677th Meeting of Senate

Wednesday, February 12, 2020 at 3 p.m.
Sankey Chamber, Mackenzie Chown Complex

A G E N D A

Approx. Timing	#	Agenda Item	Action
3:00	1.	Call to Order	
3:01	2.	Approval of the Agenda (including consent items)	Approval
3:02	3.	Business Arising from the Minutes	
ACTION ITEMS			
3:05	4.	Reports of Standing Committees	
		4.1 Governance Committee	Approval
		4.2 Graduate Studies Committee	Approval
	5.	Memo from the University Secretary – Senate Election	Approval
DISCUSSION ITEMS			
3:30	6.	Report of the President and Vice-Chancellor	Information
3:40	7.	Report of the Provost and Vice-President, Academic	Information/Approval
3:50	8.	Report of the Vice-President, Research	Information
	9.	Two Row Council – N/A	Information
	10.	Generative Discussion – N/A	
4:00	11.	Other Business	
4:05	12.	IN CAMERA – Honorary Degrees – January 2020* *(from Governance Committee)*	Approval
4:15	13.	IN CAMERA – Short List of Candidates for New Chancellor**(from Governance Committee)*	Approval
4:30	14.	IN CAMERA – Report of the Provost and Vice-President, Academic*	Information
4:50	15.	Adjournment	
CONSENT ITEMS			
	16.	Minutes	
		16.1 676th Meeting of Senate held on January 15, 2020	Approval
	17.	Report of the Chair	Information
	18.	Report of the Academic Colleague – N/A	
	19.	Report of the Actions of the Board of Trustees – N/A	
	20.	Reports of Standing Committees	
		20.1 Academic Review Committee	Approval
		20.2 Graduate Studies Committee	Approval
		20.3 Undergraduate Program Committee	Approval
		20.4 Governance Committee	Information
		20.5 Information Technology and Infrastructure Committee	Information
		20.6 Planning, Priorities and Budget Advisory Committee	Information
		20.7 Teaching and Learning Policy Committee	Information
		20.8 Research and Scholarship Policy Committee – N/A	
		20.9 Undergraduate Student Affairs Committee – N/A	

*Material on Senate SharePoint IN CAMERA

Report to Senate #677, February 12, 2020

TO: Chabriol Colebatch, University Secretary and General Legal Counsel

FROM: Professor Michelle Webber
Vice-Chair, Senate Governance Committee

DATE: February 12, 2020

Action Items

1. **Honorary Degrees – January 2020** **(IN CAMERA)**
   (Material available on Senate SharePoint site)

2. **Short List of Candidates for New Chancellor** **(IN CAMERA)**
   (Material available on Senate SharePoint site)

3. **2020 Senate Elections**

   MOVED (M. Webber/)

   THAT Senate appoint the following two Senators, who are not standing for election, to serve as scrutineers for the 2020 election:
   1. Poling Bork
   2. Linda Lowry

   RATIONALE
   - Under the Faculty Handbook, the Governance Committee is required to recommend to Senate the appointment of two Senators, who are not standing for election, to serve as scrutineers (FHB II: 9.5.1).

4. **Senate Governance Review Implementation – Recommendations 5 to 7**

   MOVED (M. Webber/)

   MOTION 1

   That Senate amend Faculty Handbook II: 9.1.2 as follows to provide for a two-year term for Committee Chairs and Vice-Chairs, effective from the day following Spring Convocation 2020 (strikeout indicates deleted text, highlight indicates new text):

9.1.2 Term

A. Where possible, members of standing committees and sub-committees shall serve for a term of three years unless otherwise specified and may be reappointed. A Vice-Chair may, but does not necessarily, succeed to the chair at the completion of that term as Vice-Chair. A term of service shall begin on the day following Spring Convocation and end on the last day of the next Spring Convocation. Committee Chairs and Vice-Chairs shall be appointed for a two-year term. Any member with fewer than two years remaining in their term on Senate is eligible to serve as Committee Chair or Vice-Chair but only serves the second year if re-elected to Senate.

MOTION 2

That Senate amend Faculty Handbook II: 9.1.2 as follows to provide for staggered one-year terms, effective from the day following Spring Convocation 2020 (strikeout indicates deleted text, highlight indicates new text):

9.1.2 Term

A. ~~Where possible, M~~members of standing committees and sub-committees shall serve for a term of ~~three years~~ one year unless otherwise specified and may be reappointed. A Vice-Chair may, but does not necessarily, succeed to the Chair at the completion of that term as Vice-Chair. A term of service shall begin on the day following Spring Convocation and end on the last day of the next Spring Convocation.

MOTION 3

That Senate amend the Faculty Handbook as follows to provide that no more than two members from the same Faculty are appointed to the same committee, effective from the day following Spring Convocation 2020 (strikeout indicates deleted text, highlight indicates new text):

9.5 GOVERNANCE COMMITTEE

9.5.2 Composition

b) a minimum of two additional Full-Time Teaching Staff or Professional Librarian members, such that Full-time Teaching Staff or Professional Librarians comprise the majority of the Committee, with members-at-large as necessary to ensure that the Library is represented and that no more than two members from the same ~~each~~ Faculty are appointed~~, and the Library, is represented~~;

9.6 GRADUATE STUDIES COMMITTEE

9.6.2 Composition

b) a minimum of two additional Full-Time Teaching Staff, including Professional Librarians, such that Full-time Teaching Staff, including Professional Librarians, comprise the majority of the Committee, with members-at-large as necessary to ensure that the Library is represented and that no more than two members from the same ~~each~~ Faculty are appointed~~, and the Library, is represented~~;

9.7 INFORMATION TECHNOLOGY AND INFRASTRUCTURE COMMITTEE

9.7.2 Composition

b) a minimum of five additional Full-Time Teaching Staff or Professional Librarian members, such that Full-time Teaching Staff or Professional Librarians comprise the majority of the Committee, with members-at-large as necessary to ensure that no more than two members from the same ~~each~~ Faculty are appointed ~~is represented~~;

9.8 TEACHING AND LEARNING POLICY COMMITTEE

9.8.2 Composition

b) a minimum of two additional Full-Time Teaching Staff or Professional Librarian members, such that Full-time Teaching Staff or Professional Librarians comprise the majority of the Committee, with members-at-large as necessary to ensure that no more than two members from the same ~~each~~ Faculty are appointed ~~is represented~~;

9.9 UNDERGRADUATE PROGRAM COMMITTEE

9.9.2 Composition

b) a minimum of two additional Full-Time Teaching Staff or Professional Librarian members, such that Full-time Teaching Staff or Professional Librarians comprise the majority of the Committee, with members-at-large as necessary to ensure that no more than two members from the same ~~each~~ Faculty are appointed ~~is represented~~;

9.10 UNDERGRADUATE STUDENT AFFAIRS COMMITTEE

9.10.2 Composition

b) a minimum of two additional Full-Time Teaching Staff or Professional Librarian members, such that Full-time Teaching Staff or Professional Librarians comprise the majority of the Committee, with members-at-large as necessary to ensure that no more than two members from the same ~~each~~ Faculty are appointed ~~is represented~~;

9.11 STUDENT APPEALS BOARD

9.11.2

b) a minimum of two additional Full-Time Teaching Staff or Professional Librarian members, such that Full-time Teaching Staff or Professional Librarians comprise the majority of the Committee, with members-at-large as necessary to ensure that no more than two members from the same ~~each~~ Faculty are appointed ~~is represented~~;

9.12 RESEARCH AND SCHOLARSHIP POLICY COMMITTEE

9.12.1 Composition

b) a minimum of two additional Full-Time Teaching Staff or Professional Librarian members, such that Full-time Teaching Staff or Professional Librarians comprise the majority of the Committee, with members-at-large as necessary to ensure that no more than two members from the same ~~each~~ Faculty are appointed ~~is represented~~;

RATIONALE

- Motion 1:
  - The proposed amendment would add more continuity and stability to a committee's leadership. It would also be consistent with the increased term for the Senate Chair and Vice-Chair, which Senate recently extended to a two-year term based on the Governance Review's recommendation.

- Motion 2:
  - The proposed amendment will provide more flexibility and addresses the concern that a three-year term could deter membership due to its length. The concern regarding continuity has been addressed through the amendments to the terms of Committee Chairs and Vice-Chairs.

- Motion 3:
  - The proposed amendment would ease the difficulty of populating committees due to the current requirement to have at least one member from each Faculty represented.

It could also assist the Governance Committee to ensure that the appropriate skills and experience are present in a committee or to assign members to the committees they have requested.

- No changes were made to the composition requirements of the Academic Review Committee since the items it considers comprise cyclical review documents, new program proposals, program discontinuations, and major modifications from all academic programs across the university. As such, full-time faculty staff will continuously comprise the majority of the committee.

- No changes were made to the composition requirements of the Planning, Priorities and Budget Advisory Committee since its composition comprises the Chair or Vice-Chair of each Senate committee and does not mandate that each Faculty be represented – it is simply where possible.

5. Committees' Critical Paths

MOVED (M. Webber/)

That Senate amend Faculty Handbook Section 2: 6.1.1 and Section 2: 9.1 as follows to clarify requirements relating to Committee work plans ("critical paths") (strikeout indicates deleted text, highlight indicates new text):

A. Delete Section 2:6.1.1 and 2:6.1.2**:**

~~6.1.1~~ (*Secretary's note: move to new section 9.1.9 Annual Work Plan, Agendas and Reports)

~~For the beginning of the academic year, each Committee Chair, Vice-Chair and Secretary shall meet to develop a critical path that outlines key issues and timelines for the Committee for the coming year, taking into account the institutional strategic plan, and to establish an annual meeting schedule. They shall also meet prior to each meeting to set the agenda under the approval of the Committee Chair. The Committee Chair is also responsible for the approval of reports to Senate which will be drafted in consultation with the Committee Secretary. The Committee's Annual Report will be drafted by the Chair and reviewed by the Committee prior to its presentation to Senate.~~

~~6.1.2~~ (*Secretary's note: duplicative as covered by FHB II:9.5.1 c))

~~The Governance Committee will meet with the Committee Chairs, Vice-Chairs and Secretaries at least three times during the academic year. The Chair of the~~

~~Governance Committee is responsible for calling each meeting and setting the agenda in consultation with Committee Chairs.~~

B. Insert new Section 9.1.9 Annual Work Plan, Agendas and Reports

9.1.9 Annual Work Plan, Agendas and Reports (*Secretary's note: moved from 6.1.1 with changes to text identified)

A. For the beginning of the academic year, each Committee Chair, Vice-Chair and Secretary shall meet to consider ~~to develop~~ developing an annual work plan ~~a critical path~~ that may outline~~s~~ key ~~issues~~, goals, tasks, and timelines for the Committee for the coming year, taking into account the institutional strategic plan, and to establish an annual meeting schedule. ~~They shall also meet prior to each meeting to set the agenda under the approval of the Committee Chair.~~ The Committee Chair is also responsible for the approval of each Committee meeting agenda and reports to Senate which will be drafted in consultation with the Committee Secretary. The Committee's Annual Report will be drafted by the Chair and reviewed by the Committee prior to its presentation to Senate.

C. Amend Section 2:9.5.1 c)

c) ~~in accordance with FHB II: 6.1.2,~~ initiates at least three meetings during the academic year with the Committee Chairs, Vice-Chairs and Secretaries of Senate committees. The Chair of the Governance Committee is responsible for calling each meeting and setting an agenda in consultation with Committee Chairs;

RATIONALE

- The proposed amendments will provide greater flexibility to Senate's committees in the preparation of their annual work plans, in recognition of the fact that not all Committees consider it necessary to have a work plan and the 'critical path' terminology may have been confusing for some Chairs.

- These amendments reflect the feedback provided by Committee Chairs and Vice-Chairs at the Governance Committee's meeting of Chairs, Vice-Chairs, and Secretaries.

- The amendments update the reference to pre-meetings of the Committee Chair, Vice-Chair, and Secretary which may not always occur for all committees and for all meetings and clarify that the Chair may approve each Committee meeting agenda.

- The amendments also remove the reference to the Governance Committee's meetings with Committee Chairs, Vice-Chairs, and Secretaries from the 'Senate Officers' section of the Faculty Handbook to the Governance Committee's terms of reference.

6. Committees' Use of Consent Agendas

MOVED (M. Webber/)

That Senate amend Faculty Handbook II: 9.1.9 as follows to provide Senate's committees with the ability to use consent agendas for their meetings (strikeout indicates deleted text, highlight indicates new text):

> 9.1.9 Annual Work Plan, Agendas and Reports
>
> B. The Committee Chair may approve that any routine or uncontroversial item be included in the consent agenda for a Committee meeting. In determining whether to include an item in the consent agenda, the Committee Chair will consider the Consent Agenda Guidelines, with necessary modifications, approved by the Governance Committee and the advice of the Committee Secretary.
>
> Any items included in the consent agenda for a meeting shall be received or approved by the Committee through approval of the meeting agenda. Any item in the consent agenda may be lifted upon request of a Committee member prior to approval of the meeting agenda.
>
> If, following approval of the meeting agenda but during the same meeting, a Committee member wishes to lift an item that was received or approved by consent, the Committee member may propose a motion to lift the item from consent for discussion and possible action. The motion must be seconded and passed by a majority. If passed, the Committee Chair will then include the item on the agenda for discussion at any point deemed appropriate by the Committee Chair.

RATIONALE

- The proposed amendments to the Faculty Handbook II: 9.1.9 clarify and provide explicit authority for Senate's committees to use consent agendas for their meetings. At present, the FHB is silent on the use of consent agendas at the committee level, though they are sometimes used at the discretion of the Chair. These amendments will clarify that the use of consent agendas is permissible and will help to ensure that the use of consent agendas follows the same guidelines as Senate and are not employed inappropriately.

- The use of consent agendas for Committee meetings may result in efficiencies and the opportunity for committees to allot more time to pressing and involved matters.

Discussion Items

None.

Consent Items for Approval

None.

Consent Items for Information

7. Participation in Meetings via Teleconference

- The Governance Committee reviewed the report and provided feedback on the suggested parameters surrounding members of Senate's committees participating in those meetings via tele/videoconference.
- The Committee requested the Secretariat Office prepare a report that incorporates the feedback provided and specifies that participation via tele/videoconference at meetings of Senate is not permitted. The Secretariat will also include information on remote voting systems.

8. Review Procedures and Guidelines for Nominations of Honorary Degrees

- The Governance Committee is reviewed the Procedures and Guidelines for Nominations of Honorary Degrees and determined that no updates are required at this time.

9. Vice-Provost Membership on Senate Committees and Ex-Officio Alternates

- The Governance Committee requested the University Secretary prepare Faculty Handbook amendments that would eliminate voting substitutions and instead require the President to designate annually ex officio senior administration council membership on Senate's committees in accordance with the Faculty Handbook's provisions regarding committee composition.

SENATE

To: Chabriol Colebatch, University Secretary &
General Counsel

From: Professor Nota Klentrou
Chair, Senate Planning, Senate Graduate Studies Committee

DATE: February 3, 2020

Report to Senate 677

Action Items

1. MOVED (N. Klentrou/) THAT Senate approve the proposed change to FHB Section III B: 6.5: Advanced Standing, as outlined in Appendix 1 of this report.

Discussion Items

No discussion items

Consent Items - For Approval

1. MOVED (N. Klentrou/) THAT Senate approve the 2020-21 Graduate Calendar changes, as outlined in Appendix 2 of this report.

Appendix 1

6. ADMISSIONS

6.5 ADVANCED STANDING

ii) The MEd program ~~will automatically assess a student's transcript and~~ may approve Advanced Standing of a maximum of one half-credit ~~(two half-credit courses)~~ for the successful completion of courses from Part One and Part Two of ~~the~~ Brock University's Principals Qualification Program for ~~non-thesis~~ course-based Master of Education students. Students will need to submit evidence of completing their PQP credentials to the MEd program for consideration.

Appendix 2

Graduate Calendar Entries for 2020-2021 Graduate Programs:

Applied Gerontology
Applied Linguistics
Business Administration
Education
Educational Studies
Sustainability Science and Society

Master of Applied Gerontology

Degree Requirements

Basic degree requirements include the successful completion of ten half-course credits and a full-credit practicum. Students are expected to complete their degree requirements within three academic terms (12 months).

Required Courses:

GERO 5F00 Gerontological Practicum
GERO 5P02 Current Issues in Gerontology
GERO 5P13 Advanced Communication and Aging
GERO 5P15 Introduction to Inter-professional Practice
GERO 5P88 The Process of Aging
GERO 5P92 Mental Health and Aging
GERO 5P89 Research in Applied Gerontological Practice
AHSC 5P11 Theory and Practice of Health Program Planning and Evaluation

Course Descriptions

Students must check to ensure that prerequisites are met. Students may be deregistered, at the request of the instructor, from any course for which prerequisites and/or restrictions have not been met.

Please note that not all courses are offered every session. Refer to the applicable timetable for details.

Refer to Applied Health Sciences (AHSC) and Business Administration (MBAB) Calendar entries for course descriptions of AHSC and MBAB courses.

GERO 5F00

Gerontological Practicum

Practical experience providing students with specialized knowledge, practices, culture and skills, working in the field of gerontology. A minimum of 300 hours must be completed.

GERO 5P02

Current Issues in Gerontology

An overview of evidence-based thinking via research conducted with a gerontology focus. Students will be exposed to arrange of methodological and paradigmatic issues characterizing the multidisciplinary nature of research in gerontology.

GERO 5P12

Mobility and Physical Activity in Aging

Mobility and physical activity in aging populations. Issues related to assessment, training, fitness adaptations, and program are addressed.

GERO 5P13

Advanced Communication and Aging

Examination of communication with older adults and professionals in the field of gerontology. Focus on the application of theories and research evidence in practice. Seminar and practice labs.

GERO 5P14

Community Services for Older Adults

Examination of the role of community services for older adults with an emphasis on leisure opportunities, housing, transportation, retirement and community organizations. Topics include social services for older adults, environmental design, home support services, and policy considerations.

