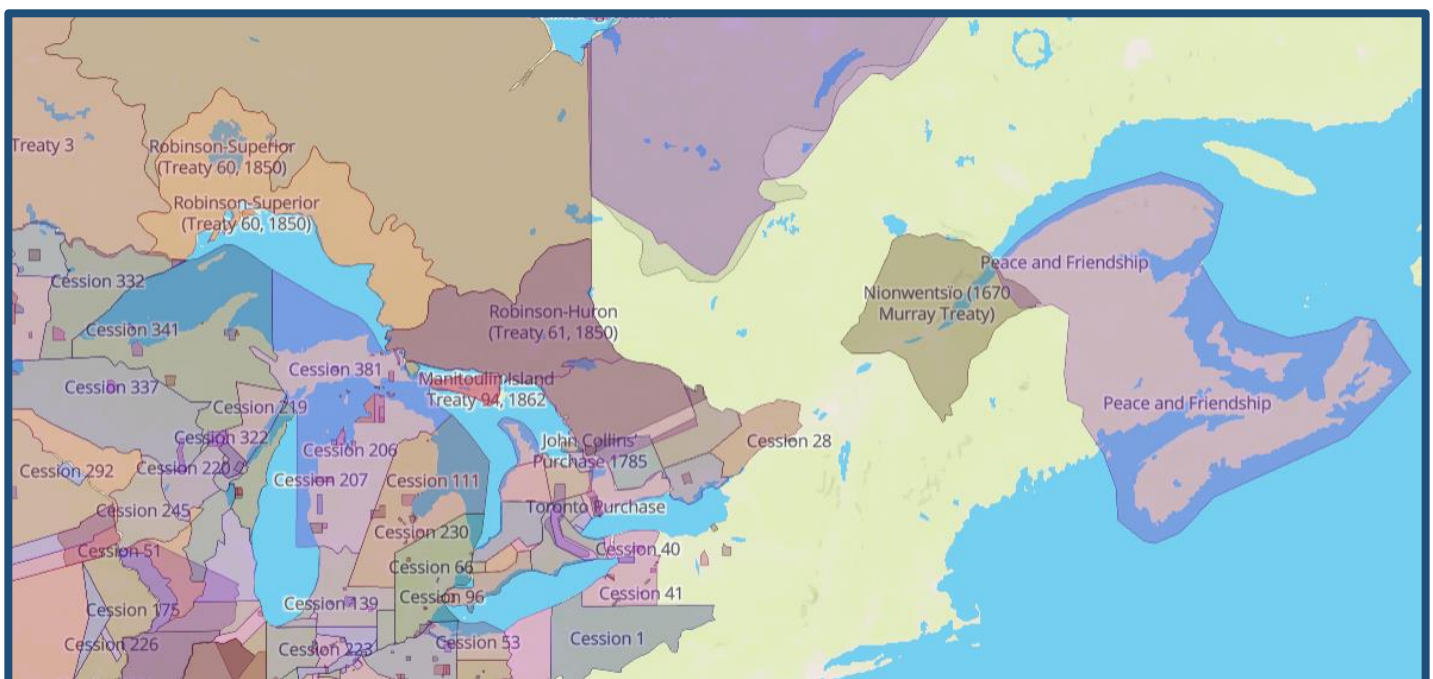
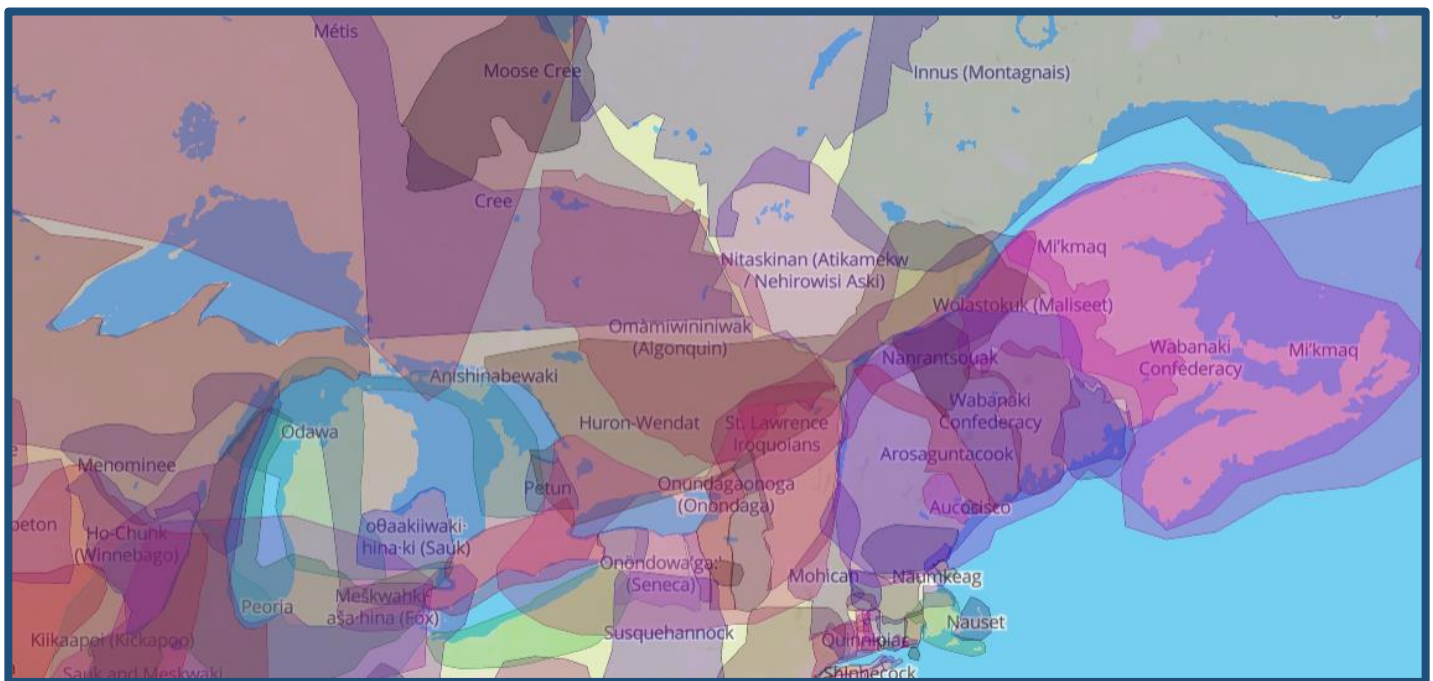
Hergenhahn's An Introduction to the History of Psychology 8th or 9th Edition by Tracy Henley

You can purchase an older version of this text here: <https://www.amazon.ca/Hergenhahns-Introduction-History-Psychology-Henley/dp/133756415X> (\$120)

Nipissing First Nation

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

Native-land.ca



Equity, Diversity, and Inclusion

- Respect for Diversity: It is my intent that students from all diverse backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit.
- Our material is the history of psychology—accessibility to education and support systems can be impeded by a multitude of factors and it is my goal to support you in any way that I am able.
- It is my intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture.
- Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups.



Various Support Resources

Nipissing University Resources - 705-474-3450

Academic Advising

Academic Planning/Course Selection
x4358 A207
e: advising@nipissingu.ca

Campus Health Centre

Medical Concerns
705-474-7600 x5261 B205

Campus Security

Safety or Emergency Support
x5555 B203
24-Hours 705-498-7244

International Initiatives

International/Exchange Student Programs
x4321 B210
e: myinternational@nipissingu.ca

NipissingSafe App

Interactive, Mobile Safety App
e: sds@nipissingu.ca

Nipissing University Student Union

Food Security/Health Plan
x4801 F204/F205
e: info@nusu.com

Office of Indigenous Initiatives

Cultural Support
x4899 F215
e: biindgen@nipissingu.ca

Residence Life

Student Housing
x4855
e: residence@nipissingu.ca

Sexual Violence Prevention & Education

Referral & Support
x4075 B210
e: svsupport@nipissingu.ca

Student Accessibility Services

Academic Accommodations for Disabilities
x4362 B210
e: sas@nipissingu.ca

Student Counselling

Emotional or Mental Health Needs
x4507 B210
e: counselling@nipissingu.ca

Student Financial Services

Financial Support
x4419 F216
e: finance@nipissingu.ca

Student Intervention Specialist

Complex Concerns or Multiple Support Needs
x4605 B210
e: sis@nipissingu.ca

Student Learning & Transitions

Academic & Transition Support
x4459 B210
e: slt@nipissingu.ca

Student Retention Alert

Support for Student Success
www.nipissingu.ca/nusuccess
e: nusuccess@nipissingu.ca

Helplines

Crisis Intervention Program

North Bay Regional Hospital
24-Hour Support
1-800-352-1141

Youth Line

LGBTQ2S+ Peer Support
Limited Hours
1-800-268-9688

Help for Male Survivors of Sexual Abuse

24-Hour Helpline
1-866-887-0015

Good2Talk

24-Hour Student Helpline
1-866-925-5454

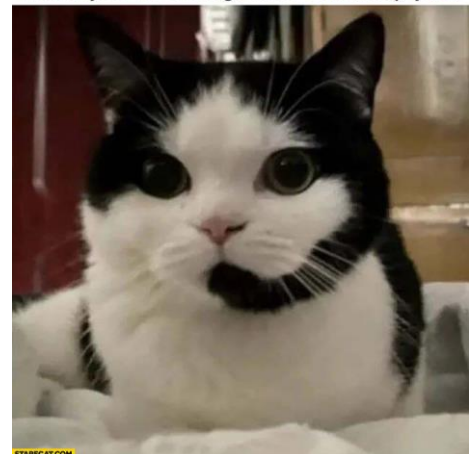
Talk4Healing

24-Hour Indigenous Women's Helpline
1-855-554-HEAL

Assaulted Women's Helpline

24-Hour Helpline
1-866-863-0511

Thank you for calling! How can I help you?



ACADEMIC INTEGRITY

“The University takes a most serious view of such offences against academic honesty as plagiarism, cheating, and impersonation. Penalties for dealing with such offences will be strictly enforced.”