***GERO 5P15**

Introduction to Inter-professional Practice

(also offered as NUSC 4Q90)

Understanding and applying core competencies for effective collaboration. Topics include collaborative leadership, team functioning, communication, role clarity, conflict management, and client-centred approach as it applied to diversity of interprofessional settings.

Note: Note: Cross-listed as NUSC 4Q90

GERO 5P87

Death and Dying in Later Life

Experience and quality of life during the end stages of life for older adults. Examination of issues related to death, dying and bereavement by highlighting cultural, ethical, social and spiritual aspects, as well as end of life care.

GERO 5P88

The Process of Aging

The physiology of aging and how lifestyle, physical activity and nutrition may be able to influence the physiological processes of aging with the goal of optimizing physical and mental function and independent living into old age.

GERO 5P89

Research in Applied Gerontological Practice

Critical analysis of theory and appraisal of the evidence base to inform approaches that support an aging population.

GERO 5P92

Mental Health and Aging

Examination of mental health and mental illness and aging, including evidence about risk factors, health promotion, prevention, and effective interventions. Focus on most common mental disorders, including depression, addiction, dementia, and anxiety disorders.

Rationale:

- Provide an additional elective for the new program
- Address the need for graduates to critically appraise research and theory and use evidence-based approaches to service delivery.

Academic Program Calendar Submission #2020-2929

Department/Centre:
Program(s): Applied Linguistics

Program Additions/Terminations

1. Proposal(s) and Effective Date(s)

Please note: The calendar year runs from May 1, 2020 to April 30, 2021 and begins with the Spring/Summer sessions. All new programs being introduced or the terminiation of programs will be effective beginning 2020 Spring Session.

List all new/terminated major/minor/concentration/certificate programs, to be implemented/terminated.
Please state the proposal(s) in the form of a motion or series of motions. e.g., "Major in XXXX, be introduced"; "Major in XXXX be terminated"

2. Explanation for Proposed Additions(s)/Deletion(s)

Provide the academic/program reasons for, and implications of, the proposal(s). These should correspond to the proposals in #1 above.

NOTE: If major changes to a program are proposed, the old program must be phased out, as the new program is phased in.

3. Required Documentation/Information
If a new or specialization is being proposed, the following documentation must be submitted:

Program Changes

1. Proprosal(s) and Effective Date(s)

Please note: The Calendar year runs from May 1, 2020 to April 30, 2021 and begins with the Spring/Summer sessions. All programs being changed will be effective beginning 2020 Spring Session.
List all proposals, to be implemented, numerically in the following order:

1. Introduce new Scheme D designation as Applied Linguistics (General) Thesis Route to complement existing Scheme A Applied Linguistics (TESL).
2. Introduce new Scheme C designation as Applied Linguistics (TESL) Course-Based Route.

2. Explanation for Proposed Change(s)

Provide the academic/program reasons for, and implications of, the proposal(s). These should correspond to the proposals in #1 above.

1. This proposal has already passed ARC and Quality Council.

In 2019 the Graduate Program Committee in Applied Linguistics agreed that we pursue adding a new MA Applied Linguistics concentration to complement our existing MA Applied Linguistics (TESL). The new concentration will be called MA Applied Linguistics (General). Unlike our existing MA Applied Linguistics (TESL) concentration (which currently has both an MRP and a Thesis scheme, with a third course-based TESL scheme also approved for addition, the MA Applied Linguistics (General) concentration will only offer a Thesis stream. This decision is made because an MRP scheme would require that additional courses be added, which is not feasible at present given resource constraints.

The existing MA Applied Linguistics (TESL) Concentration Scheme A: Coursework and Thesis requires the following.

Scheme A: Course Work and Thesis
Students must successfully complete the two core courses, and a minimum of two additional courses, as determined in consultation with the supervisor and Graduate Program Director, and the MA thesis.
Core Courses
LING 5P07 Topics in Subsequent Language Acquisition Theory and Research
LING 5P85 Research Issues and Methodology in Subsequent Language Acquisition
Additional Courses (minimum of two of the following, in consultation with the supervisor and Graduate Program Director), depending on availability.
LING 5P00 Foundations of Language Teaching and Learning
LING 5P01 Sociolinguistics Applied to Language Teaching and Learning
LING 5P02 Pedagogical Grammar: Theory, Research and Practice
LING 5P03 Oral/Aural Skills in Teaching English as a Subsequent Language: Theory, Research and Practice
LING 5P04 Reading in Teaching English as a Subsequent Language: Theory, Research and Practice
LING 5P05 Writing in Teaching English as a Subsequent Language: Theory, Research and Practice
LING 5P08 Vocabulary: Theory, Research and Practice
LING 5P10 Independent Study (approval of the Graduate Committee required)
LING 5P60 Teaching English to Young Learners
LING 5V60-69 Special Topics in Applied Linguistics

Thesis
LING 5F90 MA Research and Thesis

The proposed Scheme D: MA Applied Linguistics (General) concentration would have the same core course degree requirements as the MA Applied Linguistics (TESL) Scheme A: Coursework and Thesis (as above), but the additional courses could be the same or taken from outside of the department. Further, the THESIS requirement would NOT be TESL related. The overall structure is as follows:
MA Applied Linguistics (General)
Course Work and Thesis
Students must successfully complete the two core courses, a minimum of two additional courses, as determined in consultation with the supervisor and Graduate Program Director, and the MA thesis.

Core Courses

LING 5P07 Topics in Subsequent Language Acquisition Theory and Research
LING 5P85 Research Issues and Methodology in Subsequent Language Acquisition
Additional Courses (minimum of two additional courses, in consultation with the supervisor and Graduate Program Director), depending on availability.
Additional courses may include any graduate level courses in Applied Linguistics. These currently include:

LING 5P00 Foundations of Language Teaching and Learning
LING 5P01 Sociolinguistics Applied to Language Teaching and Learning
LING 5P02 Pedagogical Grammar: Theory, Research and Practice
LING 5P03 Oral/Aural Skills in Teaching English as a Subsequent Language: Theory, Research and Practice
LING 5P04 Reading in Teaching English as a Subsequent Language: Theory, Research and Practice
LING 5P05 Writing in Teaching English as a Subsequent Language: Theory, Research and Practice
LING 5P08 Vocabulary: Theory, Research and Practice
LING 5P10 Independent Study (approval of the Graduate Committee required)
LING 5P60 Teaching English to Young Learners
LING 5V60-69 Special Topics in Applied Linguistics

Given the broad nature of the MA Applied Linguistics (General) concentration, additional graduate courses needed to fulfil degree requirements may also be taken outside of the department. For example, language related courses are available in Modern Languages, Psychology, Education, etc, which may be relevant to the particular Applied Linguistics' interests of a particular student. Statistics courses may also be taken outside of the Applied Linguistics Department. Such courses should only be taken in consultation with the student's supervisor and Graduate Program Director, and must be approved by the Graduate Program Committee.

Thesis
LING 5F90 MA Research and Thesis

Our original MA Applied Linguistics (TESL) concentration was initially conceived as the first of several options within the same program, hence "TESL" being in parentheses. While the TESL concentration has provided a strong starting point, faculty interests are much broader and some faculty members have no interest in Teaching English as a Second/Subsequent Language (TESL) at all. This has limited both faculty participation in our graduate program, as well as our ability to attract students who are interested in applied linguistics, but who want to focus on topics that are not directly related to teaching second/subsequent languages. Some examples of broader interests in Applied Linguistics include second/subsequent language acquisition, teaching languages other than English, experimental psycholinguistics, forensic linguistics, language disorders, language and culture, language and politics, among many others. The core courses in the proposed concentration would still include topics in Subsequent Language Acquisition (LING 5P07), because this topic is the most dominant interest of Applied Linguists, and anyone with a degree in Applied Linguistics is reasonably assumed to have some knowledge of this area. This is also an area of research strength within our department. While it may, to an outsider, seem that Second/Subsequent Language Acquisition (SLA) and TESL are one and the same, this is not the case. The latter applies principles of SLA theory and research to teaching. While the former is often extended into many other subdisciplines of Applied Linguistics.

We also see the creation of an MA Applied Linguistics (General) concentration to be an important precursor to the development of a PhD program in Applied Linguistics, which at other institutions often tend to focus less on language teaching, and more on research and theory building.

Current students will not be impacted. This concentration will attract a different pool of students. It would benefit some types of students, however. We have accepted students in the past who are not really specifically interested in TESL, but want to come to Brock to study with a particular faculty member. Currently, this requires that they take courses that may lay outside of their interest, and courses that do not contribute to their final objective. Thus, this modification will allow us to better serve these types of students in the future.

There will not necessarily be any resource implications, since this is only a different concentration for an existing MA Thesis program. While students may opt to take two or more of our existing TESL courses to meet the course requirements, it is assumed that their supervisors will also offer directed readings courses (e.g., LING 5V60-69 Special Topics in Applied Linguistics) as unscheduled teaching under our Normal Workload Plan. Alternatively, students in this proposed MA Applied Linguistics (General) route may be allowed, with permission of their supervisor and the Graduate Program Committee, to take other relevant existing graduate courses in other

departments. This assumes, of course, that other departments are willing to allow additional students in their courses. The modification of our MA program to include a "General" concentration does not hinge on this possibility, however.

Ultimately, this additional "General" concentration could lead to a request for further funded seats in the MA Applied Linguistics program should demand increase. We do not, however, see an immediate increase in the total number of projected students, but simply a redistribution whereby some of our usual projected enrolments would opt for this concentration.

We anticipate accepting 1-4 students per year in this stream, with the number increasing as the number of supervisors with relevant become available. Ultimately, we are constrained in number by the amount of funding available for graduate student spaces. For every 1 student added to this stream, there will be one fewer in the "TESL" stream). This proposal allows us greater flexibility in who we admit, makes better use of current resources, and allows us to select the best applicants without being completely constrained to the narrow TESL focus of a Thesis.

The proposed revision to our program will fit the University's academic plan by expanding student enrolment (including international students) and allowing us to attract stronger students to work with specific faculty members. The proposal to encourage students to take courses in other related departments also promotes trans-disciplinarity, which has long been a hallmark of applied linguistics.

The addition of graduate students will increase Brock's reach and reputation as a comprehensive university.

2. This proposal has already passed ARC and Quality Council

In the Fall of 2018 the Graduate Program Committee in Applied Linguistics agreed that we pursue adding a new route (scheme) to our existing MA Applied Lingustics (TESL) program that would allow completion of one additional full course (or equivalent) instead of a Major Research Paper. This new program route (scheme) would allow us to accept students who are less research-oriented and would rather complete a professionally oriented degree. It would also allow us to accept more students, since we are limited in the number of MRP and Thesis students we are allowed to accept in a given year due to funding obligations. We anticipate that in its first year this route would attract 2-10 students, with much more significant growth possible in the event more resources become available.

In the Fall of 2018 the Graduate Program Committee in Applied Linguistics agreed that we pursue adding a new route (scheme) to our existing MA Applied Lingustics (TESL) program that would allow completion of one additional full course (or equivalent) instead of a Major Research Paper. This new program route (scheme) would allow us to accept students who are less research-oriented and would rather complete a professionally oriented degree. It would also allow us to accept more students, since we are limited in the number of MRP and Thesis students we are allowed to accept in a given year due to funding obligations. We anticipate that in its first year this route would attract 2-10 students, with much more significant growth possible in the event more resources become available.

Currently Degree requirements in the Calendar are as follows:

Degree Requirements
Students will consult with the Graduate Program Director when planning their programs of study. Graduate students follow either Scheme A or Scheme B. Scheme A candidates must submit a preliminary thesis proposal and find a supervisor as advised by the Graduate Program Director. Bridged Entry students may only complete Scheme B. For either scheme, supervisory responsibilities will be assigned within the proposed supervisor's and second reader's area of interest and expertise, with reasonable attention to equitable distribution of supervisory assignments and under the overall guidance of the Graduate Program Committee.
Scheme A: Course Work and Thesis
Students must successfully complete the two core courses, and a minimum of two additional courses, as determined in consultation with the supervisor and Graduate Program Director, and the MA thesis.
Core Courses
LING 5P07 Topics in Subsequent Language Acquisition Theory and Research
LING 5P85 Research Issues and Methodology in Subsequent Language Acquisition
Additional Courses (minimum of two of the following, in consultation with the supervisor and Graduate Program Director), depending on availability.
LING 5P00 Foundations of Language Teaching and Learning
LING 5P01 Sociolinguistics Applied to Language Teaching and Learning
LING 5P02 Pedagogical Grammar: Theory, Research and Practice

LING 5P03 Oral/Aural Skills in Teaching English as a Subsequent Language: Theory, Research and Practice
LING 5P04 Reading in Teaching English as a Subsequent Language: Theory, Research and Practice
LING 5P05 Writing in Teaching English as a Subsequent Language: Theory, Research and Practice
LING 5P08 Vocabulary: Theory, Research and Practice
LING 5P10 Independent Study (approval of the Graduate Committee required)
LING 5P60 Teaching English to Young Learners
LING 5V60-69 Special Topics in Applied Linguistics

Thesis
LING 5F90 MA Research and Thesis

Scheme B: Course Work and Major Research Paper
Students must successfully complete the two core courses, six additional courses, and the major research paper.
Core Courses
LING 5P07 Topics in Subsequent Language Acquisition Theory and Research
LING 5P85 Research Issues and Methodology in Subsequent Language Acquisition
Additional Courses (six of the following, not all courses are offered every year)
LING 5P00 Foundations of Language Teaching and Learning
LING 5P01 Sociolinguistics Applied to Language Teaching and Learning
LING 5P02 Pedagogical Grammar: Theory, Research and Practice
LING 5P03 Oral/Aural Skills in Teaching English as a Subsequent Language: Theory, Research and Practice
LING 5P04 Reading in Teaching English as a Subsequent Language: Theory, Research and Practice
LING 5P05 Writing in Teaching English as a Subsequent Language: Theory, Research and Practice
LING 5P08 Vocabulary: Theory, Research and Practice
LING 5P10 Independent Study (approval of the Graduate Committee required)
LING 5P60 Teaching English to Young Learners
LING 5V60-69 Special Topics in Applied Linguistics

Major Research Paper
LING 5F89 Major Research Paper

We propose adding the following Scheme C which is identical to Scheme B except that it requires ten 'p' courses and no MRP, while the existing Scheme B requires eight 'p' courses and an MRP. The additional two 'p' courses would normally be scheduled for the spring/summer so as to ensure students would not have too heavy a course load in the fall/winter. However, in consultation with the Graduate Program Committee, students may be given permission to take an additional 'p' course in each of the fall and winter terms. The additional courses would be deemed unscheduled teaching and fall under LING 5V60-69: Special Topics in Applied Linguistics or other approved graduate courses in Applied Linguistics.

Scheme C: Course Work
Students must successfully complete the two core courses, and eight additional courses.
Core Courses
LING 5P07 Topics in Subsequent Language Acquisition Theory and Research
LING 5P85 Research Issues and Methodology in Subsequent Language Acquisition
Additional Courses (eight of the following, not all courses are offered every year)
LING 5P00 Foundations of Language Teaching and Learning
LING 5P01 Sociolinguistics Applied to Language Teaching and Learning
LING 5P02 Pedagogical Grammar: Theory, Research and Practice
LING 5P03 Oral/Aural Skills in Teaching English as a Subsequent Language: Theory, Research and Practice
LING 5P04 Reading in Teaching English as a Subsequent Language: Theory, Research and Practice
LING 5P05 Writing in Teaching English as a Subsequent Language: Theory, Research and Practice
LING 5P08 Vocabulary: Theory, Research and Practice
LING 5P10 Independent Study (approval of the Graduate Committee required)
LING 5P60 Teaching English to Young Learners
LING 5V60-69 Special Topics in Applied Linguistics

As noted above, there is a large pool of students who are interested in obtaining a graduate degree in Applied Linguistics (TESL), without having to conduct the type of research normally associated with an MRP or Thesis. These students are professionals, who in many cases already have substantial teaching experience, and primarily want to upgrade their credentials before returning to teaching. Such a program would also be more appealing to

working professionals who want to obtain an MA on a part-time basis. For part-time students, sequencing of courses will be managed internally by the GPD in consultation with the Graduate Program Committee. The MRP and Thesis routes are more suitable for students who want to conduct research and who may want to pursue a PhD in the future.

Current students will not be impacted. This program will attract a new pool of students.

For most courses, there will be no resource implications, since this is only a different route (scheme) for an existing program. Eight of the courses are courses that are already offered and scheduled within our existing programs. The other two courses will be offered as unscheduled teaching during the spring/summer by faculty members who prefer to oversee Special Topics courses (LING 5V60-69) rather than supervising MRPs and Theses, which all members of the program are currently expected to do under our Normal Workload Plan.

The proposed revision to our program will fit the University's academic plan by increasing international students for whom such a program is very desirable. It will also allow for increased enrolment domestically since it will allow us to accept students without offering them funding and access to Teaching Assistant positions. Currently, we are limited by the number of Teaching Assistant positions available in our undergraduate courses. In a non-research stream, students will not need to be Teaching Assistants.

The addition of graduate students will increase Brock's reach and reputation as a comprehensive university.

The addition of a non-research scheme will allow us to attract more working professionals, thereby providing community outreach that is currently limited in our program.

3. <u>Program Changes - Proposed Calendar Copy</u>
Please ensure that all course titles adhere to a maximum 45 characters and all course descriptions adhere to a maximum of 60 words and include all prerequisites, restrictions, course notes, exclusions, course format, and contact hours. Department/Centre/Program information and course information should be inserted here.

If changes in other programs will have an effect on your program(s), please incorporate those changes into your calendar copy below.