(Source: Nipissing University

<https://academiccalendar.nipissingu.ca/2015/Page528.html>)

Examples:

Look at other people's exams

Submitting the same work as others or from a previous course, even if your own

Leaving your exam exposed for other students to look at

Sharing your work to be copied

Using aids that were not approved

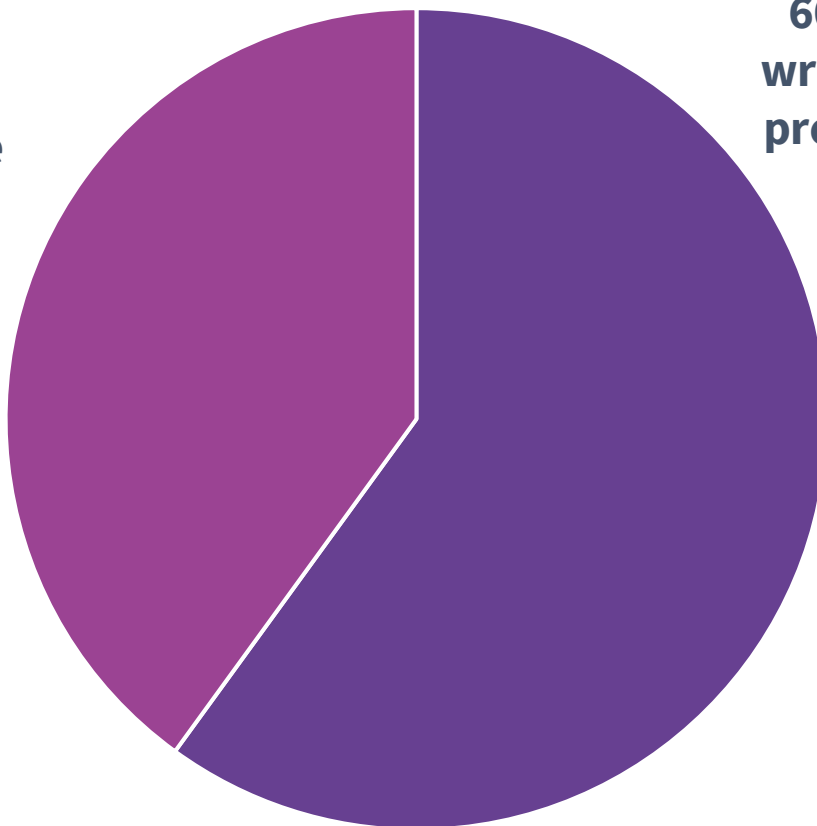
Copying a sentence that looked good, changing it, but not quoting it

Using MY slides

HOW YOUR SUCCESS IS MEASURED

Note: I expect you to calculate your own grades as we go.

Presentation
40%: 20-minute
presentation



Discussion Shorts
60%: 20% each,
written reviews of
previous chapters



Rubric & Requirements: Discussion Shorts



5 Discussions, 10% each

Non-accumulative

Discussion 1: Chapters 1-4

Discussion 2: Chapters 5-10

Discussion 3: Chapters 11-14

- Due at midnight on day listed in syllabus.
Email to chrisl@nipissingu.ca
- Title page and reference pages
- Any style (APA, Chicago, etc.) is acceptable
- Use these prompts to guide your discussion, but you may be creative and present your own question: how would these concepts be perceived if presented as new today? Is this relevant in modern day psychology? Does it fit in a holistic or Western worldview?
- Grading:
 - 7% is designated for critical and creative thought
 - 3% is designated for grammar, syntax, etc.

Rubric & Requirements: Presentations



Person of interest (topic) must be chosen from the list I distribute. Email me your top three choices AND preferred presentation date from the list by December 1st.

20% for 15-minute presentation

- Presentation style (PowerPoint, Canva, circle, etc.) is up to the presenter
- Provide a life introduction to the person of interest, background on their contributions to psychology, interesting facts, relevance, etc.
- Grading:
 - 7% is designated for critical and creative thought
 - 3% is designated for grammar, syntax, etc.
 - 5% is designated for style and creativity in presentation
 - 5% is designated for appropriate inclusions and answers to questions

Important rules & information

Read these!

- *There are no make-up exams or assignments. Late submissions will be deducted 10% per day without my approval for an accommodation.*
 - *I do not require private information or proof; I simply require an email stating you need more time **before** the due date.*
- *I will not drop any grades or offer reweighting.*
- *Extra credit will be granted for a **total** of 3% as discussed in class.*
- *It is okay to email me questions. Note, I always try to reply within 24hrs, if I have not, remind me!*
- *Google is your friend. Do not be afraid to research topics on the Internet.*
- *All assignments and exams need to be emailed to chrisl@nipissingu.ca when they are due. No other methods of delivery will be accepted unless you speak to me ahead of time.*
- *Let me know if you are struggling before the end of the course—I cannot guide you if you wait for the last week of class.*

Tentative schedule

Month	Day	Topic & Work Due
September	4	Syllabus and Introduction; Chapter 1 Ancient Greece; Chapter 2
	11	Rome and the Middle Ages; Chapter 3 Renaissance Science and Philosophy; Chapter 4
	18	DISCUSSION 1 DUE @ Midnight (20%) Empiricism, Sensationalism, and Positivism; Chapter 5 Rationalism; Chapter 6
	25	Romanticism and Existentialism; Chapter 7 Physiology and Psychophysics; Chapter 8
October	2	Early Approaches to Psychology; Chapter 9 Evolution and Individual Differences; Chapter 10 DISCUSSION 2 DUE @ Midnight (20%)
	9	American Psychology and Functionalism; Chapter 11 Behaviorism; Chapter 12
	16	READING WEEK – HAVE FUN
	23	Neobehaviorism; Chapter 13 Gestalt Psychology; Chapter 14
	30	Early Considerations of Mental Illness; Chapter 15 Psychoanalysis; Chapter 16 DISCUSSION 3 DUE @ Midnight (20%)
November	6	Psychobiology; Chapter 18 Humanistic (Third-Force) Psychology; Chapter 17 PRESENTATIONS
	13	Cognitive Psychology; Chapter 19 Psychology Today; Chapter 20 PRESENTATIONS
	20	PRESENTATIONS
December	4	PRESENTATIONS

BSc in Psychology: Major Modification Proposal

I have created a Word Version given the difficulty of working with the PDF version.

Psychology Motions for
the Academic Regulations and Curriculum Committee

Motion 1: ARCC recommend to A&S Executive that the Major Modification for the BSc Psychology Program be approved as outlined in the attached proposal

FAS-2526-00079

CURRENT PROGRAM NAME: Bachelor of Science in Psychology

IF CHANGING, PROPOSED PROGRAM NAME: Bachelor of Science in Psychology and Behavioural Neuroscience

ACADEMIC UNIT PROPOSING THE MODIFICATION: Psychology, Sociology, Child Family Studies, and Social Welfare and Social Development

PROPOSED START DATE: September 2026

SUBMITTED BY: Darren Campbell (Chair) (with a substantial contribution by Andrew Weeks)

PROVIDE A DETAILED SUMMARY OF THE PROPOSED MAJOR MODIFICATION.

The proposed major modification will change the name of the BSc in Psychology to BSc in Psychology and Behavioural Neuroscience. The degree will be restructured to slightly deemphasize the biology, chemistry, statistical, and mathematical foci and add required courses in neuroscience, sensation and perception, hormones, evolutionary psychology, psychopharmacology, mental health, and psychopathology. After these changes are approved, the current Certificate in Neuroscience will be reduced from 45 to 18 credits and opened to all students (please note that these changes related to the certificate will require the agreement of the biology program members). The new BSc will more closely resemble the comprehensive neuroscience curriculum found at other institutions, modernizing Nipissing's offering, and aligning it with sector standards.

EXPLAIN THE RATIONALE FOR MODIFYING THE EXISTING PROGRAM. WHY ARE THESE CHANGES NECESSARY? WHAT DOES THE PROGRAM SEEK TO ACCOMPLISH BY IMPLEMENTING THESE CHANGES? HOW DOES THIS MODIFICATION IMPROVE THE STUDENT EXPERIENCE?

The area of psychology with a neuroscience focus enjoys strong undergraduate interest and enrollment at many Ontario and Canadian universities. Nipissing's BSc Psychology program has not seen the expected numbers. This is potentially due to its current name and lack of clear neuroscience requirements. The original program, which has not been significantly changed since its development over twenty years ago, now appears to be too general and does not align with the proposed program level learning outcomes. The proposed major modification aims to address these issues, increase interest and enrollment, and better prepare graduates for careers and further study in neuroscience, mental health, and related fields.

The new program name and curriculum will clarify the program's focus. This program would be of direct interest to those pursuing subsequent education in Medicine, Psychiatry, Veterinary school, Applied Neuropsychology, Graduate programs, and the neurological underpinnings of behaviour and mental health more broadly.

The proposed program modifications will allow our BSc to more clearly align with a STEM focus in Neuroscience. The Provincial government has identified these areas as a priority for growth and it is our understanding that Nipissing University has received specific additional funding to support STEM programming.

The proposed new title of Psychology and Behavioural Neuroscience is distinct in the sector based on comparisons from other Universities. We anticipate that the new program name will significantly enhance visibility, relevance, and appeal to prospective students and their parents.

The curriculum changes will directly improve student experiences with a more precise and suitable selection of course requirements relevant to Psychology and Behavioural Science. We expect that the high success rates of our lab thesis students in post-graduate education pursuits will be further enhanced by the proposed changes.

For reference, the following table lists similar programs at other universities.

University	Department(s)	Program #1	Program #2
Laurentian University	Psychology	BSc Psychology	BSc in Behavioural Neuroscience (with Department of Natural Science)
Laurier University	Psychology	BSc in Psychology and Neuroscience	BSc Psychology
Trent University	Psychology	BSc in Psychology	N/A
University of Guelph	Psychology and Molecular Biology	BSc in Neuroscience	BSc in Psychology
Brock University	Psychology	BSc in Neuroscience	BSc in Psychology
Concordia University	Psychology	BSc in Behavioural Neuroscience	N/A
Carleton University	Neuroscience	BSc in Neuroscience and Mental Health	N/A

IDENTIFY THIS MODIFICATION’S RELATIONSHIP TO THE UNIVERSITY’S STRATEGIC PLAN, AND THE APPROVED STRATEGIC MANDATE AGREEMENT (SMA). IF RELEVANT, DISCUSS THIS PROPOSAL IN RELATION TO OTHER STRATEGIC DOCUMENTS EXTERNAL TO THE UNIVERSITY (FOR EXAMPLE, THE TRUTH AND RECONCILIATION COMMISSION OF CANADA: CALLS TO ACTION, AND THE UNITED NATIONS’ SUSTAINABLE DEVELOPMENT GOALS).

Strategic Plan: Alignment with Pathways: Our commitments to Water, Land, and People, Nipissing University Strategic plan 2024 to 2029.

The proposed major modification to the BSc Psychology program directly supports several core commitments outlined in Nipissing University's strategic plan

Embodying Harmony and Care

Pathways: 'Raise awareness of the spectrum of mental health and well-being differences holistic, physical, social, cultural, environmental; and Deepen our understanding of mental health and well-being as a relational and reciprocal interaction between people, communities, and planet.'

The new program title and curriculum place a strong emphasis on mental health and behavioural neuroscience which responds to the growing crisis in mental health, especially in Northern Ontario and among student populations. By modernizing the curriculum and increasing the program's visibility, the proposed changes aim to prepare graduates to serve local, national, and international communities, deepening understanding of mental health and well-being as a relational and reciprocal interaction between people, communities, and the planet.

Fulfilling our Responsibility to Truth and Reconciliation

Pathway. 'Support the development of curricula and pedagogy that incorporate Indigenous knowledges, cosmologies, and ways of knowing; Prioritize the hiring of Indigenous staff and faculty; prioritize hiring diverse staff and faculty.'