Applied Linguistics

Master of Arts in Applied Linguistics (TESL)
Field of Specialization
Teaching English as a Subsequent Language

Dean
Ingrid Makus
Faculty of Social Sciences

Acting Associate Dean
Dawn Zinga
Faculty of Social Sciences
Core Faculty

Professors
Thomas S. C. Farrell (Applied Linguistics),Gary Libben (Applied Linguistics), Hedy McGarrell (Applied Linguistics), Ron Thomson (Applied Linguistics)

Associate Professors
Cheng Luo (Applied Linguistics), David Hayes (Applied Linguistics)

Assistant Professor

Andrew Lee (Applied Linguistics)
Graduate Program Director
Ron Thomson
ron.thomson@brocku.ca

Graduate Program Assistant
Mae Leong
905-688-5550, extension 5165
Mackenzie Chown C414
gradapplingtesl@brocku.ca
https://brocku.ca/tesl

Program Description

Teaching English as a Subsequent Language is a complex process, with a knowledge base combining such diverse areas as applied linguistics, language-teaching methodology, curriculum design, and testing. This MA program is designed to integrate these important elements in an educational experience promoting a high level of expertise and professionalism. Faculty teaching in the program bring a valuable range of attributes, including extensive international experience, hands-on proficiency in ESL teaching right here in Canada, capacity in a range of different languages beyond English, and energetic research and scholarship published and presented around the world. Graduates of this dynamic program will be well prepared as Teaching English as a Subsequent Language professionals working in Canada or abroad and those who have completed a thesis will be well prepared for further graduate study at the doctoral level.

There are two program options: a 12-month Direct Entry Program and a unique 14-month Bridged Entry Program especially for students for whom English is a subsequent language. The Bridged Entry Program includes a non-credit summer bridging segment (LING 5N01) as well as academic writing mentoring throughout the academic year. However, all students, in both programs, choose courses from the same course bank and all students study the credit courses together in the same classes.

Candidates entering the Direct Entry Program should anticipate commencing courses in early September. Course work will normally be completed by the end of April, with the major research paper to be completed by the end of August (3 terms). Thesis-route students will normally complete the degree by the end of December (4 terms).

Applicants admitted into the Bridged Entry Program should anticipate commencing the bridging session in the month of July, with regular credit courses beginning in the following September. Course work will normally be completed by the end of April, with the major research paper finished by the end of August. Thus, the time commitment will be approximately 14 months.

The Applied Linguistics - Bridged Entry program is not eligible for OSAP funding. For more information contact the Student Awards and Financial Aid Office at safa@brocku.ca.

Admission Requirements

Successful completion of a four year Bachelor's degree, or equivalent, in a relevant discipline with a minimum average of 75%. Applicants who do not meet the minimum requirements for admission, who believe they may be eligible for admission, should contact the Graduate Program Director to discuss their admission qualifications.

Applicants should have a four year Bachelor's degree (or equivalent) undergraduate background which includes English linguistics, TESL, or a comparable field, with courses relevant to the theory and practice of Teaching English as a Subsequent Language (e.g. general linguistics, syntax, phonology, discourse analysis, or other linguistics courses with a focus on English; educational psychology or similar courses related to ESL learning; ESL teaching methodology; or ESL practice teaching). Applicants without the required subject background at the undergraduate level, but with a minimum overall average of 75%, may be admitted if they show strong academic performance on a graduate certificate in TESL from a recognized university and have relevant teaching experience.

Strong English language skills are essential for all applicants.
For Direct Entry, candidates whose first language is not English and who have not completed 3 or more years of full-time study at a Canadian post-secondary institution are required to provide proof of English language proficiency as follows: TOEFL PBT 630/CBT 267/iBT 109, TWE 5.5 and TSE 55, or IELTS 8 and writing band 8, (no individual score under 7.5).
For Bridged Entry, the following English language proficiency scores are required: TOEFL PBT 550/CBT 213/iBT 80, TWE 4.5 and TSE 45, IELTS 6.5 and writing band 6.5, (no individual score under 5.5).

Applicants who submit TOEFL or IELTS, scores may be asked to submit a writing sample.

Even with excellent language skills, applicants without a thorough undergraduate grounding in TESL-relevant courses are very unlikely to be admitted to the Direct Entry Program. In those circumstances, native speakers or others with a near-native command of English are advised to consider, in consultation with the Graduate Program Director, applying for the undergraduate TESL Certificate program also offered by the Department of Applied Linguistics. TESL Certificate graduates with a strong 'B' average (mid-70 or higher) are well-placed to apply for admission to the MA-level study of TESL at Brock or elsewhere.

Certificate in Teaching English as a Subsequent/Foreign Language:
https://brocku.ca/webcal/2019/undergrad/apli.html#sec25

The Graduate Admissions Committee will review all applications and recommend admission for a limited number of suitable candidates.

Part-time students will be admitted only in exceptional circumstances.

Degree Requirements

Students will consult with the Graduate Program Director when planning their programs of study. Graduate students follow ~~either~~ Scheme A~~, or~~ Scheme B, Scheme C, or Scheme D. Schemes A and D~~ A~~ candidates must submit a preliminary thesis proposal and find a supervisor as advised by the Graduate Program Director. Bridged Entry students may only complete Schemes B and C~~ B~~. For all~~either~~ schemes, supervisory responsibilities will be assigned within the proposed supervisor's (and where applicable, second reader's) area of interest and expertise, with reasonable attention to equitable distribution of supervisory assignments and under the overall guidance of the Graduate Program Committee.

Scheme A (TESL): Course Work and Thesis

Students must successfully complete the two core courses, and a minimum of two additional courses, as determined in consultation with the supervisor and Graduate Program Director, and the MA thesis.

Core Courses

LING 5P07 Topics in Subsequent Language Acquisition Theory and Research
LING 5P85 Research Issues and Methodology in Subsequent Language Acquisition

Additional Courses (minimum of two of the following, in consultation with the supervisor and Graduate Program Director), depending on availability.
LING 5P00 Foundations of Language Teaching and Learning
LING 5P01 Sociolinguistics Applied to Language Teaching and Learning
LING 5P02 Pedagogical Grammar: Theory, Research and Practice
LING 5P03 Oral/Aural Skills in Teaching English as a Subsequent Language: Theory, Research and Practice
LING 5P04 Reading in Teaching English as a Subsequent Language: Theory, Research and Practice
LING 5P05 Writing in Teaching English as a Subsequent Language: Theory, Research and Practice
LING 5P08 Vocabulary: Theory, Research and Practice
LING 5P10 Independent Study (approval of the Graduate Committee required)
LING 5P60 Teaching English to Young Learners
LING 5V60-69 Special Topics in Applied Linguistics

Thesis

LING 5F90 MA Research and Thesis

Scheme B (TESL): Course Work and Major Research Paper

Students must successfully complete the two core courses, six additional courses, and the major research paper.

Core Courses

LING 5P07 Topics in Subsequent Language Acquisition Theory and Research
LING 5P85 Research Issues and Methodology in Subsequent Language Acquisition

Additional Courses (six of the following, not all courses are offered every year)

LING 5P00 Foundations of Language Teaching and Learning
LING 5P01 Sociolinguistics Applied to Language Teaching and Learning
LING 5P02 Pedagogical Grammar: Theory, Research and Practice
LING 5P03 Oral/Aural Skills in Teaching English as a Subsequent Language: Theory, Research and Practice
LING 5P04 Reading in Teaching English as a Subsequent Language: Theory, Research and Practice
LING 5P05 Writing in Teaching English as a Subsequent Language: Theory, Research and Practice
LING 5P08 Vocabulary: Theory, Research and Practice
LING 5P10 Independent Study (approval of the Graduate Committee required)
LING 5P60 Teaching English to Young Learners
LING 5V60-69 Special Issues in Applied Linguistics

Major Research Paper

LING 5F89 Major Research Paper

Scheme C (TESL): Course Work

Students must successfully complete the two core courses, and eight additional courses

Core Courses

LING 5P07 Topics in Subsequent Language Acquisition Theory and Research
LING 5P85 Research Issues and Methodology in Subsequent Language Acquisition

Additional Courses (six of the following, not all courses are offered every year)
LING 5P00 Foundations of Language Teaching and Learning
LING 5P01 Sociolinguistics Applied to Language Teaching and Learning
LING 5P02 Pedagogical Grammar: Theory, Research and Practice
LING 5P03 Oral/Aural Skills in Teaching English as a Subsequent Language: Theory, Research and Practice
LING 5P04 Reading in Teaching English as a Subsequent Language: Theory, Research and Practice
LING 5P05 Writing in Teaching English as a Subsequent Language: Theory, Research and Practice
LING 5P08 Vocabulary: Theory, Research and Practice
LING 5P60 Teaching English to Young Learners

Additional Courses or Capstone Project

Two additional half courses or one full course must be taken from the following list:

LING 5V60-69 Special Issues in Applied Linguistics
LING 5P10 Independent Study (approval of the Graduate Committee required)
LING 5F91 Capstone Project

Scheme D (General): Course Work and Thesis

Students must successfully complete the two core courses, and a minimum of two additional courses, as determined in consultation with the supervisor and Graduate Program Director, and the MA thesis.

Core Courses

LING 5P07 Topics in Subsequent Language Acquisition Theory and Research
LING 5P85 Research Issues and Methodology in Subsequent Language Acquisition

Additional Courses (minimum of two additional courses, in consultation with the supervisor and Graduate Program Director), depending on availability.

Additional courses may include any graduate level courses in Applied Linguistics. These currently include:

LING 5P00 Foundations of Language Teaching and Learning
LING 5P01 Sociolinguistics Applied to Language Teaching and Learning
LING 5P02 Pedagogical Grammar: Theory, Research and Practice
LING 5P03 Oral/Aural Skills in Teaching English as a Subsequent Language: Theory, Research and Practice
LING 5P04 Reading in Teaching English as a Subsequent Language: Theory, Research and Practice
LING 5P05 Writing in Teaching English as a Subsequent Language: Theory, Research and Practice
LING 5P08 Vocabulary: Theory, Research and Practice
LING 5P10 Independent Study (approval of the Graduate Committee required)
LING 5P60 Teaching English to Young Learners
LING 5V60-69 Special Topics in Applied Linguistics

Given the broad nature of the MA Applied Linguistics (General) concentration, additional graduate courses needed to fulfil degree requirements may also be taken outside of the department. For example, language related courses are available in Modern Languages, Psychology, Education, etc, which may be relevant to the particular Applied Linguistics' interests of a particular student. Statistics courses may also be taken outside of the Applied Linguistics Department. Such courses should only be taken in consultation with the student's supervisor and Graduate Program Director, and must be approved by the Graduate Program Committee.

Thesis

LING 5F90 MA Research and Thesis

Course Descriptions

Note that not all courses are offered in every session. Refer to the applicable timetable for details.

Students must check to ensure that prerequisites are met. Students may be deregistered, at the request of the instructor, from any course for which prerequisites and/or restrictions have not been met.

LING 5F89
Major Research Paper
Major Research Paper, under the supervision of a faculty supervisor, on a specific issue in subsequent language teaching, curriculum design, professional development, student assessment, program evaluation, or a related area. Prerequisite: Completion of all course work; approval of the Major Research Paper topic by the supervisor.

LING 5F90
MA Research and Thesis
A research project involving the preparation and defence of a thesis on a topic in subsequent language teaching, curriculum design, professional development, student assessment, program evaluation, or a related area, demonstrating capacity for independent work. Research to be conducted under the supervision of a faculty supervisor and defended at an oral examination. Prerequisite(s): Completion of all course work; approval of the thesis proposal by the MA Program Committee.

LING 5F91
Capstone Project
Capstone project under the supervision of a faculty supervisor, will have a teaching focus such as a case study of a teaching intervention, a reflective assignment on teaching practice and/or observation, language teaching materials development, or related topics.
Prerequisite(s): Completion of all course work; approval of the Major Research Paper topic by the supervisor.

LING 5N01
Academic and Cultural Orientation for Bridged Graduate Students in Applied Linguistics
Academic and cultural orientation appropriate to academic context. Foundations and development of advanced academic skills in library research, note-taking, essay writing, seminar and workshop presentations, based on concepts and terminology in Applied Linguistics. Guidance in individual and group assignments. Familiarization with and use of electronic library databases and other e-resources.

LING 5P00
Foundations of Language Teaching and Learning
Linguistic, educational and social foundations of subsequent language teaching in the Canadian context as well as in international settings. Models of curriculum design and student assessment. Current trends in language teaching, program development, professional development, and related areas.

LING 5P01
Sociolinguistics Applied to Language Teaching and Learning
Theoretical concepts and research findings in sociolinguistics applied to the teaching and learning of English as a subsequent language. Focus on the social and cultural aspects of language, on the collaborative and social aspects of language learning, on the link between language and personal or social identity, and on the influence of the social world on language use, learning and teaching.

LING 5P02
Pedagogical Grammar: Theory, Research and Practice
Models of pedagogical grammar and their relationship to theories of subsequent language acquisition. Focus on issues arising in classroom learning. Application of grammar analyses to learning/teaching situations. Survey and critique of selected Information Technology tools available for the development of grammar skills.

LING 5P03
Oral/Aural Skills in Teaching English as a Subsequent Language: Theory, Research and Practice
Theoretical insights and research findings relevant to the pedagogy of speaking and listening, including models of oral interaction and of listening comprehension, and trends in speaking/listening instruction. Canadian Language Benchmarks for speaking and listening.

LING 5P04
Reading in Teaching English as a Second Language: Theory, Research, and Practice
Practical and theoretical foundations for decisions regarding materials design and instructional methodology, including genre theory, contrastive rhetoric, feedback and assessment, Information Technology.

LING 5P05
Writing in Teaching English as a Subsequent Language: Theory, Research, and Practice
Theoretical models of writing and instructional practices. Current issues in ESL writing research and teaching, including genre theory, contrastive rhetoric, feedback, assessment and critique of assessment tools (e.g. CLBs, IELTS), Information Technology.

LING 5P06
Topics in Subsequent Language Acquisition and Learning
Critical examination of current theories in subsequent language acquisition and learning and applications to practice worldwide. Topics may include cognitive mechanisms and social factors (e.g., individuals and language identity) in subsequent language acquisition and learning, speech communities, interlanguage, and issues in subsequent language policy and planning.
Restriction: Only open to students who possess a four-year undergraduate degree in any discipline.
Prerequisite(s): Prerequisite(s): LING 1F94 or permission of the Chair.

LING 5P07
Subsequent Language Acquisition Theory and Research
Critical examination of current theories and key issues in subsequent language acquisition research, from various perspectives (linguistic, psycholinguistic, sociolinguistic, etc.). Integration of theoretical models, research evidence and practice.

LING 5P08
Vocabulary: Theory, Research and Practice
Theoretical models and research findings regarding how words are represented and processed in the mind. Focus will be on the consequences of research findings for second language acquisition, bilingualism, and the teaching and learning of English as a Second Language.

LING 5P10
Independent Study
Research project carried out in collaboration with a faculty member. Enrichment of theoretical knowledge in a particular area of TESL, and development of the ability to apply that knowledge practically.
Note: Approval of the Graduate Committee is required for registration in this course.

LING 5P40
Language Testing
Language Testing Theories and practices of language testing in research and teaching. Focus on critical analysis and evaluation of psychometric and pragmatic tests through item analysis and/or latent trait measurement.
Restriction: Only open to students who possess a four-year undergraduate degree in any discipline.
Prerequisite(s): Prerequisite(s): LING 1F94 or permission of the Chair.

LING 5P41
Bilingualism
Linguistic and constraints on mixing and code-switching, the organization of the bilingual lexicon, language processing in bilinguals, language attrition.
Restriction: Restriction: Only open to students who possess a four-year undergraduate degree in any discipline.
Prerequisite(s): Prerequisite(s): LING 1F94 or PSYC 1F90.

LING 5P60
Teaching English to Young Learners
Theoretical insights and research findings relevant to ESL pedagogy of young learners as applicable to classroom teaching in both Canadian and international contexts.

LING 5P80
Supervised Teaching
Classroom observation, and planning, managing and delivering subsequent language instruction. Discussions on current conceptual knowledge (theoretical) and perceptual knowledge (practical) highlighted with reference to the subsequent language teaching and learning context.
Restriction: Only open to students who possess a four-year undergraduate degree in any discipline.
Prerequisite(s): LING 4P82 or 5P82; LING 4P83 or LING 5P83 or similar credit courses in TESL methodology from another university.
Note: Placements will be arranged for observations and practice teaching.

LING 5P81
Reflective Practicum
Supervised class observation of lesson planning, teaching and evaluation. Issues related to subsequent language teaching in diverse contexts.Lectures, seminar,
Restriction: Only open to students who possess a four-year undergraduate degree in any discipline.
Prerequisite(s): LING 4P82 or 5P82; LING 4P83 or LING 5P83 or similar credit courses in TESL methodology from another university.

LING 5P82
Teaching Listening and Speaking in a Subsequent Language
Theories of and issues in the development of oral language processing in a subsequent language. Canadian Language Benchmarks. Implications and applications for selected teaching and learning situations.Lectures.
Restriction: Only open to students who possess a four-year undergraduate degree in any discipline.
Prerequisite(s): Prerequisite(s): LING 1F94 or permission of the Chair.

LING 5P83
Teaching Reading and Writing in a Subsequent Language
Selected theories and models underlying reading and writing ability. Their relationship to the concept of grammar and influence on inter-language development. Canadian Language Benchmarks. Implications and applications for selected teaching and learning situations.
Restriction: Restriction: Only open to students who possess a four-year undergraduate degree in any discipline.
Prerequisite(s): Prerequisite(s): LING 1F94 or permission of the Chair.

LING 5P85
Research Issues and Methodology in Subsequent Language Acquisition
Research methods and issues in subsequent language teaching, curriculum design, professional development, student assessment, program evaluation, and related areas.

LING 5V60-5V69

Special Topics in Applied Linguistics

Selected issues or topics in the theory and practice of applied linguistics according to the specific areas of instructional expertise.

Course Additions/Deletions/Revisions

Course Changes (Additions/Deletions/Revisions)

1. Additions to the Course Bank
(To be completed for all new courses, including courses newly cross-listed; one complete submission for each course.) Please ensure that all questions are answered below. Please indicate responses to questions with an "x" (to ensure proper downloading).