A recent tenure-track hire in 'Indigenous, Child, and Youth Mental Health' directly addresses the Truth and Reconciliation Commission's Calls to Action regarding the "growing crisis" for Indigenous youth and those that relate to education, health, and justice. More specifically, our new colleague is being given the space and the resources needed to conduct research, to develop new courses that advance Truth and Reconciliation, and to support and increase our Indigenous student representation. Through consultation with the new faculty member and other Indigenous experts we will begin to incorporate appropriate and effective Indigenous content into our degree programs, including the BSc.

Nipissing will work towards long-term financial stability by making efficient use of its fiscal resources.

Pathway. 'Strategically increase student enrolment to ensure our financial future'

By strategically increasing student enrolment in a high-demand STEM area, the modification supports the university's financial sustainability and growth. The program's focus on neuroscience and mental health aligns with sector trends and student interests, positioning Nipissing as a leader in innovative undergraduate education.

Inspiring Innovative Growth and Development

The modification leverages existing faculty expertise and research infrastructure, supporting new research initiatives and enhancing opportunities for undergraduate research, publication, and graduate/professional pathways.

Strategic Mandate Agreement Elements

The proposed new BSc structure supports several of the University's Strategic Mandate Agreement goals (see the list below). Several general benefits include: modernizing the curriculum to reflect current sector standards in neuroscience and mental health, attracting students interested in medical, health, and research careers, and supporting skills and expertise development more closely aligned with STEM education and career-focused development.

Graduate Employment Rate in Related Field

The proposed BSc degree is more focused for career or post-graduate education pathways. The greater focus will support more an effective development of the relevant knowledge, skill, and expertise in our graduates. Features which should enhance related field employment success.

Graduation Rate

A more focused and relevant curriculum increases the likelihood of successfully completing the program.

Institutional Strength: Health & Well Being & Social Determinants of Health

Generally, any Psychology program contributes to greater understanding of Health & Well-Being and the Social Determinants of Health. The BSc in Psychology and Behavioural Neuroscience has an important emphasis on Mental Health and its neuroscience foundations. Further, several recent BSc thesis students have gone on to postgraduate and professional program in medicine and health, including physiotherapy which is supported by a strong understanding of the brain and nervous system. The proposed changes will enhance this success and further support Nipissing University's strength in the critical areas of health, wellbeing, and social determinants of health.

Investment & Innovation: Total Sponsored Research Revenue

Student researchers play an important role in various types of research in Psychology within the existing well-developed research facilities and spaces, such as the Social Neuroendocrinology, Human Evolution, NCRAC, NICE, NURON and other lab spaces. The more refined BSc structure will support students in developing more relevant and predictable set of research-related skills. In turn, faculty can better anticipate and incorporate the students into their research programs appropriately. More effective and

efficient student collaboration in the research process is important for research success and funding applications (e.g., Highly Qualified Personnel training requirements).

Relationship to External Strategic Documents

Truth and Reconciliation Commission of Canada: Calls to Action

The program's commitment to Indigenous content and mental health directly responds to Calls to Action related to education, health, and justice for Indigenous youth. Our new Faculty member will support and develop Indigenous, Child, and Youth Mental Health will further support these goals.

United Nations Sustainable Development Goals (SDGs)

The modification supports SDG 3 (Good Health and Well-being) by preparing graduates to address mental health challenges, and SDG 4 (Quality Education) by providing innovative, relevant, and inclusive curriculum. The program's emphasis on research, diversity, and community engagement aligns with broader UN goals for sustainable development and social equity.

Summary

This major modification proposal is fully aligned with Nipissing University's strategic priorities, the SMA, and key external frameworks. It is designed to enhance student experience, support institutional sustainability, and contribute meaningfully to local and global challenges in mental health and neuroscience.

IF ANY OF THE CHANGES HAVE BEEN DEVELOPED AS A RESULT OF RECOMMENDATION(S) FROM A CYCLICAL PROGRAM REVIEW, PLEASE IDENTIFY THOSE CHANGES ALONG WITH THEIR ASSOCIATED RECOMMENDATION(S) FROM THE REVIEW.

Several recommendations from our recent cyclical review motivated this Major Modification (see below). I have inserted the External Reviewer recommendations (and any follow-up commentary particularly relevant to the given issue), which are directly addressed by the proposal. Moreover, within each Recommendation, I have highlighted (via **bolding**) the key elements of the recommendation, which the proposal addresses.

*External Reviewers Recommendation #1: It is recommended that all members in the department of psychology participate in a retreat as soon as reasonably possible. We also recommend that the department be provided with a facilitator to guide the discussions. The key topics for discussion should be 1) Masters Programming, 2) **The B.Sc. degree**, 3) **strategic plan**, 4) hiring priorities, & 5) undertake a **full curriculum review**.*

This BSc major modification is the result of comprehensive evaluations and discussions, specifically addressing points 1.2. (BSc degree modifications), 1.3 (strategic plan) and 1.5 (curriculum review).

*External Reviewers Recommendation #4: It is recommended that the department discuss the concerns presented to reviewers about their **advanced statistics course** and discuss whether an **alternative course** could be offered to students (e.g., the research methods course offered to BA students). This is a request to help the department **retain students** and **increase the focus** to the extremely successful program they have established.*

+

*Dean's Response: I agree with this recommendation. . . . must be accompanied by a **thorough review** of the **Program-Level Learning Outcomes and a curriculum map that places all courses**, including the advanced statistics course at issue, in relation to each other and the PLLOs. This exercise will **demonstrate** clearly what **contribution each course** is making to the PLLOs and whether a course such as the advanced statistic course is truly a core requirement. . . .*

As part of this BSc major modification and the overall IQAP mandated curriculum review, we have updated the Program Level Learning Outcomes for the BSc. We have also delineated how each required course contributes to the learning outcomes via the curriculum maps.

Some students and their career paths benefit from more advanced statistical training, while others benefit from a greater focus on advanced methodological training. An alternative third-year statistics/methodology course has previously been developed and offered to students in the existing Psychology programs. This latter advanced statistical/methodological course also is part of the proposed curriculum mapping.

External Reviewers Recommendation #6: It is recommended that the department of psychology engage in discussions to **enact major modifications to their B.Sc. degree program**, as per their recommendation. Please note that this is already in motion, however the reviewers learned of this as the interviews began. Thus, it is recommended that they continue this endeavour as they deem fit.

This major modification proposal directly addresses this cyclical program recommendation. The proposal represents a substantial change to the BSc Psychology program to improve its clarity, relevance, and competitiveness. The specific changes proposed—including renaming the program, updating curriculum requirements, and aligning with sector standards—are intended to address the issues identified in the review and to support the program's future growth and success.

*External Reviewers Recommendation #7: Based on the previous recommendation, the department should **communicate the changes made to their B.Sc. degree to various administrators**, along with the description of the B.A. degree requirements, as to avoid any confusion in administration as to what each degree option offers students.*

+

Dean's Response: A side-by-side comparison of the requirements for a BA and BSc Psychology degree shows . . . The clearest way the Psychology program could communicate important differences between the degrees to administration, students, the Ministry, and any others, would be **to develop Program-Level Learning Outcomes that are more distinctive than the present ones** that differ only in the outcomes that are provided by non-Psychology courses. The **curriculum of the BA and BSc must be mapped against these PLLOs to demonstrate** precisely where **the distinctive capabilities** are developed in the progression of the programs . . .

This BSc Major Modification proposal provides the requested information for the BSc program and in many ways further differentiates the BSc from the BA in Psychology. A parallel major modification currently proposed for the BA degree provides the requested information for the BA programs. Thus, direct comparisons between the various Psychology programs will be clearer.

PROVIDE DETAILS OF EXISTING AND NEW RESOURCES (HUMAN, PHYSICAL AND BUDGETARY) REQUIRED TO MODIFY THE PROGRAM. BE SURE TO DETAIL WHERE SAVINGS MAY BE FOUND AS A RESULT OF THE MODIFICATION.

No additional resources are needed to support the proposed major modification. Existing faculty, labs, and facilities are sufficient.

Future significant growth in enrollments would support new position requests in Psychology, Neuroscience, and Health/Biomedical Sciences.

DISCUSS THE PROGRAM'S MODE(S) OF DELIVERY (E.G., LECTURE FORMAT, DISTANCE, PROBLEM-BASED, COMPRESSED PART-TIME, OR OTHER NON-STANDARD FORM OF DELIVERY). EXPLAIN WHY THIS APPROACH IS BEST SUITED TO FACILITATE STUDENTS' SUCCESSFUL COMPLETION OF THE PROGRAM-LEVEL LEARNING OUTCOMES.

The program will continue to use lectures, labs, and research projects, which are well-suited to achieving learning outcomes in neuroscience and psychology.

IF THIS PROPOSAL IMPACTS THE PROGRAM'S CURRICULUM, PLEASE PROVIDE A COPY OF THE CURRENT PROGRAM REQUIREMENTS FROM THE ACADEMIC CALENDAR, AS WELL AS A COPY OF HOW THE PROPOSED VERSION WOULD APPEAR IF APPROVED.

PLEASE HIGHLIGHT THE DIFFERENCES BETWEEN THE TWO VERSIONS OF THE PROGRAM.

Existing BSc Honours

Program Requirements:

Students will need to achieve a minimum 70% average in the 60 credits presented for the Honours Specialization in Psychology.

Students must complete PSYC 1106, PSYC 1107, PSYC 2126, PSYC 2127 and PSYC 3346 or PSYC 3356 with a minimum grade of 60% in each.

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

PSYC 1106	Introduction to Psychology I	3 cr.
PSYC 1107	Introduction to Psychology II	3 cr.
PSYC 2126	Scientific Method and Analysis I	3 cr.
PSYC 2127	Scientific Method and Analysis II	3 cr.
PSYC 3356 or PSYC 3346	Design and Analysis I or Research Methods in Psychological Science	3 cr.
PSYC 4005	Systems and Theories in Psychology	6 cr.
PSYC 4105	Senior Empirical Thesis or	6 cr.
PSYC 4215	Senior Research Seminar	
2000/3000/4000 level Psychology courses		33 cr.

Other Science Requirements

Science	6 cr.

Plus:

Twelve credits from the following:	12 cr.

BIOL 1000 level
(excluding BIOL
1911)

CHEM 1000 level (excluding CHEM 1911)

MATH 1036 Calculus I

MATH 1037 Calculus II

 PHYS 1000 level (excluding PHYS 1912)

Proposed BSc Honours

Program Requirements:

Students will need to achieve a minimum 70% average in the 60 credits presented for the Honours Specialization in Psychology.

Students must complete PSYC 1106, PSYC 1107, PSYC 2126, PSYC 2127 and PSYC 3346 or PSYC 3356 with a minimum grade of 60% in each.