Course abbreviation, number and title (no description required):

LING 5F91 - Capstone Project

1. Course classification: **Regular**
2. Which department will be financially responsible as the Home department?
   Applied Language Studies
3. Indicate additional expenses to be borne by the student, e.g. field trip.
   None.
4. Indicate any affect on program requirements in your department/centre: **Yes**
5. Does this addition affect program requirements in other departments/centres? **No**
6. Does this addition/revision/deletion have any impact on future admission requirements to Brock? **No**
7. Does this course result from the splitting of course(s) currently or formerly in the course bank? **No**
8. If this course results from the joining of course(s) currently or formerly in the course bank, identify the course(s):
   None
9. Does this course result from the renumbering of another (current or previously offered) course? **No**

2. Course Deletions

Please identify all courses and programs affected by the deletion of course(s) (e.g. prerequisites, program requirements, etc.). Please ensure that consultation has occurred with all departments affected by additions or deletions of courses, to programs. A memo, including signatures of representatives from all departments/programs affected must accompany the hard-copy submission, to verify consultation.

None

3. Course Revisions
Please list (number and title only) all currently existing courses you propose to revise (i.e., change to number, title, or description).

None

Consultations and Approvals

Academic Consultation and Results

Please identify consultations with all departments/centres (Faculty as appropriate) affected by these changes and the results of those discussions. Attach copy of all correspondence, verifying agreement of all parties, to the proposed changes.

IT/ET Consultation

Please submit a hard copy of the IT/ET support form for each on-line course added to the course bank (with the exception of cross-listed courses which already exist in another department/centre).

Library Consultation

Please submit a hard copy of the Library Support form for each course added to the course bank (with the exception of cross-listed courses which already exist in another department/centre.

Approvals

Please ensure that a printed copy of this submission is sent to your Dean for collection on **October 31, 2019**.

Submitted by Ron Thomson on October 10, 2019 at 03:36:49 PM

Submitted by Ron Thomson on October 23, 2019 at 09:10:51 AM

Submitted by Dawn Zinga on January 20, 2020 at 04:01:17 PM

Submitted by Ingrid Makus on January 20, 2020 at 04:01:20 PM

Academic Program Calendar Submission #2020-2906

Department/Centre: Business Administration
Program(s): Business Administration

Program Additions/Terminations

1. Proposal(s) and Effective Date(s)

Please note: The calendar year runs from May 1, 2020 to April 30, 2021 and begins with the Spring/Summer sessions. All new programs being introduced or the terminiation of programs will be effective beginning 2020 Spring Session.

List all new/terminated major/minor/concentration/certificate programs, to be implemented/terminated.
Please state the proposal(s) in the form of a motion or series of motions. e.g., "Major in XXXX, be introduced"; "Major in XXXX be terminated"

2. Explanation for Proposed Additions(s)/Deletion(s)

Provide the academic/program reasons for, and implications of, the proposal(s). These should correspond to the proposals in #1 above.

NOTE: If major changes to a program are proposed, the old program must be phased out, as the new program is phased in.

3. Required Documentation/Information
If a new or specialization is being proposed, the following documentation must be submitted:

Program Changes

1. Proprosal(s) and Effective Date(s)

Please note: The Calendar year runs from May 1, 2020 to April 30, 2021 and begins with the Spring/Summer sessions. All programs being changed will be effective beginning 2020 Spring Session.
List all proposals, to be implemented, numerically in the following order:

1. **Change requirements and description for MBA Operations Management (OM) Concentration.**
2. **Add new courses added in 2019 calendar to the list of specialization requirements.**
3. **Add Burgundy School of Business Double Degree program details..**
4. **Add MBA/MPH Concurrent Degree.**

2. Explanation for Proposed Change(s)

Provide the academic/program reasons for, and implications of, the proposal(s). These should correspond to the proposals in #1 above.

1. Change the Number of Operations Courses required for a concentration:

We would like to change the number of OM courses required for an MBA concentration in OM from 4 to 5. All other MBA concentrations require 5 courses in their area and this change would make our concentration consistent within the MBA Program. (One of these 5 can be taken from the closely related Business Analytics courses if students so choose.)

Rationale: Since the Operations Management concentration was introduced, interest and the number of students has grown. In addition, more faculty are now teaching in the program. As a result, scheduling has suggested making this change. It will facilitate course scheduling and stabilize student enrolments in the MBA Program resulting in less switching between courses.

Change in Concentration Description:
We request a change to the description, as below.

Rationale: This description better reflects what students receive from the concentration.

2. Four new courses were added to the program in 2019. The program requirement section has been changed to add these courses to the list of specialization courses.
3. This program received Senate approval in 2019. The details are now being added to the calendar.
4. This program received Senate approval in 2019. The details are now being added to the calendar.

3. Program Changes - Proposed Calendar Copy
Please ensure that all course titles adhere to a maximum 45 characters and all course descriptions adhere to a maximum of 60 words and include all prerequisites, restrictions, course notes, exclusions, course format, and contact hours. Department/Centre/Program information and course information should be inserted here.

If changes in other programs will have an effect on your program(s), please incorporate those changes into your calendar copy below.

Business Administration

Master of Business Administration
Graduate Diploma in Business Administration

brocku.ca/goodman/programs/mba
brocku.ca/goodman/programs/mba-isp
brocku.ca/goodman/programs/~~diplomas-certificates/~~gdba
Fields of Specialization
Accounting
Business Analytics

Finance
Human Resource Management
Marketing
Operations Management

Dean
Andrew Gaudes
Goodman School of Business

Associate Dean, Research and Graduate Programs
Narongsak (Tek) Thongpapanl
Goodman School of Business
Core Faculty

Professors Emeriti
Barbara J. Austin (Marketing, International Business and Strategy), Thomas H. Barnes (Finance, Operations and Information Systems), J. Robert Hanrahan (Finance, Operations and Information Systems), William W. Liddell (Organizational Behaviour, Human Resource Management, Entrepreneurship and Ethics), Kenneth E. Loucks (Marketing, International Business and Strategy), A. William Richardson (Accounting), Carol Sales (Organizational Behaviour, Human Resource Management, Entrepreneurship and Ethics)

Professors
Mohamed Ayadi (Finance, Operations and Information Systems), Anteneh Ayanso (Finance, Operations and Information Systems), A. Tansu Barker (Marketing, International Business and Strategy), Darlene Bay (Accounting), Walid Ben Omrane (Finance, Operations and Information Systems), Ernest Biktimirov (Finance, Operations and Information Systems), Danny Cho (Finance, Operations and Information Systems), Donald Cyr (Finance, Operations and Information Systems), Dirk De Clercq (Organizational Behaviour, Human Resource Management, Entrepreneurship and Ethics), Sheng Deng (Marketing, International Business and Strategy), Paul Dunn (Organizational Behaviour, Human Resource Management, Entrepreneurship and Ethics), Fayez Elayan (Accounting), Zhongzhi He (Finance, Operations and Information Systems), Hemantha Herath (Accounting), Shibing (Marshall) Jiang (Marketing, International Business and Strategy), Mark Julien (Organizational Behaviour, Human Resource Management, Entrepreneurship and Ethics), Eugene Kaciak (Finance, Operations and Information Systems), Kenneth J. Klassen (Finance, Operations and Information Systems), Martin I. Kusy (Finance, Operations and Information Systems), Jingyu (Jennifer) Li (Accounting), Antonia Mantonakis (Marketing, International Business and Strategy), Teresa V. Menzies (Organizational Behaviour, Human Resource Management, Entrepreneurship and Ethics), Alex Nikitkov (Accounting), Usman Raja (Organizational Behaviour, Human Resource Management, Entrepreneurship and Ethics), Raafat R. Roubi (Accounting), Kojo Saffu (Organizational Behaviour, Human Resource Management, Entrepreneurship and Ethics), Narongsak Thongpapanl (Marketing, International Business and Strategy), Samir Trabelsi (Accounting), Maxim Voronov (Marketing, International Business and Strategy), Kai-Yu Wang (Marketing, International Business and Strategy), Robert Welch (Finance, Operations and Information Systems), Peter Yannopoulos (Marketing, International Business and Strategy), Lianxi Zhou (Marketing, International Business and Strategy)

Associate Professors
Ian Adamson (Accounting), Michael Armstrong (Finance, Operations and Information Systems), Abdul Rehman Ashraf~~Walid Ben Omrane (Finance, Operations and Information Systems), Dave Bouckenooghe (Organizational Behaviour, Human Resource Management, Entrepreneurship and Ethics), Kareen Brown (Accounting), Dipanjan Chatterjee (Finance, Operations and Information Systems), Carman W. Cullen~~ (Marketing, International Business and Strategy), Dave Bouckenooghe (Organizational Behaviour, Human Resource Management, Entrepreneurship and Ethics), Kareen Brown (Accounting), Dipanjan Chatterjee (Finance, Operations and Information Systems), H. Shawna Chen (Organizational Behaviour, Human Resource Management, Entrepreneurship and Ethics), Carman W. Cullen (Marketing, International Business and Strategy), Louis Culumovic (Accounting), Eric Dolansky (Marketing, International Business and Strategy), Maureen Donnelly (Accounting), Todd Green (Marketing, International Business and Strategy), Wesley Helms (Marketing, International Business and Strategy), Tejaswini Herath (Finance, Operations and Information Systems), Adam Kanar~~Shibing (Marshall) Jiang (Marketing, International Business and Strategy), Mark Julien~~ (Organizational Behaviour, Human Resource Management, Entrepreneurship and Ethics), ~~Adam Kanar (Organizational Behaviour, Human Resource Management, Entrepreneurship and Ethics),~~ Staci Kenno (Accounting), Sohyung Kim (Accounting), Pascale Lapointe-Antunes (Accounting), Skander Lazrak (Finance, Operations and Information Systems), Zhefeng (Frank) Liu (Accounting), Herbert MacKenzie (Marketing, International Business and Strategy), ~~Antonia Mantonakis (Marketing, International Business and Strategy),~~ E. Sharon Mason (Organizational Behaviour, Human Resource Management, Entrepreneurship and Ethics), Deborah M. McPhee (Organizational

Behaviour, Human Resource Management, Entrepreneurship and Ethics), Diane Miller (Organizational Behaviour, Human Resource Management, Entrepreneurship and Ethics), Onem Ozocak (Finance, Operations and Information Systems), Parunchana Parchan (Accounting), Unyong (Howard) Pyo (Finance, Operations and Information Systems), Trish Ruebottom (Marketing, International Business and Strategy), Barbara Sainty (Accounting), Paul Scarbrough (Accounting), Anamitra Shome (Accounting), Tashfeen Sohail (Accounting), Tatyana Sokolyk (Finance, Operations and Information Systems), Robert Steinbauer (Organizational Behaviour, Human Resource Management, Entrepreneurship and Ethics), Linda Stillabower (Accounting), Francis Sun (Marketing, International Business and Strategy), Tanya Tang (Accounting), Francine Vachon (Finance, Operations and Information Systems), ~~Kai-Yu Wang (Marketing, International Business and Strategy),~~ Yan Wang (Finance, Operations and Information Systems), J. David Whitehead (Organizational Behaviour, Human Resource Management, Entrepreneurship and Ethics), Barry Wright (Organizational Behaviour, Human Resource Management, Entrepreneurship and Ethics), Reena Yoogalingam (Finance, Operations and Information Systems), Allister Young (Accounting)

Assistant Professors

Kemi S. Anazodo (Organizational Behaviour, Human Resource Management, Entrepreneurship and Ethics), Raymond B. Chiu (Organizational Behaviour, Human Resource Management, Entrepreneurship and Ethics), Filippo Dall'Olio ~~Abdul Rehman Ashraf~~ (Marketing, International Business and Strategy), Sylvia Grewatsch (Marketing, International Business and Strategy), Dan (Sabrina) Gong (Accounting), Nam Ho (Accounting), Princely E. Ifinedo (Finance, Operations and Information Systems), Yun Ke (Accounting), Jin Lei (Finance, Operations and Information Systems), Nigussie Mengesha (Finance, Operations and Information Systems), Paulo Palombo (Marketing, International Business and Strategy), Yasanthi Perera~~Shawna Chen~~ (Organizational Behaviour, Human Resource Management, Entrepreneurship and Ethics), Joachim Scholz (Marketing, International Business and Strategy~~Raymond Chiu (Organizational Behaviour, Human Resource Management, Entrepreneurship and Ethics), Nam Ho (Accounting), Princely E. Ifinedo (Finance, Operations and Information Systems), Yun Ke (Accounting), Jin Lei (Finance, Operations and Information Systems), Nigussie Mengesha (Finance, Operations and Information Systems), Yasanthi Perera (Organizational Behaviour, Human Resource Management, Entrepreneurship and Ethics~~), Simon Suwanyangyuan (Accounting), Ali Vaezi (Finance, Operations and Information Systems), Shuai Yuan (Finance, Operations and Information Systems), Asma Zafar (Marketing, International Business and Strategy)

Participating Faculty

Lecturers

M. Sharon Broderick (Marketing, International Business and Strategy), Norman Chasse (Accounting), Jacqueline Glenney (Marketing, International Business and Strategy), Sangeeta Hollo (Accounting), Geoff Hoover (Finance, Operations and Information Systems), Michael Robertson (Marketing, International Business and Strategy), Glenn Skrubbeltrang (Accounting), Xia (Celine) Zhang (Accounting)

Graduate Programs Office

Director, Operations, Graduate and Executive Programs, Goodman School of Business
Carrie Kelly
905-688-5550, extension 3954
GSB 342A

Graduate Academic Coordinator
Brendan Barrett
905-688-5550, extension 5871
GSB 344

International Co-ordinator, Graduate Programs
Jingtao (Teresa) Feng
905-688-5550, extension 4157
GSB 343

Student Skills Development Coordinator
Luiza Guimaraes
905-688-5550, extension 5727
GSB 342

International Recruitment/Admissions Officer, Graduate Programs
Jason Barfoot
905-688-5550, extension 5936
GSB 347

Graduate Admissions/Scholarships Coordinator
Laurie Redford
905-688-5550, extension 6169
GSB 346

Graduate Recruitment Coordinator
Rebecca (Becky) White-Côté~~Rachel Bessette~~
905-688-5550, extension 5362
GSB 340
Graduate Program Assistant
Stephanie McIntosh
905-688-5550, extension 3535
GSB 347
Administrative Assistant, Graduate Programs
Sarah Kaufmann~~TBD~~
905-688-5550, extension 4156
GSB 341

Director, Co-op Programs
Cara Boese

Master of Business Administration (MBA)

Program Description

The Goodman School of Business offers two programs leading to the Master of Business Administration degree: MBA and MBA (International Student Pathway). Students who have obtained their degree outside of Canada may apply to either program.

The Master of Business Administration (MBA) program is designed to provide individuals the opportunity to obtain an advanced professional business education that will enable them to realize their full potential and career goals. The program provides students with advanced management education, including advanced knowledge relating to professional business designations. This objective is carried out in the program by emphasizing the development and integration of the broad-based, functional business knowledge needed to advance an individual's management career. At the same time, students are provided with the opportunity to develop in-depth specialized knowledge in a selected field.

The specialized fields of the MBA program include Accounting, Business Analytics, Finance, Human Resource Management, Marketing, and Operations Management. (The possibility exists that a specialized field may not be offered in any given year if there is insufficient student interest). The specialized fields are designed to incorporate the knowledge base related to professional designation programs such as: Chartered Professional Accountants (CPA), Chartered Financial Analyst (CFA) and Certified Human Resources Professional (CHRP). Students may also pursue an approved multi-disciplinary program drawn from the specialized courses offered in the program after consultation with, and approval of, the Associate Dean.

A co-op work option allows students to apply their knowledge to private and public business settings and to develop highly specialized professional skills. The work experience, along with valuable networking contacts, makes a difference to students when preparing to enter the competitive career market.

Admission Requirements

Successful completion of a four year Bachelor's degree, or equivalent, in any discipline with an average of not less than 75% (mid-B). Although not necessary, professional work experience is a valuable asset. Some introductory knowledge of statistics and economics is recommended, but not required. A minimum score of 550 on the Graduate Management Admissions Test (GMAT) or a minimum score at the 60th percentile for both the verbal and quantitative reasoning sections on the GRE revised General Test (GRE), is required.

For students who must provide proof of English Language Proficiency, a minimum Academic IELTS score of 7.5 or TOEFL iBT score of 105 or Pearson Test of English (Academic) score of 72 (or equivalent) is required. For a full listing of accepted tests see: https://brocku.ca/nextstep/international-students/english-language-proficiency/

The Graduate Admissions Committee will review all applications and recommend admission for a limited number of suitable candidates.

Part-time study is available.

Students who have completed courses equivalent to those in the first year of the MBA as part of an undergraduate Canadian or U.S. degree (within the last seven years) may be granted advanced standing, up to a maximum of ten half-credit courses (five

credits), subject to performance. Advanced standing will be automatically assessed during the application review process.

While each of these general criteria is important, an applicant's entire profile of academic and professional achievement will be evaluated. Strengths in one or more areas may compensate for weakness in another.

Each year a limited number of applicants with extensive managerial work experience (a minimum of ten to fifteen years at mid-management or higher level) and a GMAT score of at least 600 who do not hold an undergraduate degree may be admitted to the program.

The Graduate Admissions Committee will review all applications and recommend admission for a limited number of suitable candidates.

Degree Requirements

A total of twenty half-credit courses are required to complete degree requirements (with the exception of the Accounting specialization which requires twenty-four half-credit courses.) The program consists of a series of fourteen required half-credit courses and an additional six half-credit elective courses with a maximum of three research based courses.

Full-time students normally complete the MBA over four terms; the Accounting Specialization is normally completed over five terms.

Required Courses

MBAB 5P01 Accounting for Decision-Making I
MBAB 5P02 Quantitative Analysis
MBAB 5P03 Economic Environment of Business
MBAB 5P04 Organizational Behaviour and Design
MBAB 5P05 Marketing Management
MBAB 5P06 Accounting for Decision-Making II
MBAB 5P07 Operations Management
MBAB 5P08 Financial Management
MBAB 5P09 Management Information Systems
MBAB 5P20 Applied Business Research
MBAB 5P21 Business Strategy
MBAB 5P22 Global Business
MBAB 5P23 Entrepreneurship or MBAB 5P24 Business Law
MBAB 5P25 Business Ethics

Fields of Specialization and Elective Courses

General Program

Students not selecting one of the specializations described below will be permitted to design a program which suits their needs and draws upon the specialized courses offered by the Goodman School of Business and, in some cases, other departments/programs or faculties. In addition to the required courses, students in the General program will select an additional six half-credit courses from any of the specialization and elective courses.