Program: BSc. in Psychology and Behavioural Neuroscience		Program Specialization: Honours Specialization	
Year 1 (CORE)	Year 2 (CORE)	Year 3 (CORE)	Year 4 (CORE)
PSYC 1106 (3 cr, 3 hr/wk) Introduction to Psychology I	PSYC 2126 (3 cr, 3 hr/wk) Scientific Method & Analysis I	PSYC 3346 (3 cr, 3 hr/wk) Research Methods in Psychological Science; or PSYC 3356 (3 cr, 4 hr/wk) Design and Analysis I	PSYC 4105 (6 cr, Individualized Study) Senior Empirical Thesis
PSYC 1107 (3 cr, 3 hr/wk) Introduction to Psychology II	PSYC 2127 (3 cr, 3 hr/wk) Scientific Method & Analysis II	PSYC 3326 (3 cr, 3 hr/wk) Hormones and Social Behaviour	PSYC 4706 (3 cr, 3 hr/wk) Advanced Neuroanatomy
	PSYC 2605 (6 cr, 3 hr lect/2 hr lab/wk) Behavioural Neuroscience	PSYC 3506 (3 cr, 3 hr/wk) Neuropharmacology	
	PSY 2706 (3 cr, 3 hr/wk) Evolutionary Psychology		
	PSYC 2906 (3 cr, 3 hr/wk) Sensation		
	PHIL 2716 (3 cr, 3 hr/wk) Bio-Ethics		

6 Credits	21 credits	9 credits	9 credits

+ 15 credits in 2000, 3000, or 4000 level Psychology courses

Plus: 12 credits from the following:

BIOL 1000 level (excluding BIOL 1911)

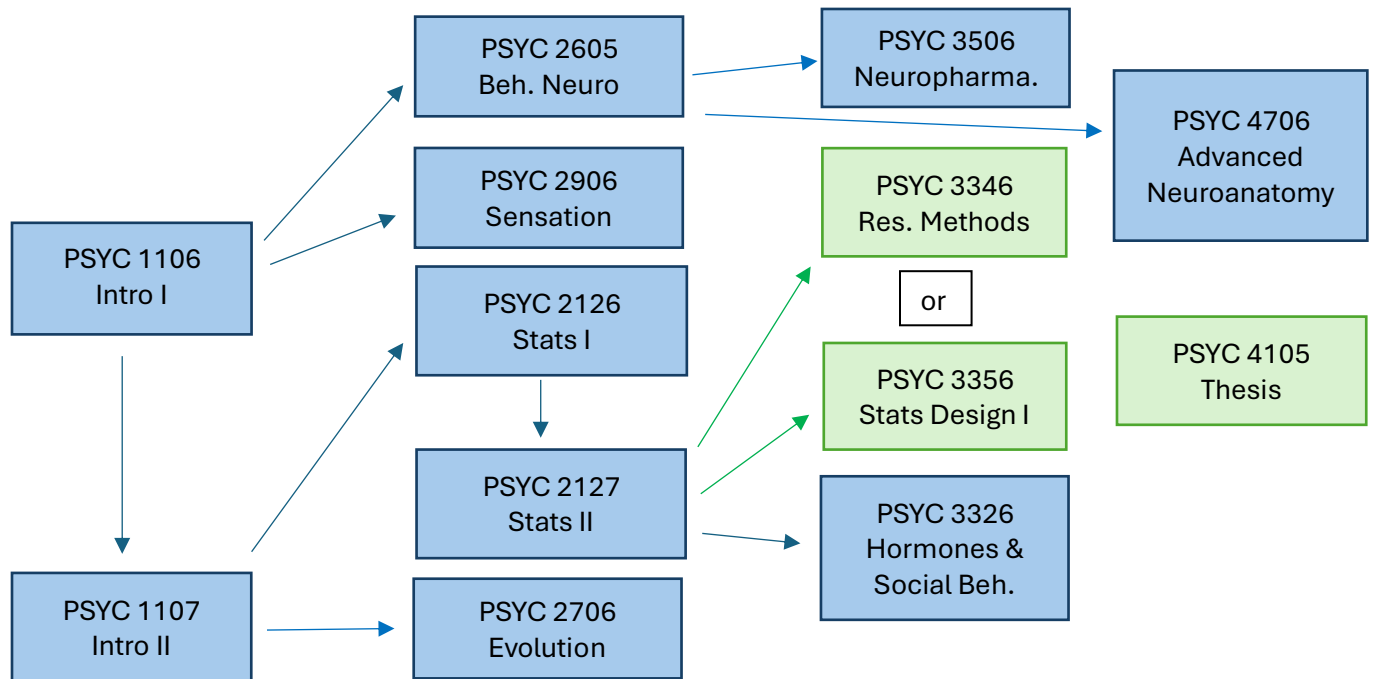
CHEM 1000 level (excluding CHEM 1911)

BIOL 2206

For the proposed **Honours BSc in Psychology**, the **differences** from the existing program are:

- the Systems course (formerly PSYC 4005, and soon to be PSYC 4006) has been removed,
- the option to complete the Research Seminar (PSYC 4215) has been removed,
- several additional courses are required,
- the addition of BIOL 2206 as a requirement, and
- removal of the Math (MATH 1036 & MATH 1037) and Physics 1000 level requirements.

BSc Honours: Core Course Sequencing -> Student Pathways



Existing BSc Specialization**Program Requirements:**

Students will need to achieve a minimum 60% average in the 54 credits presented for the Specialization in Psychology.

Students must complete PSYC 1106, PSYC 1107, PSYC 2126, PSYC 2127 and PSYC 3116 with a minimum grade of 60% in each.

Students must complete 120 credits including 54 credits in the Specialization as follows:		
PSYC 1106	Introduction to Psychology I	3 cr.
PSYC 1107	Introduction to Psychology II	3 cr.
PSYC 2126	Scientific Method and Analysis I	3 cr.
PSYC 2127	Scientific Method and Analysis II	3 cr.
PSYC 3356	Design and Analysis I	3 cr.
2000/3000/4000 level Psychology courses		39 cr.

Other Science Requirements

Science	6 cr.
Plus:	
Twelve credits from the following:	12 cr.
BIOL 1000 level (excluding BIOL 1911)	
CHEM 1000 level (excluding CHEM 1911)	
MATH 1036	Calculus I
MATH 1037	Calculus II
PHYS 1000 level (excluding PHYS 1912)	

Proposed BSc Specialization

Program Requirements:

Students will need to achieve a minimum 60% average in the 54 credits presented for the Specialization in Psychology.

Students must complete PSYC 1106, PSYC 1107, PSYC 2126, PSYC 2127 and PSYC 3116 with a minimum grade of 60% in each.

Program: BSc. in Psychology and Behavioural Neuroscience		Program Specialization: Specialization	
Year 1 (CORE)	Year 2 (CORE)	Year 3 (CORE)	Year 4 (CORE)
PSYC 1106 (3 cr, 3 hr/wk) Introduction to Psychology I	PSYC 2126 (3 cr, 3 hr/wk) Scientific Method & Analysis I	PSYC 3116 (3 cr, 3 hr/wk) Literacy in Psychology	PSYC 4706 (3 cr, 3 hr/wk) Advanced Neuroanatomy
PSYC 1107 (3 cr, 3 hr/wk) Introduction to Psychology II	PSYC 2127 (3 cr, 3 hr/wk) Scientific Method & Analysis II	PSYC 3326 (3 cr, 3 hr/wk) Hormones and Social Behaviour	
	PSYC 2605 (6 cr, 3 hr lect/2 hr lab/wk) Behavioural Neuroscience	PSYC 3506 (3 cr, 3 hr/wk) Neuropharmacology	
	PSY 2706 (3 cr, 3 hr/wk) Evolutionary Psychology		
	PSYC 2906 (3 cr, 3 hr/wk) Sensation		
	PHIL 2716 (3 cr, 3 hr/wk) Bio-Ethics		
6 Credits	21 credits	9 credits	3 credits

+ 15 credits in 2000, 3000, or 4000 level Psychology courses

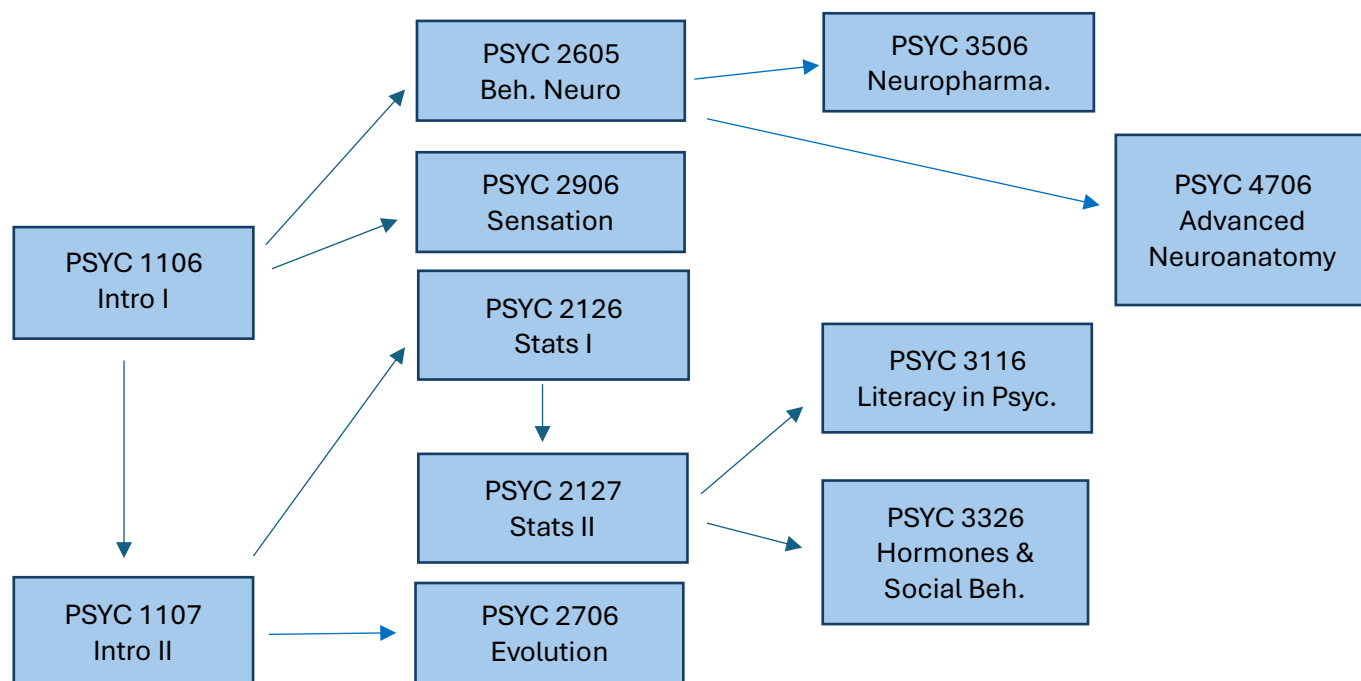
Plus: 12 credits from the following:

BIOL 1000 level (excluding BIOL 1911)
 CHEM 1000 level (excluding CHEM 1911)
 BIOL 2206

For the BSc Specialization in Psychology, the **difference** from the existing program are:

- Literacy (PSYC 3116) replaced Design and Analysis I (PSYC 3356),
- 6 new courses (= 18 credits) are required,
- the addition of BIOL 2206 as a requirement, and
- removal of the Math (MATH 1036 & MATH 1037) and Physics 1000 level requirements.