Students with an undergraduate degree in Business, who wish to continue a previous specialization, will develop a program plan in consultation with the Associate Dean. A research project (normally one half-credit) may be expanded to three half-credits in place of course work where the course work would substantially duplicate material already completed in the student's undergraduate program.

Accounting

The accounting specialization is designed for students seeking a broad based accounting background. Students completing this specialization will earn significant advanced standing towards the Chartered Professional Accountant (CPA) designation.
In addition to the required courses, this specialization requires a minimum of ten half-credit courses:
MBAB 5P30 Assurance I
MBAB 5P31 Managerial Accounting I
MBAB 5P32 Financial Accounting I
MBAB 5P34 Managerial Accounting II
MBAB 5P35 Financial Accounting II
MBAB 5P36 Financial Accounting III
MBAB 5P37 Assurance II
MBAB 5P38 Taxation I

MBAB 5P39 Taxation II
MBAB 5P47 Advanced Corporate Finance and Risk Management

Business Analytics

The business analytics specialization is designed to provide students with knowledge in logical, analytical, and critical thinking and prepare them for analysis and decision-making positions in a variety of industries and fast-growing professions.
In addition to the required courses, this specialization requires a minimum of five half-credit courses:
MBAB 5P11 Introduction to Business Analytics
MBAB 5P12 Advanced Business Analytics
MBAB 5P13 Database Management Systems
and any two of the following:
MBAB 5P14 Systems Analysis and Design
MBAB 5P15 Introduction to Information Assurance
MBAB 5P16 Enterprise Infrastructure Architecture
MBAB 5P17 E-business Applications
MBAB 5P18 Supply Chain Management and Enterprise-wide Systems
MBAB 5P71 to 5P76 (any one Operations Management elective course)

Finance

The finance specialization is designed for students seeking a focus in investment management. This specialization is largely focused on the body of knowledge required for the CFA program. Students are encouraged to enroll concurrently in the CFA Level I exam.

In addition to the required courses, students pursuing a Finance specialization must take five of the following:

MBAB 5P41 Financial Statement Analysis
MBAB 5P42 Equity Investments, Markets and Instruments
MBAB 5P43 Debt Investments
MBAB 5P44 Derivative Instruments
MBAB 5P45 International Finance
MBAB 5P46 Portfolio Management and Alternative Investments
MBAB 5P47 Advanced Corporate Finance and Risk Management
MBAB 5P48 FinTech with Blockchains and Cryptocurrencies

Human Resource Management

The human resource management specialization is designed to provide students with a strong foundation of knowledge in the theory and practice of human resource management. Further expertise is developed through courses in specific specialty areas of human resource management and industrial relations. This program is designed to provide students with the majority of the course work necessary to sit the required National Knowledge Exam (NKE) as specified by Human Resources Professionals Association (HRPA) and Canadian Council of Human Resources Associations (CCHRA) to acquire the CHRP designation.
In addition to the required courses,this specialization requires a minimum of five half-credit courses selected from:
MBAB 5P51 Introduction to Industrial Relations
MBAB 5P52 Introduction to Human Resource Management
MBAB 5P53 Training and Development
MBAB 5P54 Compensation Management
MBAB 5P55 HR Planning and Strategy
MBAB 5P56 Recruitment and Selection
MBAB 5P57 Managing Health and Safety
MBAB 5P58 Negotiating in Organizations

Marketing

The marketing specialization is designed to provide students with an integrated managerial approach that applies theoretical principles of marketing to practical, real world problems. Emphasis is placed on issues that relate to marketing in the global business world.
In addition to the required courses, this specialization requires a minimum of five half-credit courses selected from:
MBAB 5P61 Marketing Strategy
MBAB 5P62 Marketing Research or MBAB5P85 Marketing Analytics and Intelligence
MBAB 5P64 Consumer Behaviour or MBAB 5P65 Business-to-Business Marketing
plus an additional two Marketing electives from~~plus any two of~~ the following:
MBAB 5P60 Marketing of High-Technology Products and Innovations
MBAB 5P62 Marketing Research
MBAB 5P63 International Marketing

MBAB 5P64 Consumer Behaviour
MBAB 5P65 Business-to-Business Marketing
MBAB 5P66 Services Marketing
MBAB 5P67 Sales Marketing
MBAB 5P68 New Product Development
MBAB 5P69 Integrated Marketing Communications
MBAB 5P84 Internet and Social Media Marketing
MBAB 5P85 Marketing Analytics and Intelligence

Operations Management

The Operations Management specialization is designed to provide~~for~~ students with the knowledge, tools, and skills required to run~~who are interested in~~ the operations of a~~al side of~~ business; that is, the portion of the business~~part of the organization~~ that creates value for the customer by designing, producing and delivering~~. This includes the manufacture of~~ goods and ~~the provision of~~ services. The program covers many of the topics required for various certifications, including: Certified Supply Chain Professional (CSCP), Certified in Logistics, Transportation & Distribution (CLTD), Project Management Professional (PMP), and Certified Six Sigma Green Belt (CSSGB).

In addition to the required courses, students pursuing an Operations Management specialization~~students~~ must take at least five of~~four from~~ the following ~~Operations Management~~ courses:

MBAB 5P71 Project Management
MBAB 5P72 Quality Management
MBAB 5P73 Logistics and Supply Chain Management
MBAB 5P74 Simulation of Business Systems
MBAB 5P75 Advanced Business Modeling with Spreadsheets
MBAB 5P76 Advanced Operations Management: Special Topics

~~Plus one additional course from the list above or from the courses listed below:~~

~~MBAB 5P11 Introduction to Business Analytics~~
~~MBAB 5P12 Advanced Business Analytics~~
~~MBAB 5P13 Database Management Systems~~
~~MBAB 5P14 Systems Analysis and Design~~
~~MBAB 5P15 Introduction to Information Assurance~~
~~MBAB 5P16 Enterprise Infrastructure Architecture~~
~~MBAB 5P17 E-business Applications~~
~~MBAB 5P18 Supply Chain Management and Enterprise-wide Systems~~
~~MBAB 5P31 Managerial Accounting I~~
~~MBAB 5P41 Financial Statement Analysis~~
~~MBAB 5P52 Introduction to Human Resource Management~~
~~MBAB 5P53 Training and Development~~
~~MBAB 5P57 Managing Health and Safety~~
~~MBAB 5P62 Marketing Research~~
~~MBAB 5P68 New Product Development~~

~~**Research Courses**~~

MBAB 5P77 Game Theory for Business
MBAB 5P11 to 5P18 (any one Business Analytics elective course)
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Research Courses

Students may choose to replace up to three of the specialization courses with MBAB 5P91 Research Project II, MBAB 5P92 Research Project III, MBAB 5P93 Research Project IV and/or MBAB 5F91 Research Project I. Permission of the Graduate Programs Office is required.

Co-op Option

The co-op option is available to all full-time MBA students.

Admission to the co-op option is on a competitive basis. Students may be admitted to the co-op option at the time of admission or following the first term of MBA courses. Co-op students must maintain a 75% overall average and achieve sufficient English language proficiency. Admission to the co-op option is on the basis of marks, a review of a personal resume; and employer availability. An interview may be required.

Co-op students complete (MBAB 5N90) Co-op Professional Preparation Course, that include lectures, presentations and industry specific information, for two hours each week prior to the first co-op work term. Attendance is mandatory. MBA students will complete year one of their program prior to the co-op work term.

Graduate Diploma in Business Administration (GDBA)

Program Description

The Graduate Diploma in Business Administration (GDBA) program is designed to provide students with the opportunity to develop a breadth of knowledge across the key functional areas of business. The program is comprised of the first five required credits of the Master of Business Administration degree. The program is normally a two-term or one year program for full-time students. The program is also available to students interested in part-time study.

Admission Requirements

Successful completion of a four year Bachelor?s degree, or equivalent, in any non-business discipline with an average of not less than 75% (mid-B). A minimum score of 550 on the Graduate Management Admissions Test (GMAT) is required.

For students who must provide proof of English Language Proficiency, a minimum Academic IELTS score of 7.5 or TOEFL iBT score of 105 or Pearson Test of English (Academic) score of 72 or equivalent is required. For a full listing of accepted tests see: https://brocku.ca/nextstep/international-students/english-language-proficiency/

Candidates who do not meet the admission requirements noted above may still be considered for conditional admission if they have at least seven years of full-time work experience with significant managerial responsibility, as evaluated by the Goodman School of Business. Any such candidate who is admitted will be placed on probation for their first 2.5 credits (5 courses) and may be subject to removal from the program at the discretion of the Associate Dean, Research and Graduate Programs, if a grade below 70% is achieved in one or more courses.

The Graduate Admissions Committee will review all applications and recommend admission for a limited number of suitable candidates.

Diploma Requirements

Graduate Diploma in Business Administration requirements include ten half-credit courses: MBAB 5P01, 5P02, 5P03, 5P04, 5P05, 5P06, 5P08, 5P21, MBAB 5P07 or 5P09 and MBAB 5P22 or 5P23.

Students who achieve an overall average of 75% in the Graduate Diploma in Business Administration (GDBA) program may transfer directly to the Master of Business Administration degree program (MBA) with the approval of the Goodman Graduate Programs Office. Those students who opt to transfer to the MBA will not receive or will relinquish the Graduate Diploma in Business Administration (GDBA) and instead may use the GDBA earned credits to fulfill half of the MBA degree requirements. If a student later leaves the MBA prior to completion, the student will remain eligible to receive the Graduate Diploma in Business Administration.

Master of Business Administration (International Student Program)

Program Description

MBA (International Student Pathway) leads to the Master of Business Administration degree and offers international students the opportunity to gain a North American business education.

The MBA (ISP) program is a two-year, full-time program for students who do not meet the English language requirements of the traditional MBA program. The program is designed to help international students enhance their language abilities.

MBA (ISP) students attend an intensive four-week Business English and Skills Transition program that includes the development of language and soft skills required to perform in the context of the North American business and academic environment.

The MBA (ISP) provides students with a broad integrated background in management and functional areas of business in terms one and two. During the third and fourth terms, students may choose to pursue more in-depth knowledge in Accounting, Business Analytics, Finance, Human Resource Management, Marketing or Operations Management. The possibility exists that a specialization may not be offered in any given year if there is insufficient student interest. The specializations are designed to incorporate knowledge related to professional designation programs such as: Chartered Professional Accounts (CPA), Chartered Financial Analyst (CFA) and Certified Human Resources Professional (CHRP).

A co-op work term allows students to apply their knowledge to private and public business settings and to develop professional skills. The work experience, along with valuable networking contacts, makes a difference to students when preparing to enter the competitive career market.

Graduates of the MBA (ISP) will receive a degree stating "Master of Business Administration".

Admission Requirements

Successful completion of four year Bachelor's degree, or equivalent, in any discipline with an average of not less than 75% (mid-B). Although not necessary, professional work experience is a valuable asset. Some introductory knowledge of statistics and economics is recommended, but not required.

Proof of English language proficiency will be required from all applicants. The minimum required score for entry is 88 on the TOEFL iBT (with minimum score of 21 on Speaking and 21 on Writing), 6.5 on the IELTS (no section under 6.0), or equivalent. For a full listing of accepted tests, see https://brocku.ca/nextstep/international-students/english-language-proficiency/.

While each of these admission requirement components is important, an applicant's entire profile of academic and professional achievement will be evaluated. Strengths in one or more areas may compensate for weakness in another.

The Graduate Management Admissions Test (GMAT) is not required for entry into the MBA (ISP) program. The achievement of a high GMAT, however, will reflect positively on an applicant's application.

The MBA (ISP) is a full-time program. Part-time study is not available.

The Graduate Admissions Committee will review all applications and recommend admission for a limited number of suitable candidates.

Degree Requirements

Business English and Skills Transition (BEST) Program

All students entering the MBA (ISP) must complete a non-credit Business English and Skills Transition (BEST) program with satisfactory standing (70%) in all courses. Students who do not achieve satisfactory standing may be withdrawn from the MBA (ISP) by the Associate Dean, Graduate Programs and Research in consultation with the MBA Committee. The BEST program takes place over four weeks in August of each year. The objective of this program is to prepare students for graduate studies in Canada and enable development of English language skills in a business context, prior to proceeding to the graduate courses. The program utilizes real world examples from the North American business and academic environment.

Successful completion is required in the following courses:
MBAB 5N85 Strategies for Success
MBAB 5N86 Business Communication

In addition to the Business English and Skills Transition program, a total of twenty half-credit courses are required to complete degree requirements (with the exception of the Accounting specialization which requires twenty-four half-credit courses.)

The program consists of a series of fourteen required half-credit courses and six half-credit electives:

Required Courses:
MBAB 5P01 Accounting for Decision-Making I
MBAB 5P02 Quantitative Analysis
MBAB 5P03 Economic Environment of Business
MBAB 5P04 Organizational Behaviour and Design

MBAB 5P05 Marketing Management
MBAB 5P06 Accounting for Decision-Making II
MBAB 5P07 Operations Management
MBAB 5P08 Financial Management
MBAB 5P09 Management Information Systems
MBAB 5P20 Applied Business Research
MBAB 5P21 Business Strategy
MBAB 5P22 Global Business
MBAB 5P23 Entrepreneurship or MBAB 5P24 Business Law
MBAB 5P25 Business Ethics

Students may pursue a general program or complete the requirements of one of the specializations: Accounting, Business Analytics, Finance, Human Resource Management, Marketing or Operations Management. At least five of the relevant specialization courses must be completed in order to satisfy the specialization requirement, with the exception of the Accounting specialization that requires all ten of the Accounting specialization courses. The specialization requirements are listed in the MBA Specialization section above.

The program is completed over four terms; the Accounting specialization over five terms.

Degree Requirements Co-op Option

The co-op option is available to all full-time MBA and MBA (ISP) students.

Admission to the co-op option is on a competitive basis. Students may be admitted to the co-op option at the time of admission or following the first term of MBA or MBA (ISP) courses. Co-op students must required to maintain a 75% overall average and achieve sufficient English language proficiency. Admission to the co-op option is on the basis of marks, a review of a personal resumé and employer availability. An interview may be required.

Co-op students complete (MBAB 5N90) Co-op Professional Preparation Course, that include lectures, presentations and industry specific information, for two hours each week prior to the first co-op work term. Attendance is mandatory. The co-op option is available to full-time students. MBA students will complete year one of their program prior to the co-op work term and MBA (ISP) students will complete all of their academic terms prior to the co-op work term.

International Double Degree Programs

Burgundy School of Business

(France)

Program Description

The dual degree program involves the exchange of students from the following programs:

At BSB: the Master in Management Grande Ecole program based in Dijon.
At BROCK: the Master of Business Administration (MBA) based in St. Catharines.

Upon successful completion of the course of studies at both institutions, the BSB students will receive the following degrees:

(a) The Master in Management (Diplôme de l'Ecole Supérieure de Commerce de Dijon ? Grade de Master) from BSB
(b) The Master in Business Administration (MBA) from BROCK

Upon successful completion of the course of studies at both institutions, the Brock students will receive the following degrees:

(a) The Master in Business Administration (MBA) from BROCK
(b) The Master in Management (Diplôme de l'Ecole Supérieure de Commerce de Dijon ? Grade de Master)
(c) The Master of Science in one of:

- Wine Management;
- International Business Development;

- Corporate Finance & Investment Banking;
- Global Marketing & Negotiation;
- Arts and Cultural Management;
- Digital Leadership; or
- Data Science & Organizational Behaviour from BSB.

Admission Requirements

Students selected for the dual degree program must be Master level students enrolled on a full-time basis within the eligible programs.

Exchange students must meet the language requirements set by the host institution.

Exchange students seeking admission to BSB must provide the following documents by April 7th:

Transcript showing courses complete to date for the first year of the MBA at BROCK, proof of English proficiency: min score of TOEFL IBT 90 or IELTS 6.5 and a CV/resume

Exchange students seeking admission to BROCK must provide the following documents:

Transcript showing successful completion of the bachelor year of the Program Grande Ecole, a current transcript showing courses complete to date for the M1 year, and proof of English proficiency (a minimum score of 90 on TOEFL ibt or 6.5 on IELTS) and resume/CV.

Degree Requirements

The detailed program plan must be developed in consultation with the Graduate Academic Coordinator.

In order to obtain the MBA from BROCK, the BSB students shall successfully complete:
(a) A minimum of ten of the overall required twenty courses at BROCK;
(b) Of the core Brock courses, some may be waived if equivalent courses previously taken at BSB. These might include: Business Strategy, Business Law and Business Ethics
(c) The remaining elective credits to be selected by each student.

In order to obtain one of the Masters of Science and the Master in Management (Diplôme de l'Ecole Supérieure de Commerce de Dijon ? Grade de Master) degrees from BSB, the BROCK students shall successfully complete:
(a) Two semesters of the MSc program classes at BSB;
(b) A final thesis;
(c) An optional six month-work experience, through internship or equivalency (co-op work term).

Kedge Business School

(France)

Program Description

The dual degree programme involves students from the following programmes:

(a) At KEDGE BS: the ESC programme ?grande école? at the master level (Master in Management) based in Bordeaux or Marseille.

(b) At BROCK: the Masters of Business Administration (MBA) based in St. Catharines.
Upon successful completion of the course of studies at both institutions the students will receive the following degrees:

(a) The Master in Management (Diplôme du Programme ESC Grande Ecole) from KEDGE BS
(b) The Master in Business Administration (MBA) from BROCK

In order to obtain the MBA from BROCK, the KEDGE BS students shall successfully complete:

(a) A minimum of ten of the overall required twenty courses at BROCK;
(b) Of the core Brock courses, some may be waived if equivalent courses previously taken at KEDGE BS. These would include: Accounting for Decision-Making, Quantitative Analysis, Economic Environment of Business, Organizational Behaviour, Financial Management, Marketing Management, Accounting for Decision-Making II, Operations Management, Management Information Systems, Global Business, Business Strategy and Entrepreneurship (6 ECTS each).
(c) The remaining elective credits to be selected by each student.

In order to obtain the Master in Management from KEDGE BS, the BROCK students shall successfully complete:

(a) Nine elective management classes at KEDGE BS (Marseille or Bordeaux campuses) (total 45 ECTS);
(b) Thesis (15 ECTS);
(c) Six months work experience, through internship or equivalency (co-op work term);
(d) Official TOEIC score of 785 minimum (or equivalent), if not previously submitted (non-native English speakers only);
(e) Completion of the "Sulitest" - Sustainability Literacy Test.

Admission Requirements

Admission Requirements

Candidates joining this programme will be registered in the host institution as full time international students.

BROCK students must apply to KEDGE BS for participation in the programme by May 15th for students beginning the programme in September, and October 15th for students beginning in January.

KEDGE BS students must apply to BROCK for participation in the programme by May 1st.

Students selected for the dual degree programme must be Master level students enrolled on a full-time basis and in good academic standing.

Exchange students must meet the language requirements set by the host institution:
Exchange students seeking admission to KEDGE BS and wishing to register in courses delivered in the French language must show proof of French proficiency: either by submitting a document stating that the student has a minimum B2 level according to the European Common Framework of Reference, or a letter from the Home institution certifying that the student's level is equivalent to this score.
Exchange students seeking admission to BROCK must provide the following documents:
Transcript showing successful completion of the bachelor year of the Programme Grande Ecole, a current transcript showing courses complete to date for the M1 year, and proof of English proficiency (a minimum score of 90 on TOEFL ibt) and resume/CV.

Degree Requirements

Program Requirements (Brock Students)
Year One at Brock

Term 1 (at Brock)
MBAB 5P01: Accounting for Decision Making I
MBAB 5P02: Quantitative Analysis
MBAB 5P03: Economic Environment of Business
MBAB 5P04: Organizational Behaviour
MBAB 5P08: Financial Management

Term 2 (at Brock)
MBAB 5P05: Marketing Management
MBAB 5P06: Accounting for Decision Making II
MBAB 5P07: Operations Management
MBAB 5P09: Management Information Systems
MBAB 5P22: Global Business Year
Two at KEDGE

Core Courses:

MBAB 5P25 Business Ethics*
MBAB 5P20: Applied Business Research**

MBAB 5P21: Business Strategy**
MBAB 5P23: Entrepreneurship or MBAB 5P24 Business Law**
+ 5 electives (25 ECTS total coursework)

*Elective that would count as Business Ethics (MBAB 5P25) which is a required course for the Brock MBA. Substitutes could be ?Business Ethics?, "Sustainable Development and Social Responsibility" or ?Corporate Social Responsibility? as long as the course content addresses 50% of the content covered in Brock's Business Ethics course.

** Kedge electives that count towards the remaining required courses for the Brock MBA must be chosen by the student in consultation with the Graduate Program Office. Substitutions must be approved by the Graduate Program Office.

Other degree requirements for the Master in Management include:

? Thesis (15 ECTS);
? Official TOEIC score of 785 minimum (or equivalent), if not previously submitted (non-native English speakers only);
? Completion of the ?Sulitest' ? Sustainability Literacy Test.
? 6 month Summer Internship in France (or Canada) required for KEDGE degree
Program Requirements (KEDGE students)

3rd year Bachelor courses that will transfer as equivalent 1st year MBA courses at Brock:
PGE-B3-ACC-001-F-L- Comptabilité Générale ? Intro to Accounting (MBAB 5P01)**
PGE-B3-STR-004-F-L- Développement durable / RSE CSR (MBAB 5P25)**
PGE-B3-ACC-002-F-L- Contrôle de gestion ? Management Accounting (MBAB 5P06)**
PGE-B3-ECO-001-F-L- Economie (MBAB 5P03) **

Year One Core courses (M1) at KEDGE (60 ECTS)

Human Resource Management (MBAB 5P04)*
Finance (MBAB 5P08)*
Marketing Management (MBAB 5P05)*
Corporate Strategy (MBAB 5P21)*
Innovation and Entrepreneurship (MBAB 5P23)*
Managing in Complexity (unspecified elective at Brock)*

Year Two (M2): First semester at Brock (30 ECTS)

MBAB 5P02 Quantitative Analysis
MBAB 5P20 Applied Business Research
+ 3 electives

Year Two: Second Semester at Brock (30 ECTS)

MBAB 5P07 Operations Management
MBAB 5P09 Management Information Systems
MBAB 5P22 Global Business
+ 2 electives

*required core courses at KEDGE.
**elective courses at KEDGE that would satisfy required core course requirements at Brock

KEDGE students will complete their work placement in Canada at the end of year 2.

Concurrent Degree Programs

MBA/Master of Public Health (MPH)

Concurrent Master of Business Administration (MBA) & Master of Public Health (MPH)

Program Description

The Department of Health Sciences and the Goodman School of Business offer a concurrent degrees program leading to both Master of Public Health (MPH) and Master of Business Administration (MBA). This concurrent MBA-MPH degrees program is designed for private and public health professionals, health practitioners and recent post-graduate students who intend to pursue a professional career in Public health management and administration. The goal of the concurrent MBA-MPH degrees program is to advance theoretical and applied knowledge through course work and a health experiential practicum. The MBA program is designed to provide individuals the opportunity to obtain an advanced professional business education. This program offers students a progressive management education, including advanced knowledge relating to professional business designations. The objective is operationalized in the program by emphasizing the development and integration of the broad-based, functional business knowledge needed to advance an individual's management career. At the same time, the MPH program complements the core competencies outlined by the Public Health Agency of Canada, leading to a professional degree in public health. Together, the concurrent MBA-MPH degrees program addresses the growing need to anticipate, manage and mitigate health crises. The curriculum focuses on identifying the interdisciplinary elements required to design, implement and effectively manage health systems, while incorporating evidence-based decision-making practices in healthcare. Graduates of the MBA-MPH program will be prepared to compete for positions in a variety of private and public business and health organizations as well as leadership roles in the health sector.

Admission Requirements

Successful completion of a four-year Bachelor's degree, or equivalent, from an accredited university in any discipline with an average of not less than 80% (A-). While not a requirement, it is strongly recommended that applicants have undergraduate preparation and/or a knowledge-based proficiency in epidemiology and biostatistics. Although not mandatory, professional work and/or volunteer experience in a public health organization is a valuable asset.

A minimum score of 550 on the Graduate Management Admissions Test (GMAT) or a minimum score at the 60th percentile for both the verbal and quantitative reasoning sections on the GRE revised General Test is required. However, each year a limited number of applicants with extensive managerial work experience (a minimum of ten to fifteen years at mid-management or higher level) and a GMAT score of at least 600 who do not hold an undergraduate degree may be admitted to the program.

For students who must provide proof of English Language Proficiency, a minimum Academic IELTS score of 7.5 or TOEFL iBT score of 105 or Pearson Test of English (Academic) score of 72 (or equivalent) is required. For a full listing of accepted tests see: https://brocku.ca/nextstep/international-students/english-language-proficiency/

While each of the general criteria outlined above is important, an applicant's entire profile of academic and professional achievement will be evaluated. The Graduate Program Directors for the MPH and MBA will review applications and recommend admission for a limited number of suitable candidates.

Program Notes:

1. This program is offered on a full-time (two years) and part-time (maximum 6 years) basis.

2. The MBA-MPH concurrent degrees program will only commence beginning in the Fall term.

3. Students must complete all year 1 MBA courses before proceeding to year 2 MPH courses.

4. Full- and part-time students must register for MPHA 5P06 in their final term of study, as a capstone course. Students must complete MPHA 5F11 in conjunction with or preceding MPHA 5P06.

5. Note that not all courses are offered in every session. Refer to the applicable timetable for details. Students must check to ensure that prerequisites are met. Students may be deregistered, at the request of the instructor, from any course for which prerequisites and/or restrictions have not been met.

Degree Requirements

The concurrent MBA-MPH degrees program will incorporate a hybrid-teaching format. Year 1 MBA courses are delivered using a traditional face-to-face format to guide instruction and evaluate learning. Year 2 MPH courses are taught exclusively online

using a combination of synchronous and asynchronous teaching and learning techniques. Basic degree requirements include the successful completion of 22 equivalent half-credit courses, including 19 required and three elective half-credit courses, respectively. One required full credit (MPHA 5F11) involves a 32-week public health practicum, allowing students the opportunity to incorporate theory into a variety of health systems including, but not limited to, health care delivery, biotechnology, medical devices, translational research, health policy, and public health regulation.

Year 1
MBAB 5P01
MBAB 5P04
MBAB 5P06
MBAB 5P07
MBAB 5P08
MBAB 5P09
MBAB 5P21
MBAB 5P22
One credit from MBAB 5P23, 5P24
One credit from MBAB 5P25, 5P57

Year 2
MPHA 5F11
MPHA 5P01
MPHA 5P02
MPHA 5P03
MPHA 5P04
MPHA 5P05
MPHA 5P06
MPHA 5P10
MPHA 5P13
MPHA 5P14
One credit from MPHA 5P07, 5P08, 5P09, 5P12, 5P15, 5P99

Course Descriptions

Students must check to ensure that prerequisites are met. Students may be deregistered, at the request of the instructor, from any course for which prerequisites and/or restrictions have not been met.

MBAB 5F91
Research Project I
A comprehensive research project chosen in consultation with a faculty adviser. Individuals must show a capacity for independent study and develop substantive knowledge in an advanced area of business. Projects are normally structured to include the following minimum requirements: the identification of a substantive research question, the development of a thorough literature review and hypothesis, and the proposal of potential solutions.
Restriction: open to MBA students

MBAB 5N11
Co-op Employment I
Co-op work term (four months) with an approved employer providing a work integrated learning experience related to the student's chosen area of concentration. The co-op employment is full time with 35 to 40 hours per week for 12 to 16 weeks. Students are required to meet all the work term deliverables successfully (learning objective, work site visit, work term report and work term evaluation) and fulfill their employment contract in order to receive a “Satisfactory” grade for the work term.
Restriction: Open to graduate business co-op students with permission of the Goodman School of Business Graduate Programs Office.

MBAB 5N12
Co-op Employment II
Co-op work term (four months) with an approved employer providing a work integrated learning experience related to the student's chosen area of concentration. The co-op employment is full time with 35 to 40 hours per week for 12 to 16 weeks. Students are required to meet all the work term deliverables successfully (learning objective, work site visit, work term report and work term evaluation) and fulfill their employment contract in order to receive a “Satisfactory” grade for the work term.
Restriction: Open to graduate business co-op students with permission of the Goodman School of Business Graduate Programs Office.

MBAB 5N13
Co-op Employment III
Co-op work term (four months) with an approved employer providing a work integrated learning experience related to the student's chosen area of concentration. The co-op employment is full time with 35 to 40 hours per week for 12 to 16 weeks. Students are required to meet all the work term deliverables successfully (learning objective, work site visit, work term report and work term evaluation) and fulfill their employment contract in order to receive a “Satisfactory” grade for the work term.
Restriction: Open to graduate business co-op students with permission of the Goodman School of Business Graduate Programs Office.

MBAB 5N14
Co-op Employment IV
Co-op work term (four months) with an approved employer providing a work integrated learning experience related to the student's chosen area of concentration. The co-op employment is full time with 35 to 40 hours per week for 12 to 16 weeks. Students are required to meet all the work term deliverables successfully (learning objective, work site visit, work term report and work term evaluation) and fulfill their employment contract in order to receive a “Satisfactory” grade for the work term.
Restriction: Open to graduate business co-op students with permission of the Goodman School of Business Graduate Programs Office.

MBAB 5N81
Business Writing
(also offered as MACC 5N81)
Emphasis on written business communication memos, letters, e-mails, reports, proposals.
Restriction: open to MBA ISP students.

MBAB 5N82
Business Reading
(also offered as MACC 5N82)
Vocabulary and conventions of North American business.
Restriction: open to MBA ISP students.

MBAB 5N83
Business Listening
(also offered as MACC 5N83)
Practice with business related audio/video materials. Academic note-taking skills.
Restriction: open to MBA ISP students.

MBAB 5N84
Business Speaking
(also offered as MACC 5N84)
Developing oral communication skills for business meetings and presentations. Recognizing cultural differences in business practices.
Restriction: open to MBA ISP students.

MBAB 5N85
Strategies for Success
(also offered as MPAC 5N85)
Workshops, seminars and presentations to assist in providing international students with a smooth transition to graduate studies in business.
Restriction: Open to MBA ISP students.

MBAB 5N86
Business Communication
(also offered as MPAC 5N86)
Emphasis on language skills required to perform in an English-speaking business context.
Restriction: open to MBA ISP students.

MBAB 5N90
Co-op Professional Preparation Course
The primary goal of this course is to provide graduate students with the tools, resources and skills to maximize co-op employment and professional development opportunities – both while at Brock and after graduation. This course is a pre-requisite for any co-op students who wish to participate in co-op job search and grade will be evaluated based on class participation including attendance and completion of professional projects.
Restriction: open to graduate business co-op students with permission of the Goodman School of Business Graduate Programs Office.

MBAB 5P01
Accounting for Decision-Making I
The functional basics of accounting for management and business decisions. Data collection, classification, processing and interpretation.
Restriction: open to MBA, MBA ISP and GDBA students.

MBAB 5P02
Quantitative Analysis
Statistical and quantitative approaches to business decision making, analysis of business problems including descriptive statistics, regression and forecasting techniques, linear programming and decision tree analysis.
Restriction: open to MBA, MBA ISP and GDBA students.

MBAB 5P03
Economic Environment of Business
Macro and micro economic concepts related to business decision making including sales taxes and subsidies, consumer and production theory and various market structures such as discriminating monopoly, oligopoly and dominant firms. The determinants of levels of national income, employment, interest rates, inflation and prices in the Canadian economy. Government monetary, fiscal and international economic policies.
Restriction: open to MBA, MBA ISP and GDBA students.

MBAB 5P04
Organizational Behaviour and Design
Individual, group and organizational processes in organizations. Micro level topics include motivation, leadership, individual perception and attitudes, group dynamics and conflict management. Organization theory (macro) topics include organization design, environment, technology and structure, power and politics in organizations and organizational culture.
Restriction: open to MBA, MBA ISP and GDBA students.

MBAB 5P05
Marketing Management
Demonstrating the role of marketing in the firm, exploring the relationship of marketing to other functions, and helping students to learn how to make marketing decisions in the context of general management.
Restriction: open to MBA, MBA ISP and GDBA students.

MBAB 5P06
Accounting for Decision-Making II
An examination of financial reporting issues and managerial accounting techniques in the context of problem solving and decision making in business.
Restriction: open to MBA, MBA ISP and GDBA students.

MBAB 5P07
Operations Management
Managerial issues relating to the operations function of organizations, concepts and techniques of operations-production management, product and service design, process selection, facility location and layout, quality management, planning, inventory and supply-chain management, project management and management of new technologies.
Restriction: open to MBA, MBA ISP and GDBA students.

MBAB 5P08
Financial Management
Concepts, instruments and techniques used for financial decision making. Emphasis is on the maximization of shareholders' wealth and on the role of the financial manager in choosing the appropriate techniques for financial problem solving.
Restriction: open to MBA, MBA ISP and GDBA students.

MBAB 5P09
Management Information Systems
Information systems and their application in business organizations. Key management issues with respect to the use of computer and information technology in modern business environments. The various tools of information systems and the interrelationships of computer systems and telecommunications as management challenges in the technology age.
Restriction: open to MBA, MBA ISP and GDBA students.

MBAB 5P11
Introduction to Business Analytics
Foundations, Functionalities, and Applications of Business Intelligence/Business Analytics; Business Intelligence Architecture and Components; Multi-Dimensional Analysis (OLAP), Data Pre-Processing and Visualization Techniques; Basic Data Mining Technologies and Business Applications; Introduction to Techniques for Data Clustering, and Classification.
Restriction: open to MBA, MAcc and MSc students.
Prerequisite(s): MBAB 5P09, or permission of the Graduate Programs Office and/or instructor.

MBAB 5P12
Advanced Business Analytics
Advanced Business Analytics and Enterprise Reporting; Advanced Clustering and Classification Techniques; Predictive Modeling; Association Rule Mining; Text Mining and Web Analytics; Visual Analytics.
Restriction: open to MBA, MAcc and MSc students.
Prerequisite(s): MBAB5P11 and MBAB5P13 or permission of the Graduate Programs Office and/or instructor.

MBAB 5P13
Database Management Systems
Fundamental concepts of file systems and database systems; data models; the relational database model; conceptual database design and the ER model; normalization; Physical database design, Introduction to SQL.
Restriction: open to MBA, MAcc and MSc students.
Prerequisite(s): MBAB 5P09, or permission of the Graduate Programs Office and/or instructor.

MBAB 5P14
Systems Analysis and Design
System development life cycle; data flow in the business processes through use cases; gathering functional and non-functional business requirements; documentation of process models through data flow diagrams; and documentation of data models through entity-relationship diagrams.
Restriction: open to MBA, MAcc and MSc students.
Prerequisite(s): MBAB 5P13 or permission of the Graduate Programs Office and/or instructor.

MBAB 5P15
Introduction to Information Assurance
Topics include domains of: Information security risk assessment and management; incident management, business continuity and disaster recovery planning; legal regulations affecting security (Financial BASIL, SOX, IFRS, PIPEDA, etc.), Compliance; operations security ; physical (environmental) security; security architecture and design; forensic investigation , security governance – strategic alignment of security function, information security program development and management.
Restriction: open to MBA, MAcc and MSc students.
Prerequisite(s): MBAB 5P09, or permission of the Graduate Programs Office and/or instructor.