BSc Specialization: Core Course Sequencing -> Student Pathways



Existing BSc Major**Program Requirements:**

Students will need to achieve a minimum 60% average in the 36 credits presented for the Major in Psychology.

Students must complete PSYC 1106, PSYC 1107, PSYC 2126, PSYC 2127 and PSYC 3356 with a minimum grade of 60% in each.

Students must complete 36 credits in the Major as follows:		
PSYC 1106	Introduction to Psychology I	3 cr.
PSYC 1107	Introduction to Psychology II	3 cr.
PSYC 2126	Scientific Method and Analysis I	3 cr.
PSYC 2127	Scientific Method and Analysis II	3 cr.
PSYC 3356	Design and Analysis I	3 cr.
2000/3000 level Psychology courses		21 cr.

Other Science Requirements

Science	6 cr.
Plus:	
Twelve credits from the following:	12 cr.
BIOL 1000 level (excluding BIOL 1911)	
CHEM 1000 level (excluding CHEM 1911)	
MATH 1036	Calculus I
MATH 1037	Calculus II
PHYS 1000 level (excluding PHYS 1912)	

Proposed BSc Major**Program Requirements:**

Students will need to achieve a minimum 60% average in the 36 credits presented for the Specialization in Psychology.

Students must complete PSYC 1106, PSYC 1107, PSYC 2126, and PSYC 2127 with a minimum grade of 60% in each.

Program: BSc. in Psychology and Behavioural Neuroscience		Program Specialization: Major	
Year 1 (CORE)	Year 2 (CORE)	Year 3 (CORE)	Year 4 (CORE)
PSYC 1106 (3 cr, 3 hr/wk) Introduction to Psychology I	PSYC 2126 (3 cr, 3 hr/wk) Scientific Method & Analysis I	PSYC 3326 (3 cr, 3 hr/wk) Hormones and Social Behaviour	
PSYC 1107 (3 cr, 3 hr/wk) Introduction to Psychology II	PSYC 2127 (3 cr, 3 hr/wk) Scientific Method & Analysis II	PSYC 3506 (3 cr, 3 hr/wk) Neuropharmacology	
	PSYC 2605 (6 cr, 3 hr lect/2 hr lab/wk) Behavioural Neuroscience, or PSYC 2715 (6 cr, 3 hr lect/wk) Biological Psychology		
	PSY 2706 (3 cr, 3 hr/wk) Evolutionary Psychology		
	PSYC 2906 (3 cr, 3 hr/wk) Sensation		
6 PSYC Credits	18 PSYC credits	6 PSYC credits	0 PSYC credits

+ 6 credits in 2000, 3000, or 4000 level Psychology courses

Plus: 12 credits from the following:

BIOL 1000 level (excluding BIOL 1911)

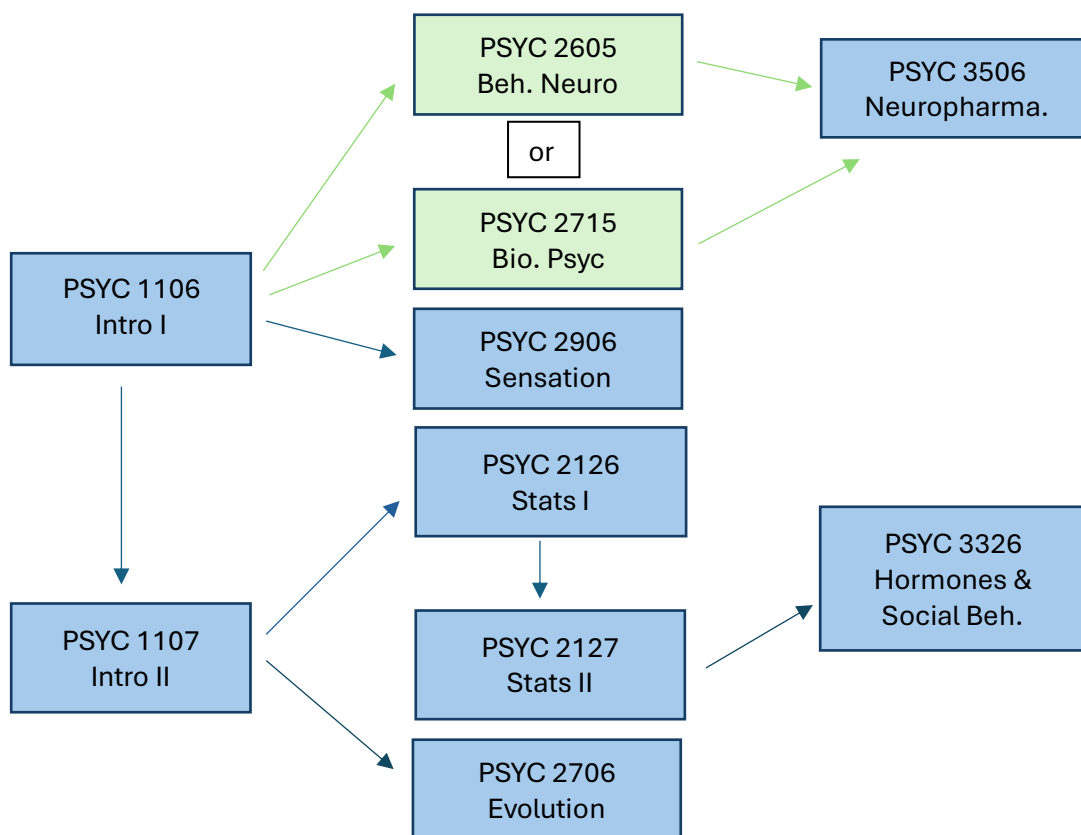
CHEM 1000 level (excluding CHEM 1911)

BIOL 2206

For the BSc Major in Psychology, the **difference** from the existing program are:

- the removal of Design and Analysis I (PSYC 3356),
- Several additional courses are required ,
- the addition of BIOL 2206 as a requirement, and
- removal of the Math (MATH 1036 & MATH 1037) and Physics 1000 level requirements.

BSc Major: Core Course Sequencing -> Student Pathways



PLEASE PROVIDE A COPY OF THE CURRENT PROGRAM-LEVEL LEARNING OUTCOMES. DISCUSS HOW THESE CHANGES ARE IN ALIGNMENT WITH THOSE OUTCOMES OR IDENTIFY HOW THEY WILL BE MODIFIED.

Existing BSc Honours Program

Existing BSc Honours Program-Level Student Learning Outcomes

Upon graduation the student will be able to:

1. demonstrate knowledge and critical understanding of the key concepts, methodologies, current advances, theoretical approaches and assumptions in Psychology including the subfields of behavioural neuroscience, research methods, learning principles, psychopathology, and lifespan development
2. review, evaluate and interpret research and information based on existing individual studies, empirical associations, experimental testing, and systematic reviews
3. think critically and demonstrate analytical ability including advanced statistical skills
4. effectively conduct, write up, and present research related to psychological and behavioural neuroscientific concepts including via a capstone empirical thesis project

Outcome	PSYC 1106	PSYC 1107	ACAD 1601	PSYC 2126	PSYC 2127	PSYC 3356	PSYC 4005	PSYC 4105
1	B	I					P	
2				B	B	I		P
3				B	B	I	P	P
4			B	I	I			P

Note. For each proposed BSc level (Honours, Specialization, or Major), I provide a list of Program Level Learning Outcomes (PLLOs), a table indicating how these PLLOs are met through the required courses, and a table indicating how University Level Learning Outcomes (ULOs) are met through the required courses.

Proposed BSc Honours Program-Level Student Learning Outcomes

Upon graduation the student will be able to:

1. understand and evaluate the key concepts, methodologies, current advances, theoretical approaches and assumptions in Psychology and Behavioural Neuroscience
2. illustrate and investigate the chemical and biological processes of the cell and other systems with a focus on those that relate to brain function
3. think critically and demonstrate analytical ability including advanced statistical skills
4. effectively design, conduct, write up, and present relevant research including via a capstone empirical thesis project

Outcome	PSYC 1106	PSYC 1107	ACAD 1601	BIOL and CHEM	PSYC 2126	PSYC 2127	PSYC 2605/2715	PSYC 2706	PSYC 2906	PHIL 2716	PSYC 3346	PSYC 3356	PSYC 3326	PSYC 3506	PSYC 4706	PSYC 4105
1	B	B			I	I	I	I	I	I	I	I	I	I	P	P
2				B	I	I	I	I	I		I	I	I	P	P	P
3	B	B			I	I	I	I	I	I	I	I	I	I		P
4	B	B	B		I	I	I	I	I	I	I	I	I	I		P

BSc Honours University Level Learning Outcomes

Outcome	PSYC 1106	PSYC 1107	ACAD 1601	BIOL and CHEM	PSYC 2126	PSYC 2127	PSYC 2605/2715	PSYC 2706	PSYC 2906	PHIL 2716	PSYC 3346	PSYC 3356	PSYC 3326	PSYC 3506	PSYC 4706	PSYC 4105
	Year 1				Year 2						Year 3				Year 4	
1	B	B	B	B	I	I	I	I	I	I	I	I	I	I	P	P
2	B	B		B	I	I	I	I	I	I	I	I	I	P	P	P
3	B	B		B	I	I	I	I	I	I	I	I	I	I	I	P
4			B	B	I	I	I	I	I	I	I	I	P	I	P	P
5	B	B		B	B	B	B		I	I	I	I	I	I	I	P
6				B	I	I	I	B	I	I	I	I	I	I	I	P
7					I	B	I	I	I	I	I	I	I	I	I	P
8					I	I	I	I	B	I	I	I	I	I	I	P

Proposed BSc Specialization Program-Level Student Learning Outcomes

Upon graduation the student will be able to:

1. understand and evaluate the key concepts, methodologies, current advances, theoretical approaches and assumptions in Psychology and Behavioural Neuroscience
2. illustrate and investigate the chemical and biological processes of the cell and other systems with a focus on those that relate to brain function
3. think critically and demonstrate analytical ability including statistical skills

Outcome	PSYC 1106	PSYC 1107	ACAD 1601	BIOL and CHEM	PSYC 2126	PSYC 2127	PSYC 2605/2715	PSYC 2706	PSYC 2906	PHIL 2716	PSYC 3116	PSYC 3326	PSYC 3506	PSYC 4706
1	B	B					I	I	I	I		I	I	P
2				B			I		I			I	P	P
3	B	B	B		I	I					I			

BSc Specialization University Level Learning Outcomes

Outcome	PSYC 1106	PSYC 1107	ACAD 1601	BIOL and CHEM	PSYC 2126	PSYC 2127	PSYC 2605/2715	PSYC 2706	PSYC 2906	PHIL 2716	PSYC 3116	PSYC 3326	PSYC 3506	PSYC 4706
	Year 1				Year 2						Year 3			Year 4
1	B	B	B	B	I	I	I	I	I	I	P	I	I	P
2	B	B		B	I	I	I	I	I	I	P	I	P	P
3	B	B		B	I	I	I	I	I	I	P	I	I	I
4			B	B	I	I	I	I	I	I	P	P	I	P
5	B	B		B	B	B	B		I	I	P	I	I	I
6				B				B	I	I	P	I	I	I
7						B			I	I	P	I		I
8									B	I	P	I	I	I