MBAB 5P16
Enterprise Infrastructure Architecture
Review of networking concepts; computer network management and performance evaluation; review of enterprise architectures frameworks; Application architecture; Technology architecture; server environments- client server, P2P, thin/thick client etc. and operating systems; network configurations: hardware, platforms, and hosting; virtualization; cloud computing; grid computing.
Restriction: open to MBA, MAcc and MSc students.
Prerequisite(s): MBAB 5P09, or permission of the Graduate Programs Office and/or instructor.

MBAB 5P17
E-business Applications
E-Business models and strategies; e-business applications in supply chain management, e-procurement, and CRM, performance metrics, e-business architecture, and security issues and challenges in conducting e-business, privacy and legal issues
Restriction: open to MBA, MAcc and MSc students.
Prerequisite(s): MBAB 5P09 or permission of the Graduate Programs Office and/or instructor.

MBAB 5P18
Supply Chain Management and Enterprise-wide Systems
Fundamental concepts, framework, and information technology context of enterprise-wide systems; importance of integrated information systems in an organization; technological infrastructure, and integration of enterprise-wide applications; material flows across supply chains
Restriction: open to MBA, MAcc and MSc students.
Prerequisite(s): MBAB 5P09, or permission of the Graduate Programs Office and/or instructor.

MBAB 5P20
Applied Business Research
The basic tools of business research to gather, record, and analyze data for aid in making business decisions. Survey design, scales, multivariate analysis and non-parametric measures.
Restriction: open to MBA, MAcc and MBA ISP students.
Prerequisite(s): MBAB 5P02 or permission of the Graduate Programs Office.

MBAB 5P21
Business Strategy
The development of plans and activities that integrate the various operating and support functions of an organization to effect strategies of competitive positioning. The tasks of governance and leadership related to the dynamic nature of corporate strategy. The accountability of the firm to internal and external stakeholders.
Restriction: MBA and MBA ISP students with a minimum 5.0 credits; Diploma students must hold a minimum of 2.5 credits or permission of the Graduate Programs Office. Open to MBA, MBA ISP and GDBA students.

MBAB 5P22
Global Business
Exposes students to numerous challenges a firm faces as it attempts to internationalize its operations. At the end of the course, the student is expected to have a better understanding of the micro factors which make management of international businesses distinct from domestic businesses. The topics to be covered include the international aspects of business functions, entry strategies, site selection, world trade developments and ethics in international business.
Restriction: open to MBA, MBA ISP, MAcc and GDBA students.

MBAB 5P23
Entrepreneurship
Theories of entrepreneurship and intrapreneurship, entrepreneurial attributes, new venture creation processes, web based business operations, and business plan preparation.
Restriction: open to MBA, MBA ISP, MAcc and GDBA students.

MBAB 5P24
Business Law
The legal environment of business and basic legal considerations for business organizations including forms of organization, liability of owners, shareholders, directors and managers.
Restriction: open to MBA and MBA ISP students.

MBAB 5P25
Business Ethics
Ethical theory and cases pertaining to business individuals, business organizations, and political-economic systems. Topics may include basic concepts of philosophical ethics; the rights and responsibilities of shareholders and other stakeholders; corporate governance; moral issues in international business; moral obligations to consumers; workplace issues; the natural environment; the relation of ethics and law; capitalism and its critics; future directions for the relationship of business to the rest of society.
Restriction: open to MBA, MAcc and MBA ISP students.

MBAB 5P30
Assurance I
Principles and theories of auditing; ethical, legal and professional responsibilities of the auditor; nature of verification, audit evidence, testing, the elements of effective control structures, the use of statistical sampling and evolution of external, internal and comprehensive auditing; application of professional judgment and integration of auditing across the organization.
Restriction: open to MBA and MBA ISP students.

MBAB 5P31
Managerial Accounting I
Internal recording systems devised to implement and guide management planning and control with particular emphasis on cost finding, product costing, cost behaviour and cost allocations as well as analysis and communication of relevant information to users in a professional manner.
Restriction: open to MBA and MBA ISP students.
Prerequisite(s): MBAB 5P06 or permission of the Graduate Programs Office.

MBAB 5P32
Financial Accounting I
The theory and practice of financial statement preparation including the measurement, reporting, and disclosure of assets, liabilities, equity, revenue and expenses with specific reference to generally accepted accounting principles and interpretation of related reports.
Restriction: open to MBA and MBA ISP students.
Prerequisite(s): MBAB 5P01 or permission of the Graduate Programs Office.
Note: MBAB 5P32 may be taken concurrently with MBAB 5P35.

MBAB 5P33
Taxation for Business Decisions
The principles of individual and corporate taxation emphasizing the effects of federal and sub-federal income taxes on decision making in business.
Restriction: open to MBA and MBA ISP students.

MBAB 5P34
Managerial Accounting II
Performance evaluation, divisional performance measurement, transfer pricing, behavioural implications of accounting information and current issues as well as analysis and communication of relevant information to users in a professional manner.
Restriction: open to MBA and MBA ISP students.
Prerequisite(s): MBAB 5P31 or permission of the Graduate Programs Office.

MBAB 5P35
Financial Accounting II
The theory and practice of financial statement preparation in accordance with generally accepted accounting principles. Complex issues including accounting for leases, pensions, future income taxes, inter corporate investments and cash flow reporting.
Restriction: open to MBA and MBA ISP students.
Prerequisite(s): MBAB 5P32 or permission of the Graduate Programs Office.
Note: MBAB 5P32 may be taken concurrently with MBAB 5P35.

MBAB 5P36
Financial Accounting III
The theory and practice of financial statement preparation in accordance with generally accepted accounting principles with emphasis on accounting for complex business organizations and not-for-profit organizations.
Restriction: open to MBA and MBA ISP students.
Prerequisite(s): MBAB 5P35 or permission of the Graduate Programs Office.

MBAB 5P37
Assurance II
Generally accepted auditing standards, risk, materiality and the planning and execution of the audit. Emphasis on the overall audit plan, evaluation of results, testing and sampling, audit reports, review engagements, internal controls, and the audit of different transaction cycles. Integration of auditing across the organization.
Restriction: open to MBA and MBA ISP students.
Prerequisite(s): MBAB 5P30

MBAB 5P38
Taxation I
Principles underlying federal income taxation in Canada through an analysis of the Income Tax Act. Computation of net income for tax purposes, taxable income and taxes payable for individuals. Rights/obligations of the taxpayer. Determination of effects of federal income taxes on decision-making. Discussion of taxation issues that integrate across businesses and for individuals.
Restriction: open to MBA and MBA ISP students.

MBAB 5P39
Taxation II
Topics include computation of taxable income and taxes payable for corporations. Tax implications of changes in corporate structures, corporate distributions, rollovers, shareholder/manager remuneration. Trusts and Partnerships. Determination of the effects of federal income taxes on decision-making. Discussion of taxation issues that integrate across businesses and for individuals.
Restriction: open to MBA and MBA ISP students.
Prerequisite(s): MBAB 5P38

MBAB 5P41
Financial Statement Analysis
Analysis of financial accounting procedures and the rules that govern disclosure. Emphasis is on basic financial statements and how alternative accounting methods affect those statements and the analysis of financial statement relationships.
Restriction: open to MBA, MAcc and MBA ISP students.
Prerequisite(s): MBAB 5P08 or permission of the Graduate Programs Office.

MBAB 5P42
Equity Investments, Markets, and Instruments
Selecting an investment in a global market and the organization, structures, and functioning of securities markets. Discussion of the security market indicator series and the efficient capital markets. An introduction to security valuation, stock market analysis, industry analysis, company analysis, stock selection and technical analysis, with discounted cash flow implications.
Restriction: open to MBA, MAcc and MBA ISP students.
Prerequisite(s): MBAB 5P08 or permission of the Graduate Programs Office.

MBAB 5P43
Debt Investments
Features and valuation of fixed income securities. Analysis of bond markets concentrating on fixed income and fixed income derivatives markets. Risks and returns associated with investments in the markets, and how these investments can be optimally allocated to yield successful portfolio performance.
Restriction: open to MBA, MAcc and MBA ISP students.
Prerequisite(s): MBAB 5P08 or permission of the Graduate Programs Office.

MBAB 5P44
Derivative Instruments
Introduction to options, futures and swap markets. Pricing principles and theory of these derivative securities as they apply to various trading and hedging strategies.
Restriction: open to MBA, MAcc and MBA ISP students.
Prerequisite(s): MBAB 5P08 or permission of the Graduate Programs Office.

MBAB 5P45
International Finance
Overview of the international financial environment, the theoretical and practical aspects of the various international financial markets, and the impact of the international environment on the financial decision making of the individual and the firm.
Restriction: open to MBA, MAcc and MBA ISP students.
Prerequisite(s): MBAB 5P08 or permission of the Graduate Programs Office.

MBAB 5P46
Portfolio Management and Alternative Investments
Portfolio management policies for individual and institutional investors, asset allocation, general portfolio construction and revision, equity and fixed-income portfolio management strategies, real estate portfolio management, and hedging strategies. Performance measurement, performance attribution analysis, and AIMR performance presentation standards are presented. Analysis of real estate and currency or foreign exchange investments and investment companies.
Restriction: open to MBA, MAcc and MBA ISP students.
Prerequisite(s): MBAB 5P42 or permission of the Graduate Programs Office.

MBAB 5P47
Advanced Corporate Finance and Risk Management
Topics include financial planning and management, capital structure, dividend policy, corporate finance transactions, derivatives, risk management, and bankruptcy risk.
Restriction: open to MBA, MAcc and MBA ISP students.
Prerequisite(s): MBAB 5P08 (MBA students) or MACC 5P91 (MAcc students) or permission of the Graduate Programs Office.

MBAB 5P48
FinTech with Blockchains and Cryptocurrencies
Cryptocurrencies, blockchains, smart contracts, and their implications in the FinTech area to the financial world. The implications to cryptofinance cover investment products, derivatives, portfolio management, and initial coin offerings. Applications to the finance industry will advance the existing development in the FinTech area into cryptofinance.
Restriction: open to MBA, MAcc and MBA ISP students.
Prerequisite(s): MBAB 5P08 or permission of the Graduate Programs Office.

MBAB 5P51
Introduction to Industrial Relations
An introductory course which emphasizes the practical application of basic skills required to manage in workplaces which are either unionized or might become unionized. Lectures, readings, simulations, case analyses, and other assignments will acquaint students with the structure and functioning of the Canadian industrial relations system, basic employment law concepts, the union certification process, negotiation and administration of collective agreements, strikes and dispute resolution in an international context.
Restriction: open to MBA, MBA ISP and MAcc students.
Prerequisite(s): MBAB 5P04 or permission of the Graduate Programs Office.

MBAB 5P52
Introduction to Human Resource Management
A basic overview of key aspects of managing Human Resources in domestic and global markets, emphasizing the link between HR policies, practices, organizational strategy and legislative requirements. Topics will include recruitment and selection, job analysis, training and development, performance management, benefits, health and safety, industrial relations and collective bargaining.
Restriction: open to MBA, MBA ISP and MAcc students.
Prerequisite(s): MBAB 5P04 or permission of the Graduate Programs Office.

MBAB 5P53
Training and Development
A systematic examination of training and development in organizations. Topics include training and development as a process and an investment, the organizational context of effective training and development, adult education theory, equity in training, and organizational learning. Primary emphasis will be placed on the theoretical and applied aspects of instructional systems design including: needs analysis, program design, development and implementation and program evaluation and follow-up.
Restriction: open to MBA, MBA ISP and MAcc students.
Prerequisite(s): MBAB 5P04 or permission of the Graduate Programs Office.

MBAB 5P54
Compensation Management
Strategic compensation formulation and planning, as well as the management of the compensation system. Topics include the process for developing compensation objectives, economic and behavioural theories of compensation, pay and benefits determination, job and market evaluation, skill or knowledge-based pay, and pay equity. An exploration of the use of individual, group, and organizational incentives to support compensation objectives. It also examines the process and procedures involved in implementing, managing, and evaluating the compensation system.
Restriction: open to MBA, MBA ISP and MAcc students.
Prerequisite(s): MBAB 5P04 or permission of the Graduate Programs Office.

MBAB 5P55
HR Planning and Strategy
Explores various aspects of the Human Resources Planning process at the micro and macro level and their relationship to organizational strategy. Topics include forecasting human resource requirements, environmental scanning, examining supply and demand, and recommendations on how to deal with surpluses and shortages of staff.
Restriction: open to MBA, MBA ISP and MAcc students.
Prerequisite(s): MBAB 5P04 or permission of the Graduate Programs Office.

MBAB 5P56
Recruitment and Selection
Provides an in-depth review of current recruitment and selection practices in the Canadian environment, as well in global markets. Topics include job analysis, preparation and evaluation of job descriptions, human rights legislation, employment standards and pay equity considerations in addition to understanding the different interviewing methods available to managers.
Restriction: open to MBA, MBA ISP and MAcc students.
Prerequisite(s): MBAB 5P04 or permission of the Graduate Programs Office.

MBAB 5P57
Managing Health and Safety
Provides a basic knowledge of health and safety. Topics include legislation, psychosocial hazards, hazard recognition and assessment, hazard control, accident investigation, and other topics of interest.
Restriction: open to MBA, MBA ISP and MAcc students.
Prerequisite(s): MBAB 5P04 or permission of the Graduate Programs Office.

MBAB 5P58
Negotiating in Organizations
Understanding, analyzing, and using the key processes and sub-processes of negotiating in a broad range of business situations to optimize participants' negotiating effectiveness.
Restriction: open to MBA, MBA ISP and MAcc students.
Prerequisite(s): MBAB 5P04 or permission of the Graduate Programs Office.

MBAB 5P60
Marketing of High-Technology Products and Innovations
Marketing of high-technology products and innovations in turbulent environments, rapid decision making with incomplete information. This course will explore concepts and practices related to marketing in this unique, fast-paced environment.
Restriction: open to MBA, MAcc and MBA ISP students.
Prerequisite(s): MBAB 5P05 or permission of the Graduate Programs Office.

MBAB 5P61
Marketing Strategy
The development and the execution of marketing strategies. Topics include market orientation, customer retention strategies, industry, customer and competitive analysis, sources of competitive advantage and advanced marketing mix strategies. Computer simulation.
Restriction: open to MBA, MAcc and MBA ISP students.
Prerequisite(s): MBAB 5P05 or permission of the Graduate Programs Office.

MBAB 5P62
Marketing Research
The role of marketing research as a marketing decision making tool. Topics include questionnaire design, experimentation, sampling, data collection and analysis and statistical methods for marketing research.
Restriction: open to MBA, MAcc and MBA ISP students.
Prerequisite(s): MBAB 5P20 and MBAB 5P05 or permission of the Graduate Programs Office.

MBAB 5P63
International Marketing
Globalization is now a top priority for large and small companies, and marketing is the key function allowing firms to expand worldwide. This course uses a practical, managerial approach to explore global decisions. Topics covered include market selection and entry, alliances, competitive analysis, global consumers and brands, cross-cultural management, global communications and organization. Extensive class discussions and oral presentations by students cover cases and articles on international markets.
Restriction: open to MBA, MAcc and MBA ISP students.
Prerequisite(s): MBAB 5P05 and MBAB 5P22 or permission of the Graduate Programs Office.

MBAB 5P64
Consumer Behaviour
The application of behavioural science concepts to marketing; the interactions of consumers, sellers, public policy makers and researchers.
Restriction: open to MBA, MAcc and MBA ISP students.
Prerequisite(s): MBAB 5P05 or permission of the Graduate Programs Office.

MBAB 5P65
Business-to-Business Marketing
Develops the managerial skills and insights required to apply marketing principles to effectively and efficiently market business products and services to other companies, government bodies and institutions. The course will examine the unique aspects of business-to-business marketing such as shifting channel power relationships, the nature of e-commerce, organizational buying behaviour.
Restriction: open to MBA, MAcc and MBA ISP students.
Prerequisite(s): MBAB 5P05 or permission of the Graduate Programs Office.

MBAB 5P66
Services Marketing
Students taking this course will become more aware of the nature and characteristics of services, more knowledgeable about the ways services need to be marketed due to their intangible core, and more knowledgeable about service quality and the foundation of services marketing. The course will emphasize success factors in services marketing.
Restriction: open to MBA, MAcc and MBA ISP students.
Prerequisite(s): MBAB 5P05 or permission of the Graduate Programs Office.

MBAB 5P67
Sales Management
This course covers the inter-related sales force management processes of developing and implementing the company's strategic sales program, and reviewing and evaluating sales performance. Specific topics include planning and organizing the selling function; estimating market potential and forecasting sales; account management strategies and managing customer interactions; recruiting, selecting, training, compensating, and motivating salespeople; and evaluating the sales force and individual salespeople.
Restriction: open to MBA, MAcc and MBA ISP students.
Prerequisite(s): MBAB 5P05 or permission of the Graduate Programs Office.

MBAB 5P68
New Product Development
Major issues, problems, and challenges faced by new product development managers and their teams. Topics include: (1) the key stages of product development: opportunity identification, idea generation; product design; product testing; launch issues; and life-cycle management; (2) new analytical methods to reduce risk and improve innovativeness at both new product team-level and firm-level, and (3) a variety of new product development strategies (i.e., incremental versus radical innovativeness; technological discontinuities and dominant designs; new product diffusion and adoption; and exploration versus exploitation) from the perspective of large companies and start-ups.
Restriction: open to MBA, MAcc and MBA ISP students.
Prerequisite(s): MBAB 5P05 or permission of the Graduate Programs Office.

MBAB 5P69
Integrated Marketing Communications
Current topics in marketing communications. Topics include: (1) coordinating and synchronizing the various promotional mix elements to develop effective communications programs; (2) examining the roles of advertising, sales promotion, direct marketing, and the use of social media within communications programs; and, (3) managerial decision-making in marketing communications from both theoretical and practical perspectives.
Restriction: open to MBA, MAcc and MBA ISP students.
Prerequisite(s): MBAB 5P05 or permission of the Graduate Programs Office.

MBAB 5P71
Project Management
Concepts and techniques for managing projects. Role of the project manager, strategic issues, resource allocation, conflict management, risk management, planning, budgeting, scheduling and controlling projects.
Restriction: open to MBA, MAcc and MBA ISP students.
Prerequisite(s): MBAB 5P02 & MBAB 5P07, or permission of the Graduate Programs Office.
Note: Course fees for software licenses may apply.