Proposed BSc Major Program-Level Student Learning Outcomes

Upon graduation the student will be able to:

1. understand and evaluate the key concepts, methodologies, current advances, theoretical approaches and assumptions in Psychology and Behavioural Neuroscience to a moderate degree
2. illustrate and investigate the chemical and biological processes of the cell and other systems with a focus on those that relate to brain function to a moderate degree
3. think critically and demonstrate analytical ability including statistical skills to a moderate degree

Outcome	PSYC 1106	PSYC 1107	ACAD 1601	BIOL and CHEM	PSYC 2126	PSYC 2127	PSYC 2605/2715	PSYC 2706	PSYC 2906	PHIL 2716	PSYC 3326	PSYC 3506
1	B	B					I	I	I	I	P	P
2				B			I		I		P	P
3	B	B	B		I	P						

BSc Major University Level Learning Outcomes

Outcome	PSYC 1106	PSYC 1107	ACAD 1601	BIOL and CHEM	PSYC 2126	PSYC 2127	PSYC 2605/2715	PSYC 2706	PSYC 2906	PHIL 2716	PSYC 3326	PSYC 3506
	Year 1				Year 2						Year 3	
1	B	B	B	B	I	I	I	I	I	I	I	I
2	B	B		B	I	I	I	I	I	I	I	P
3	B	B		B	I	I	I	I	I	I	I	I
4			B	B	I	I	I	I	I	I	P	I
5	B	B		B	B	B	B		I	I	I	I
6				B				B	I	I	I	I
7						B			I	I	I	
8									B	I	I	I

IF THIS PROPOSAL IMPACTS THE FACULTY COMPLEMENT, PLEASE PROVIDE A DETAILED EXPLANATION AND RATIONALE, SHOWING THE INTENDED TIMELINE(S) AND BENCHMARKS USED.

Not applicable.

OUTLINE THE EXPECTED IMPACT ON CONTINUING STUDENTS, IF ANY, AND HOW THEY WILL BE ACCOMMODATED. AS WELL, DESCRIBE HOW THIS CHANGE WILL BE COMMUNICATED TO NEW AND ACTIVE STUDENTS.

All required courses for the current degree are integrated into the proposed degree and will continue to be offered, supporting current students until graduation. Changes will be communicated via program websites, advising sessions, and direct outreach to current and prospective students.

PLEASE INCLUDE EVIDENCE OF CONSULTATION WITH ALL AFFECTED ACADEMIC UNITS, AS WELL AS INPUT FROM CURRENT STUDENTS AND RECENT GRADUATES.

Several faculty members have acquired qualitative evidence over many years from both current and recently graduated students. The specific proposal was based on a various reviews and planning meetings with the Psychology Faculty.

The proposal directly attends to the issues raised by students. The proposal should increase interest and enrollment and better prepare graduates for careers and further study in neuroscience, mental health, and related fields.

INCLUDE CERTIFICATION FROM THE RELEVANT DEAN(S) THAT THIS MODIFICATION IS AN APPROPRIATE AND DESIRABLE ADDITION TO THE ACADEMIC PROGRAMS OF THE UNIVERSITY, AND THAT A PROPOSED DISCONTINUATION OF THE CURRENT VERSION IS APPROPRIATE AND IN LINE WITH THE STRATEGIC DIRECTION OF THE FACULTY. AS WELL, INCLUDE A CLEAR COMMITMENT THAT THE MODIFIED PROGRAM WILL BE APPROPRIATELY RESOURCED.

FOR UNDERGRADUATE PROGRAMS, THE RELEVANT DEAN(S) SHALL BE THE DEAN(S) OF THE FACULTY WITHIN WHICH THE PROGRAM RESIDES. FOR GRADUATE PROGRAMS, THE APPROPRIATE DEANS SHALL BE BOTH THE DEAN OF GRADUATE STUDIES AND THE DEAN(S) OF THE RELEVANT FACULTY OR FACULTIES.

DECANAL COMMENTS: This Major Modification is the outcome of significant consultation between the Psychology program and the Dean's Office. It is in alignment with the strategic priorities of the Dean of Arts & Science, faculty research strengths, and student interests. The Dean is eager to support this re-envisioned Psychology BSc with appropriate resources. The Major Modification has my full support. - NC

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

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

This information will be heard at AQAPC following ACC (for undergraduate programs) or GSC (for graduate programs).

Summary of Motions and Justifications (prepared by Dr. Zarifa)

The Sociology program would like to add one new course as part of our curriculum renewal process. Included in this package is the documentation supporting the following motion and rationale:

MOTION: That GSC recommend to A&S Executive SOCI 5306 Sociology of Organizations be added to the academic calendar.

JUSTIFICATION (Rationale):

This course was successfully offered as a special topics course (SOCI 5516) in Winter 2021, 2024 and 2025. Having this permanently in the academic calendar will offer additional program electives in the MA, provide a sociological perspective to an interdisciplinary issue, and contribute to our sociology curriculum renewal process. A parallel motion has been submitted to ARCC to add SOCI 4306 (Sociology of Organizations), so that this course could be offered as a split 4th year and MA elective course.

New Course Template – SOCI 5306 “Sociology of Organizations”

Please include a draft course syllabus along with the following template. If this course is proposed to be offered under more than one delivery mode (for example, on-site and Distance Learning), please include a separate syllabus for each version of this course.

MOTION 1: That GSC recommend to A&S Executive SOCI 5306 Sociology of Organizations be added to the academic calendar.

JUSTIFICATION (Rationale):

This course was successfully offered as a special topics course (SOCI 5516) in Winter 2021, 2024 and 2025. Having this permanently in the academic calendar will offer additional program electives in the MA, provide a sociological perspective to an interdisciplinary issue, and contribute to our sociology curriculum renewal process. A parallel motion has been submitted to ARCC to add SOCI 4306 (Sociology of Organizations), so that this course could be offered as a split 4th year and MA elective course.

Course Code	Must contact coursecodes@nipissingu.ca for Course Code SOCI 5306
Course Title:	Sociology of Organizations
Course Credits	☒ 3 credits ☐ 6 credits ☐ Other
Course Description: <i>Restricted to 50-75 words, student-focused, present tense and active voice)</i>	Students survey topics in the Sociology of Organizations. Students are challenged to think sociologically about the complexity of organizations and their evolving roles and responsibilities over time. Students begin by looking inward at the formal and informal structures of organizations before looking outward at how institutional and ecological influences impact organizational behaviour. Students are encouraged to think critically about the link between organizations and society. NOTE: This course can be taught together with SOCI 4306, with undergraduate students being subject to different assignments and evaluation criteria than graduate students.
Course Prerequisite:	
Course Corequisite:	None
Course Antirequisite:	SOCI 4306: "Sociology of Organizations"; SOCI 5516: "Sociology of Organizations" offered in 21WI, 24WI and 25WI
List any restrictions: <i>For example, "This course is restricted to BPHE students".</i>	If taking as SOCI 5306: Restricted to students enrolled in the MA in Sociology.
Is this a Topic Course? <i>Topic courses are courses that students can take more than once for credit.</i>	☐ Yes ☒ No

Will this course have an Experiential Learning component as defined by the MCU? As defined by MCU

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☐ Yes

☒ No

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Outline the department's plan for offering this course.

For example, consider how this course will be cycled, whether it replaces a current course, when it will first be offered, etc.

This course will be cycled every three years beginning in 2026/27.

List the total hours and the weekly breakdown of hours by instructional method. Courses that are 3 credits must include at least 36 hours, while 6 credit courses must be at least 72 hours. <i>For example, Two hours of lecture and one hour of laboratory work per week. 36 hours total.</i>	Total Hours: <u> 36 </u> <u>Breakdown of hours per week</u> Clinical: <u> </u> Independent Study: <u> </u> Lecture: <u> </u> Lab: <u> </u> Practical: <u> </u> Seminar : <u> 3 </u> Tutorial: <u> </u> Service Learning: <u> </u>
<u>Is this course cross-listed?</u> If so, with <u>what department?</u>	☐ Yes ☒ No <i>If yes, please written support from all departments/disciplines whose programs are affected by this proposal.</i>

<u>Program Implications:</u> <i><u>Is this a required course for a program, or part of a Group, Concentration, Stream, etc.?</u></i>	No
Do the Learning Outcomes for this course have significant overlap with any other course(s) offered at Nipissing?	☐ Yes ☒ No If yes, include rationale:
Learning Outcomes (6-8 points, visible, measurable and in active voice) For detailed information on Learning Outcomes, please consult the Quality Assurance website.	Students who successfully complete this course will: Enter Learning Outcomes: 1. Research, articulate and critically assess selected topics and problems in the Sociology of Organizations 2. Identify, articulate and evaluate in a comprehensive manner organizational theories as well as pertinent research methodologies 3. Apply key theories and concepts from the Sociology of Organizations literature at an advanced level of comprehension 4. Engage and participate knowledgeably and professionally in small group class discussions 5. Develop, research and prepare an original research paper on a course-related sociological question or topic 6. Demonstrate advanced skills in researching, writing, discussing, and presenting on core sociological topics related to organizational behaviour

Will this course have budgetary implications? (e.g. lab consumables, software, experiential learning, CASBU contract, library resources, honoraria for elder, travel, etc.)	☐ Yes ☒ No enter additional resources:
How will this course contribute to the program level outcomes?	Students in this course will contribute to the following program level outcomes: 1. Critically assess current social problems and social policies. A variety of theoretical and policy-relevant bodies of knowledge in the Sociology of Organizations will be explored and critically evaluated. 2. Demonstrate advanced knowledge of the discipline of sociology and its major sub-discipline specialities. Students will be tasked with applying core sociological theories and assessing their relevance in real-world situations. Students will demonstrate competence of their knowledge and skills through weekly discussion questions, participation, presentations and a course research paper. 3. Apply sociological theories and advanced research methodologies to critically appraise local, national and international social problems and policies. Students will work independently on a course research paper which will dive deeper into the Sociology of Organizations literature on one or more topics covered in the course.
Who amongst your current faculty has the competencies to teach this course?	David Zarifa, Ben Kelly

How does this course contribute to the institution's commitments to equity, inclusive teaching, accessibility, decolonization, Indigenous learning and sustainability?	The course content will teach students about the inequalities that exist for various marginalized groups, as they seek to navigate organizations.
How will you communicate this new offering to students?	Academic Calendar; Department Website; Graduate Student Orientation, Email Students

NIPISSING UNIVERSITY

Department of Sociology

SOCI 5516

Special Topics: Sociology of Organizations

Winter 2021

Instructor: Dr. David Zarifa

Lectures: Thursdays, 1–3:50pm

Office: R205

Lecture Location: A122 and virtual

Office Hours: by appointment

Telephone: (705) 474-3450,

x.4386 **E-mail:**

davidz@nipissingu.ca

Overview

This course surveys a number of key topics pertaining to the Sociology of Organizations. Students will engage with core theoretical and empirical works in the field and will apply and extend these ideas to current, real-world circumstances. The course challenges students to think sociologically about the complexity of organizations and their evolving roles and responsibilities over time. We will begin the course by looking inward to understand the formal and informal structures of organizations before looking outward to recognize how larger institutional and ecological influences impact organizational behaviour. A major goal of this course is to encourage students to think critically about the link between organizations and society.

Learning Expectations:

By the end of the course, students will be able to

1. Research, articulate and critically assess selected topics and problems in the Sociology of Organizations
2. Identify and articulate in a comprehensive manner organizational theories as well as pertinent research methodologies
3. Engage and participate knowledgeably and professionally in small group class discussions
4. Develop, research and prepare an original research paper on a course-related sociological question or topic

Course Outcomes:

Successful graduates of this course will demonstrate

1. Ability to articulate and apply key theories and concepts from the Sociology of Organizations literature at an advanced level of comprehension
2. Ability to make informed contributions in small group class discussions and disseminate key research findings
3. Advanced skills in researching, writing, discussing, and presenting on core sociological topics related to organizational behaviour

Required Readings:

Handel, Michael J. (Ed.). 2003. *The Sociology of Organizations: Classic, Contemporary and Critical Readings*. Thousand Oaks, CA: Sage Publications, Inc.

NOTE: Links to additional required readings have been posted on Blackboard.

Course Webpage:

Supplementary course materials are available on Blackboard Academic Suite. To access the material, you will need to sign in to the Blackboard portal (<https://learn.nipissingu.ca/>) using your WebAdvisor/GMail username and password.

On-site and Zoom Class Sessions:

Class discussion sessions will be held on-site in A122. Class discussions can also be attended virtually via Zoom (details below). We will be interacting synchronously (in real-time) with students who are not physically present. Students taking the course on-site are also expected to bring their laptop computers to the in-class sessions to facilitate this blended mode of delivery.

Join Zoom Meeting

<https://zoom.us/j/99884424512?pwd=cUpKWkpYbUZRQlF6ZmNCS2lFYmRqQT09>

Meeting ID: 998 8442 4512

Passcode: x9NcJ7

Evaluation:

Participation & Discussion Questions	20%
Presentations	25%
Mid-term (Due: February 25 th)	25%
Research Paper (Due: April 8 th)	30%

*Class Participation and Discussion Questions:

This is a graduate seminar course. As such, students are expected to have read and summarized the assigned readings **before** each lecture and come prepared to discuss the assigned readings in detail. Students must be present at the seminar and must actively participate in class discussions. Simply attending the seminar without making a meaningful contribution to the class discussions will result in a poor participation grade. Missing classes in a graduate course should only happen in unforeseen, extenuating circumstances. To facilitate fruitful discussions, all students must create, bring along, and submit one discussion question per reading for each lecture (e.g., **three readings = three questions = one question per reading**).

***ASYNCHRONOUS NOTE:** In the event that this course is taken asynchronously, weekly summaries (1/2 page, single-spaced, 12 pt font) of each of the readings will be **required** for submission and will be graded as a substitute for the synchronous participation portion of evaluation. Discussion questions will still be required as well.

****Presentations/Discussion Leaders:**

Each week, students will set the stage for scholarly discussions of the assigned readings by presenting the core ideas of the reading (including either a brief one-page handout and/or power point slides). Electronic copies of presentation slides and handouts must be submitted via email to davidz@nipissingu.ca and will be posted on Blackboard. More details will be given in class.

****ASYNCHRONOUS NOTE:** Students taking the course asynchronously will still be **required** to present. They must prepare, pre-record, and submit their presentations to davidz@nipissingu.ca the day **before** the scheduled class time, so that their presentation may be viewed during its scheduled class time.

NOTE: In order to facilitate a happy and healthy learning environment, please refrain from talking, texting, tweeting, etc. during the lectures. Also, please turn off all cell phones or smart phones for the duration of the class.

Mid-term Critical Review:

At the midway point in the course, students will write a 5-6 page (double-spaced) critical review of the course readings covered up to that point. The review will be due at the start of the lecture on **Thursday, February 25th**. The paper must be handed in at the start of the lecture on that date in order to avoid late penalties, and an **electronic copy must also be uploaded to SafeAssign** via the link on Blackboard. More details will be given in class.

Research Paper:

Students will write a high quality, original 15 to 20 page research paper. Research papers must reflect course content, address key concepts discussed in the course, and draw on sociological sources, primarily peer-reviewed academic journals. Research papers are due at the start of the class on **Thursday, April 8th**. The paper must be handed in at the start of the lecture on that date in order to avoid late penalties, and an **electronic copy must also be uploaded to SafeAssign** via the link on Blackboard. More details will be given in class.

Late Penalties:

Late exams, assignments and papers will be penalized at a rate of **10%** per day (including weekends and holidays). Assignments received more than 5 days after the due date will receive a grade of **zero**. Exceptions to penalties will be made only for serious circumstances where proper medical documentation is presented. Further details on the topic and expectations on the course assignment will be provided in class.

In the event of a serious illness or accident or death in the family, students must contact me as early as possible to inform me of the problem. It is the student's responsibility to ensure that all necessary documentation has been obtained and procedures followed as per the student policies in Nipissing University's Academic Calendar.

Nipissing University's Policy on Academic Dishonesty:

Nipissing University takes a most serious view of such offences against academic honesty as plagiarism, cheating, and impersonation. Penalties for dealing with such offences will be strictly enforced.

1) Plagiarism

Essentially, plagiarism involves submitting or presenting work in a course as if it were the student's own work done expressly for that particular course when, in fact, it is not. Most commonly

plagiarism exists when:

- a) the work submitted or presented was done, in whole or in part, by an individual other than the one submitting or presenting the work.
- b) parts of the work (e.g. phrases, ideas through paraphrase or sentences) are taken from another source without reference to the original author.
- c) the whole work (e.g. an essay) is copied from another source and/or

d) a student submits or presents a work in one course which has also been submitted or presented in another course (although it may be completely original with that student) without the knowledge or prior agreement of the instructors involved.

2) Cheating

Cheating at tests or examinations includes, but is not limited to, dishonest or attempted dishonest conduct such as speaking to other candidates or communicating with them under any circumstances whatsoever; bringing into the examination room any textbook, notebook, or memoranda not authorized by the examiner, or leaving answer papers exposed to view.

3) Penalties

A student guilty of academic dishonesty may be subject to the imposition of one or more penalties, of which those listed below shall be exemplary:

- a) assignment of a grade of zero in the assignment, test, or exam;
- b) assignment of a grade of zero in the course in which the offence is committed;
- c) suspension from attendance in all courses in which the student is registered at the time the offence was committed, and loss of credit for any course or courses which have not been completed or in which no grade or final evaluation has been registered at the time the offence was committed;
- d) suspension from the Faculty;
- e) expulsion from the Faculty;
- f) suspension from the University;
- g) expulsion from the University.

Withdrawal from a course will not preclude proceedings in respect of academic offences committed in the course, and the right to withdraw may be refused where an academic offence is alleged.

Please consult Nipissing's Academic Calendar for further details on student policies and procedures.

(<https://academiccalendar.nipissingu.ca/Catalog/ViewCatalog.aspx?pageid=viewcatalog&catalogid=7&chapterid=577&loaduseredits=False>).

Intellectual Property of Course Materials:

All materials developed for this course, including, but not limited to, lectures, lecture notes and slides, assignments, examinations and syllabi, that are provided in class or online, are the intellectual property of the course instructor. Posting, providing, sharing or selling any audio, video, or textual materials from the course is prohibited. Participation in this course constitutes an agreement by all parties to respect the intellectual property rights as well as the privacy of others during and after their association with Nipissing University. The only exception to the above is formally authorized accommodation arrangements made through Student Development Services.

Lectures and Required Readings Schedule*

Lecture Date	Topic
Week 1 (January 14)	Introduction to the main content and direction of the course
	○ No readings.
Week 2 (January 21)	Organizations as Rational Systems: Classical Theories of Bureaucracy and Administration
	○ Weber, Max. "Bureaucracy and Legitimate Authority." (pg. 5-16 and Chapter 1 in Handel) ○ Taylor, Frederick W. "The Principles of Scientific Management." (Chapter 2 in Handel) ○ Braverman, Harry. "The Degradation of Work in the Twentieth Century." (Chapter 3 in Handel) ○ Ritzer, George. 2011. <i>The McDonaldization of Society. 6th Edition</i>. Thousand Oaks, CA: Sage Publications. (Chapters 1 and 10)
Week 3 (January 28)	Organizations as Human and Social Systems I: From the Human Relations Movement to Commitment in the Workplace
	○ Homans, George C. "The Hawthorne Experiments." (pg. 77-84 and Chapter 7 in Handel) ○ McGregor, Douglas. "The Human Side of Enterprise." (Chapter 9 in Handel) ○ Walton, Richard E. "From Control to Commitment in the Workplace." (Chapter 10 in Handel) ○ Kanter, Rosabeth Moss. 2006. <i>Confidence: How Winning Streaks and Losing Streaks Begin and End</i>. New York: Crown Business. (Chapters 1 and 10)
Week 4 (February 4)	Organizations as Human and Social Systems II: Informal Organization as a Shadow Structure
	○ Dalton, Melville. "Conflicts between Staff and Line Managerial Officers." (pg. 145-148 and Chapter 13 in Handel) ○ Jackall, Robert. "The World of Corporate Managers." (Chapter 14 in Handel) ○ Burawoy, Michael. "Manufacturing Consent: Changes in the Labor Process Under Market Capitalism." (Chapter 15 in Handel) ○ Vallas, Steven P. 2003. "Why Teamwork Fails: Obstacles to Workplace Change in Four Manufacturing Plants." <i>American Sociological Review</i>, 68(2): 223-250.
Week 5 (February 11)	Organizations as Open Systems I: Neoinstitutional Theory
	○ DiMaggio, Paul and Walter Powell. "The Iron Cage Revisited: Institutional Isomorphism and Collective Rationality in Organizational Fields." (pg. 225 to 232 and Chapter 19 in Handel) ○ Zucker, Lynne G. 1987. "Institutional Theories of Organization." <i>Annual Review of Sociology</i>, 13:443-464. ○ Kraatz, Matthew S. and Edward J. Zajac. "Exploring the Limits of the New Institutionalism: The Causes and Consequences of Illegitimate Organizational Change." <i>American Sociological Review</i>, 61(5):812-836.
Week 6 (February 18)	Study Week (No Classes)

Week 7 (February 25) Organizations as Open Systems II: Resource Dependency Theory and the Transaction Cost Approach

*****Mid-term Critical Review Due*****

- Pfeffer, Jeffrey and Gerald R. Salancik. "The External Control of Organizations: A Resource Dependence Perspective." (Chapter 18 in Handel)

- Williamson, Oliver E. "The Economics of Organization: The Transaction Cost Approach." (Chapter 22 in Handel)
- Arum, Richard. 1996. "Do Private Schools Force Public Schools to Compete?" *American Sociological Review*, 29-46.

Week 8 (March 4) Organizations as Open Systems III: Ecological Theory

- Carroll, Glenn R. and Michael T. Hannan. "Density-Dependent Processes." (Chapter 20 in Handel)
- Hannan, Michael T. 2005. "Ecologies of Organizations: Diversity and Identity." *The Journal of Economic Perspectives*, 19(1): 51-70.
- Carroll, Glenn R. and Anand Swaminathan. 2000. "Why the Microbrewery Movement? Organizational Dynamics of Resource Partitioning in the U.S. Brewing Industry." *American Journal of Sociology*, 106(3): 715-762.

Week 9 (March 11) Network Theory: From Embeddedness to Interorganizational Networks

- Granovetter, Mark. 2005. "The Impact of Social Structure on Economic Outcomes." *The Journal of Economic Perspectives*, 19(1): 33-50.
- Podolny, Joel. 2001. "Networks as the Pipes and Prisms of the Market." *American Journal of Sociology*, 107(1): 33-60.
- Gulati, Ranjay and Martin Gargiulo. 1999. "Where Do Interorganizational Networks Come From?" *American Journal of Sociology*, 104(5): 1439-1493.

Week 10 (March 18) Tokenism, Referrals, and (Im)mobility

- Kanter, Rosabeth Moss. "Men and Women of the Corporation." (Chapter 28 in Handel)
- Collins, Sharon. "Black Mobility in White Corporations: Up the Corporate Ladder But Out on a Limb" (Chapter 29 in Handel)
- Edwards, Richard. "Segmented Labor Markets." (Chapter 30 in Handel)
- Fernandez, Roberto M. and Isabel Fernandez-Mateo, I. 2006. Networks, Race, and Hiring. *American Sociological Review*, 71(1), 42-71.

Week 11 (March 25) Organizational Deviance: Acceptable Levels of Risk?

- Perrow, Charles. "Normal Accidents: Living with High-Risk Technologies." (Chapter 32 in Handel)
- Vaughan, Diane. "Rational Choice, Situated Action, and the Social Control of Organizations: The Challenger Launch Decision." (Chapter 33 in Handel)
- Fox, Cybelle & David J. Harding. 2005. "School Shootings as Organizational Deviance." *Sociology of Education*, 78(1): 69-97.

Week 12 (April 1) Innovation: From Worker Ownership to "Socially Responsible" Organizations to Advanced Leaders

- Whyte, William, Joseph Blasi and Douglas Kruse. "Worker Ownership, Participation, and Control: Toward a Theoretical Model." (Chapter 35 in Handel)
- Kanter, Rosabeth Moss. 2009. *SuperCorp: How Vanguard Companies Create Innovation, Profits, Growth, and Social Good*. New York: Crown Business. (Chapters 1 and 3)
- Kanter, Rosabeth Moss. 2020. *Think Outside the Building: How Advanced Leaders Can Change the*

World One Smart Innovation at a Time. (Introduction, Chapter 1 and Chapter 2)

Week 13 (April 8)

Course wrap-up and review

*****Research Papers Due*****

Curriculum Map: MA Sociology

* NOTE: This is a *tentative* schedule. If the scheduling does change due to unforeseen circumstances, I will notify students well in advance and provide an updated version of the course outline.

Curriculum Map: MA Sociology

Instructions

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

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

Sections within the document:

Program Purpose and objectives

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

Course Requirements

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

Course Sequencing

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

Program-Level Outcomes and Matrix

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

University-Level Outcomes and Matrix

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

Curriculum Map: MA Sociology

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Curriculum Map: MA Sociology

Purpose of Program

The Master of Arts (MA) in Sociology – Applied Social Research degree will focus on the application of social theories and research methodologies that assist in understanding and addressing the social problems and challenges of northern and rural communities, including Indigenous communities, in Canada and around the world. The program brings together faculty expertise in Sociology, Health and Populations Studies, Gerontology, Anthropology, Science and Environmental Studies, and Criminology and Criminal Justice. Active involvement in the community, government agency partners, a curriculum of research-intensive courses, and practicum placements will provide you with the theoretical foundations and quantitative and qualitative research skills to undertake applied research, evaluation and policy studies in government, not-for-profit and private organizations.

Program Objectives

The MA in Sociology – Applied Social Research seeks to provide Nipissing sociology students with the following key objectives:

- Foster intellectual development and enhanced knowledge of the discipline of sociology and its major sub-discipline specialities;
- Enhance critical awareness of current social problems and new insights within the discipline;
- Deepen students' knowledge of the latest theoretical ideas and debates in social theory;
- Train students in advanced research and evaluation skills, including quantitative and qualitative data collection, analysis, and interpretation; and
- Provide students with the skills and opportunities to apply the sociological imagination to local, national and international issues and to contribute to policy development and reform.

Curriculum Map: MA Sociology

Course Requirements for Program Completion

Program: Master of Arts	Program Specialization: Sociology – Applied Social Research, Thesis Route	
Year 1 (CORE)	Year 2 (CORE)	
SOCI 5454 (12 cr) Thesis Research Project (TRP)	6 credits from: SOCI 5505 (6 cr, 8 hr/wk) Thesis Research Practicum	SOCI 5517 (3 cr, 3 hr/wk) Program and Policy Evaluation
SOCI 5106 (3 cr, 3 hr/wk) Advanced Sociological Theory	SOCI 5516 (3 cr, 3 hr/wk) Special Topics I	SOCI 5526 (3 cr, 3 hr/wk) Special Topics II
SOCI 5216 (3 cr, 3 hr/wk) Research Design	SOCI 5617 (3 cr) Directed Studies I	SOCI 5627 (3 cr) Directed Studies II
SOCI 5217 (3 cr, 3 hr/wk) Quantitative Analysis OR SOCI 5417 (3 cr, 3 hr/wk) Qualitative Analysis	SOCI 5227 (3 cr, 3 hr/wk) Science, Technology and Environment SOCI 5547 (3 cr, 3 hr/wk) Education and Inequality	SOCI 5206 (3 cr, 3 hr/wk) Determinants of Population Change
21 Core credits		

Program: Master of Arts	Program Specialization: Sociology – Applied Social Research, Major Research Paper Route	
Year 1 (CORE)	Year 2 (CORE)	
SOCI 5115 (6 cr) Major Research Paper (MRP)	9 credits from: SOCI 5507 (3 cr, 8 hr/wk) MRP Practicum	SOCI 5517 (3 cr, 3 hr/wk) Program and Policy Evaluation
SOCI 5106 (3 cr, 3 hr/wk) Advanced Sociological Theory	SOCI 5516 (3 cr, 3 hr/wk) Special Topics I	SOCI 5526 (3 cr, 3 hr/wk) Special Topics II
SOCI 5216 (3 cr, 3 hr/wk) Research Design	SOCI 5617 (3 cr) Directed Studies I	SOCI 5627 (3 cr) Directed Studies II
SOCI 5217 (3 cr, 3 hr/wk) Quantitative Analysis OR SOCI 5417 (3 cr, 3 hr/wk) Qualitative Analysis	SOCI 5227 (3 cr, 3 hr/wk) Science, Technology and Environment SOCI 5547 (3 cr, 3 hr/wk) Education and Inequality	SOCI 5206 (3 cr, 3 hr/wk) Determinants of Population Change
21 Core credits		

Additional Discipline Requirements:

Additional Degree Requirements:

Thesis Route

- Full-time students have two years to complete the program
- Flex-time students have four years to complete the program

Major Research Paper Route

- Full-time students have one year to complete the program
- Flex-time students have three years to complete the program

Master of Arts Degree Requirements:

[View Catalog \(nipissingu.ca\)](#)

- a. Must complete 21 credits as outlined for the Thesis Route or 15 credits as outlined for the Major Research Paper Route.
- b. Must achieve a minimum overall average of 70%, and a minimum grade of 70% in each course after no more than one attempt.
- c. Not have failed more than one course.

Curriculum Map: MA Sociology

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

MA Sociology TRP Courses (21 credits)

There are no prerequisites for the TRP courses. All prerequisites are met prior to entering the program.

SOCI 5454

SOCI 5106

SOCI 5216

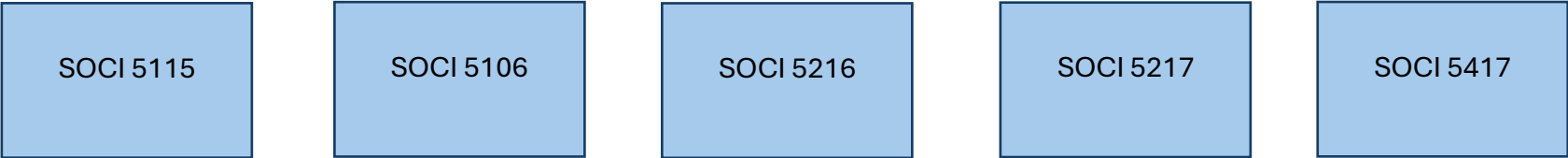
SOCI 5217

SOCI 5417

Curriculum Map: MA Sociology

MA Sociology MRP Courses (15 credits)

There are no prerequisites for the MRP courses. All prerequisites are met prior to entering the program.



Curriculum Map: MA Sociology

Program-Level Student Learning Outcomes

Upon graduation the student will be able to:

1. Demonstrate advanced knowledge of the discipline of sociology and its major sub-discipline specialities;
2. Critically assess current social problems and social policies;
3. Demonstrate a systematic understanding and critical awareness of the strengths and limitations of the major classical and contemporary sociological theories;
4. Demonstrate an understanding of the strengths and weaknesses of different sociological research designs, including experimental, quasi-experimental, correlational, and qualitative; and
5. Apply sociological theories and advanced research methodologies to critically appraise local, national and international social problems and policies.

Curriculum Map: MA Sociology

Program-Level Outcomes Progression Matrix

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

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

Outcome	SOCI 5106	SOCI 5216	SOCI 5217	SOCI 5417	SOCI 5454	SOCI 5115
1	B/I	B/I	I/P	I/P	P	P
2	B/I	B/I	I/P	I/P	P	P
3	B/I				P	P
4		B/I	I/P	I/P	P	P
5	B/I	B/I	I/P	I/P	P	P

Curriculum Map: MA Sociology

University-Level Student Learning Outcomes

Upon graduation the student will be able to:

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

Curriculum Map: MA Sociology

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

Curriculum Map: MA Sociology

University-Level Outcomes Progression Matrix

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

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

Outcome	SOCI 5106	SOCI 5216	SOCI 5217	SOCI 5417	SOCI 5453	SOCI 5115
1	B/I	B/I	I/P	I/P	I	P
2	B/I	B/I	I/P	I/P	I	P
3	B/I	B/I	I/P	I/P	P	P
4	B/I	B/I	I/P	I/P	P	P
5	B/I	B/I	I/P	I/P	P	P
6	B/I	B/I			P	P
7	B/I	B/I			P	P
8					P	P

Curriculum Map: MA Sociology

Resource Links

Ontario Universities, Council on Quality Assurance

Definitions — Ontario Universities Council on Quality Assurance

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