MBAB 5P72
Quality Management
Management, control, and improvement of quality. Statistical tools and the business context. Quality management systems, such as ISO 9000. Quality control tools, such as control charts. Quality improvement methods, such as lean and six sigma.
Restriction: open to MBA, MAcc and MBA ISP students.
Prerequisite(s): MBAB 5P02 & MBAB 5P07, or permission of the Graduate Programs Office.

MBAB 5P73
Logistics and Supply Chain Management
Supply chain modeling and performance. Strategic, planning and operational issues central to the management of supply chains. Design and coordination of supply chain networks, inventory management and planning, sourcing, procurement, transportation, and strategic partnerships.
Restriction: open to MBA, MAcc and MBA ISP students.
Prerequisite(s): MBAB 5P02 & MBAB 5P07, or permission of the Graduate Programs Office.

MBAB 5P74
Simulation of Business Systems
Fundamental concepts and methods for simulation modeling and analysis. Discrete-event simulation models. Topics include design of experiments, input and output analysis, and model validation. Applications include inventory systems, waiting line systems, scheduling, and process improvement. Restriction: open to MBA and MBA ISP students.
Restriction: open to MBA, MAcc and MBA ISP students.
Prerequisite(s): MBAB 5P02 & MBAB 5P07, or permission of the Graduate Programs Office.

MBAB 5P75
Advanced Business Modeling with Spreadsheets
Methods for building spreadsheet models for business problems. Practical application of OR tools and techniques. Topics include linear programming, goal programming, integer programming, transportation and network models.
Restriction: open to MBA, MAcc and MBA ISP students.
Prerequisite(s): MBAB 5P02 & MBAB 5P07, or permission of the Graduate Programs Office.

MBAB 5P76
Advanced Operations Management: Special Topics
Various topics will be studied. May include: forecasting, revenue management, service operations, and/or healthcare operations.
Restriction: open to MBA, MAcc and MBA ISP students.
Prerequisite(s): MBAB 5P02 & MBAB 5P07, or permission of the Graduate Programs Office.

MBAB 5P77
Game Theory for Business
Decision modeling in competitive and co-operative situations. Equilibriums, information, signaling and screening, principals and agents, commitment, and playing the larger game. Applications from corporate acquisitions, bargaining and arbitration, outsourcing, ethics, pricing and promotion, auctions, organizational politics, and financial reporting and analysis.
Restriction: open to MBA, MAcc and MBA ISP students.
Prerequisite(s): MBAB 5P02 and MBAB 5P07, or permission of the Graduate Programs Office.

MBAB 5P81
Corporate Entrepreneurship and Innovation
Creating and maintaining entrepreneurship in midsized and large organizations. Leadership and management issues in entrepreneurship, innovation and technology. Challenges and opportunities for successful corporate entrepreneurship.
Restriction: Open to MBA, MBA ISP and MAcc students.

MBAB 5P82
Leadership and Change
Theoretical, research and practical aspects of leadership and change designed to develop individual capacity to lead and to enact organizational change.
Restriction: open to MBA, MAcc and MBA ISP students.
Prerequisite(s): MBAB 5P04 or permission of the Graduate Programs Office.

MBAB 5P83
Managing and Mentoring the Growing Venture
Opportunities and challenges for managing growing ventures; application and adaptation of management techniques at different company growth stages; mentoring roles of external stakeholders along the venture life cycle.
Restriction: Open to MBA, MBA ISP and MAcc students

MBAB 5P84
Internet and Social Media Marketing
Understanding of the digital marketplace necessary to adapt to its ongoing changes, while developing skills to perform vital daily online functions. Topics discussed and applied include digital branding and promotion, content design and channel optimization, persona-driven and data-driven internet marketing, organic versus paid search campaign, and value-creation through internet communication and touchpoints.
Prerequisite(s): MBAB 5P05 or permission of the Graduate Programs Office.

MBAB 5P85
Marketing Analytics and Intelligence
Essential decision models and strategic metrics that form the cornerstone of marketing analytics. Predicting and managing customers’ lifetime value, and boosting return on marketing investment (ROMI) through data-driven marketing. Topics discussed and applied include market sizing, marketing forecasting and positioning, market response modeling, measuring customer preferences, marketing expense optimization, and communicating to senior executives through data-driven presentations.
Prerequisite(s): MBAB 5P05 or permission of the Graduate Programs Office.

MBAB 5P91
Research Project II
An independent research project in an area of specialization supervised by a faculty member. Projects can be literature based, applied organization based and/or focused on empirical data.
Restriction: open to MBA students.

MBAB 5P92
Research Project III
An independent research project in the area of specialization supervised by a faculty member. Projects can be literature based, applied organization based and/or focused on empirical data.
Restriction: open to MBA students.

MBAB 5P93
Research Project IV
An independent research project in the area of specialization supervised by a faculty member. Projects can be literature based, applied organization based and/or focused on empirical data.
Restriction: open to MBA students.

Course Additions/Deletions/Revisions

Course Changes (Additions/Deletions/Revisions)

1. Additions to the Course Bank
(To be completed for all new courses, including courses newly cross-listed; one complete submission for each course.) Please ensure that all questions are answered below. Please indicate responses to questions with an "x" (to ensure proper downloading).

Course abbreviation, number and title (no description required):

None

2. Course Deletions

Please identify all courses and programs affected by the deletion of course(s) (e.g. prerequisites, program requirements, etc.). Please ensure that consultation has occurred with all departments affected by additions or deletions of courses, to programs. A memo, including signatures of representatives from all departments/programs affected must accompany the hard-copy submission, to verify consultation.

None

3. Course Revisions
Please list (number and title only) all currently existing courses you propose to revise (i.e., change to number, title, or description).

MBAB 5P71 - Project Management

Consultations and Approvals

Academic Consultation and Results

Please identify consultations with all departments/centres (Faculty as appropriate) affected by these changes and the results of those discussions. Attach copy of all correspondence, verifying agreement of all parties, to the proposed changes.

IT/ET Consultation

Please submit a hard copy of the IT/ET support form for each on-line course added to the course bank (with the exception of cross-listed courses which already exist in another department/centre).

Library Consultation

Please submit a hard copy of the Library Support form for each course added to the course bank (with the exception of cross-listed courses which already exist in another department/centre.

Approvals

Please ensure that a printed copy of this submission is sent to your Dean for collection on **October 31, 2019**.

Submitted by Carrie Kelly on November 29, 2019 at 04:35:34 PM

Submitted by Carrie Kelly on November 29, 2019 at 04:35:55 PM

Submitted by Narongsak Thongpapanl on November 29, 2019 at 05:29:46 PM

Submitted by Caroline Moffatt on January 31, 2020 at 11:15:04 AM

Edited by Caroline Moffatt on January 31, 2020 at 11:20:15 AM
MBAB 5P71: As per SGSC meeting on Jan 23rd - to explicitly state why course fees apply.

Academic Program Calendar Submission #2020-2955

Department/Centre: Education
Program(s): Education

Program Additions/Terminations

1. Proposal(s) and Effective Date(s)

Please note: The calendar year runs from May 1, 2020 to April 30, 2021 and begins with the Spring/Summer sessions. All new programs being introduced or the terminiation of programs will be effective beginning 2020 Spring Session.

List all new/terminated major/minor/concentration/certificate programs, to be implemented/terminated.
Please state the proposal(s) in the form of a motion or series of motions. e.g., "Major in XXXX, be introduced"; "Major in XXXX be terminated"

2. Explanation for Proposed Additions(s)/Deletion(s)

Provide the academic/program reasons for, and implications of, the proposal(s). These should correspond to the proposals in #1 above.

NOTE: If major changes to a program are proposed, the old program must be phased out, as the new program is phased in.

3. Required Documentation/Information
If a new or specialization is being proposed, the following documentation must be submitted:

Program Changes

1. Proprosal(s) and Effective Date(s)

Please note: The Calendar year runs from May 1, 2020 to April 30, 2021 and begins with the Spring/Summer sessions. All programs being changed will be effective beginning 2020 Spring Session.
List all proposals, to be implemented, numerically in the following order:

1. Remove Jennifer Rowsell, Gail Phillips and Scott portion of McQuirter-Scott and add Steven Khan's name. Move Chunlei Lu's name from Associate Professor to Professor. .
2. Name and email change for Susan Melnichuk..
3. Add main campus and satellite location to Program Description.
4. Hyphenate four-year in Admission Requirements..
5. Change names of Degree Requirements for Course, MRP and Thesis Options..
6. Change Title of Master of Education Title for MEd ISP Program..
7. Add the word based under Master of Education ISP Program..
8. Hyphenate four-year under Admission Requirements..
9. Change title of EDUC 5Q96 for ALE and TLD Degree Requirments..
10. Add the letter s and letter n in title for TLD EDUC 5V30-5V70.
11. Add listing SCC, TLD and ALE courses..
12. Add title Educational Psychology..
13. Change course description to EDUC 5P38..
14. Add Learning and Teaching title..
15. Add title Curriculum Studies (Content)..
16. Change course description to EDUC 5P48..
17. Delete EDUC 5P49 course..
18. Delete EDUC 5P57 course..
19. Add title Pedagogy (Learning and Teaching Strategies)..
20. Change title and course description to EDUC 5P31..
21. Add title Ethics, Power and Policy..
22. Add the letter n to EDUC 5P00 course description..
23. Add title Leadership and the Social Arena..
24. Delete EDUC 5P77 course..
25. Add the letter s and remove the word Course to Educational and Academic Foundation..
26. Remove the words full time to EDUC 5N99 notes..
27. Delete EDUC 5P80 course..
28. Delete EDUC 5P83 course..
29. Add Prerequisites of EDUC 5P92 or permission of the instructor to EDUC 5P95..
30. Remove the word Courses to Research, Skill Building and Professional Development and Individualized and Experiential Learning Courses..
31. Change title and course description to EDUC 5Q96..
32. Remove the words full-time under the Program Pathway Options..
33. Add the title Adult and Post-Secondary Education..
34. Add the title Special Topics.
35. Add notation under Administration and Leadership in Education Courses..

2. Explanation for Proposed Change(s)

Provide the academic/program reasons for, and implications of, the proposal(s). These should correspond to the proposals in #1 above.

1. Jennifer Rowsell has left the university. Gail Phillips retired. Ruth McQuirter has dropped the Scott portion of her name. Steven Khan is new Assistant Professor beginning July 1, 2020.
Chunlei Lu is a full professor, not an Associate Professor.
2. Susan Virtue recently legally changed her surname.
3. An admissions intake in Oakville is not offered in 20-21. We may not be able to budget for any courses to run in Oakville next academic year; that possibility is still being discussed, as is the possibility of running the courses in Hamilton. A dash is added after full to be consistent with the spelling of part-time.
4. Four-year should be hyphenated.
5. The addition of based matches the current title of the pathway used in the admissions process.
6. We can no longer use the term program for the ISP. It is a pathway that leads to an MEd degree in the program. Program committee members felt that the term "international students" was foregrounding the students'

backgrounds rather than their identity as students, which did not promote equity and inclusion. At the same time, the pathway is known internationally as the "ISP', so it was important to keep the current acronym. The addition of "Internationally-educated Structured Pathway" matches the current title of the pathway used in the admissions process, and advertising materials, and maintains the known acronym.
7. To be consistent with the language used for the pathways in the admissions process and advertising materials, "-based" was added.
8. "four-year" should be hyphenated.
9. The modified best reflects the activities in the course. The committee members have consulted with Andrea Tran to select the most appropriate term for the type of hands-on course this is. See modified course description.
10. The word title should be plural and the word development was missing the letter n.
11. By indicating to students they can look at the courses thematically, it is anticipated that it will be easier for students and prospective students to see how the courses might relate to their learning goals, and better enable faculty to consult with the students.
12. The title now corresponds to the topic theme for the existing courses in the program.
13. The Reading Clinic no longer exists so that needs to be removed from the course description. Additionally, we now recognize that clients' academic difficulties are much more varied than just problems with reading. The modified course description allows clients to come from multiple settings and be assessed for a number of academic issues - including issues with reading, writing and mathematics, allowing the course to be more relevant to today's academic environment.
14. The title now corresponds to the topic theme for the existing courses in the program.
15. The title now corresponds to the topic theme for the existing courses in the program.
16. The course content includes undergraduate-level curriculum as well as curriculum for Kindergarten through grade 12. By highlighting this content range, the course will be broadly appealing to students interested in curriculum within elementary, secondary and tertiary institutions. The importance of science curriculum in elementary, secondary and post-secondary contexts is critical for 21st century competencies promoted locally and globally. The term, "multimedia" is broad, and is used across many disciplines. The course focuses on various technologies that are used specifically for teaching and learning.
17. The course has run 3 times with 10 or fewer students and has been cancelled 3 times since 2013. There is a limited student interest in the course. Key course concepts are covered in 5P09 and 5P94.
18. The course has run twice with 13 or fewer students and cancelled twice since 2013. There is no faculty interest.
19. The title now corresponds to the topic theme for the existing courses in the program.
20. The parameters of the course are too narrow, and the course may not be broadly attractive to students. Although the enrollment was 14 and 15 students both times it was offered, it has only been offered twice since 2013. Also, the language is dated. Contemporary research broadens parental involvement to family engagement, as community members as well as family members participate in children's learning, and the term, "families" is more reflective of children's diverse home experiences. Additionally, "student achievement and wellbeing" is the terminology currently used in Ontario, rather than "learning".
21. The title now corresponds to the topic theme for the existing courses in the program.
22. The form of the article is changed to correspond with the word "interdisciplinary".
23. The title now corresponds to the topic theme for the existing courses in the program.
24. The faculty member who taught this course retired in 2016. EDUC 5P77 and EDUC 5P74 were similar. As such, EDUC 5P77 content has been combined with 5P74; 5P74 will remain in the course collection and 5P77 will be taken out.
25. "Educational Foundations is an area of study, not Foundation (singular). Also, including the word "courses" is redundant and inconsistent with the previous headings.
26. This introductory course acquaints new students with university services, academic skills and faculty members' expertise in order to prepare them for graduate work, and is beneficial to part-time students as well as full-time students.
27. The course has not be offered since before 2013. There is no one currently on faculty who has an interest in teaching it.
28. The course has not been offered since before 2013. There is no one currently on faculty who has an interest in teaching it.
29. Students need to have the foundational background from 5P92 before they will benefit from a qualitative methods course. Also, this prerequisite is consistent with that of the quantitative course (EDUC 5P82).
30. Including the word "courses" is redundant and inconsistent with the previous headings.
31. The title did not appropriately describe the course. The terminology, "experiential learning" is most appropriate for what the course offers, and was chosen in consultation with individuals who have expertise in this area. Many of the students in the program are interested in higher and adult education environments, and they require more opportunities to engage in diverse learning environments. Further, the degree does not allow students to teach in K-12 educational settings. As such, students will have the opportunity to visit different departments on campus and off-site organizations.
32. The graduate program committee approved a motion for part-time students, not just full-time students, to enroll

in 5N99. It is now offered in a blended format, with 9 online modules and 3 face-to-face class sessions over the fall term. The material is considered valuable for all students and the delivery model will enable students to work through the content at their own pace beginning in the summer after they have been accepted into the program, and the limited number of in-class sessions is not expected to place undue hardship on part-time students.
33. The title now corresponds to the topic theme for the existing courses in the program.
34. The title now corresponds to the topic theme for the existing courses in the program.
35. By indicating to students they can look at the courses thematically, it is anticipated that it will be easier for students and prospective students to see how the courses might relate to their learning goals, and better enable faculty to consult with the students.

3. Program Changes - Proposed Calendar Copy
Please ensure that all course titles adhere to a maximum 45 characters and all course descriptions adhere to a maximum of 60 words and include all prerequisites, restrictions, course notes, exclusions, course format, and contact hours. Department/Centre/Program information and course information should be inserted here.

If changes in other programs will have an effect on your program(s), please incorporate those changes into your calendar copy below.

Education

Master of Education (MEd)

Field(s) of Specialization

Social and Cultural Contexts of Education
Teaching, Learning, and Development
Administration and Leadership in Education

Dean
Michael Owen
Faculty of Education

Associate Dean, Graduate Student Services, International, and Research
Michael O'Sullivan
Faculty of Education

Graduate Faculty
Core Faculty

Professors
Denise Armstrong, Sheila M. Bennett, Fiona Blaikie, Sandra Bosacki, Lorenzo Cherubini, Darlene Ciuffetelli Parker, Susan M. Drake, Xavier Fazio, Candace Figg, Tiffany Gallagher, David Hutchison, Julian Kitchen, Chunlei Lu, Michelle McGinn, Ruth McQuirter~~-Scott~~, Lissa Paul, ~~Jennifer Rowsell,~~Nancy Taber, Susan Tilley, Mary-Louise Vanderlee, Louis Volante, Vera Woloshyn

Associate Professors
Joe Barrett, Hilary Brown, Diane Collier, Spy Dennone-Welch, Ann-Marie DiBiase, Tony Di Petta, Shelley Griffin, Catherine Hands, Debra Harwood, Kamini Jaipal-Jamani, Doug Karrow, Renee Kuchapski, Xiaobin Li, ~~Chunlei Lu,~~Robert McGray, Joyce Mgombelo, Dolana Mogadime, Trevor Norris, Michael O'Sullivan, ~~Gail Phillips,~~Camille Rutherford, Michael Savage, Leanne Taylor, Peter Vietgen, Kari-Lynn Winters

Assistant Professors
Steven Khan, Susan Sydor
Participating Faculty

Professors Emeriti
Sharon M. Abbey, Ralph Connelly, Coral Mitchell, John M. Novak.
Professors
Maureen Connolly (Kinesiology), Nancy Francis (Kinesiology), John McNamara (Child and Youth Studies), Tim O'Connell

(Recreation and Leisure Studies).

Associate Professors
Mary Breunig (Recreation and Leisure Studies), Scott Forrester (Recreation and Leisure Studies), Gail Frost (Kinesiology), Shannon Moore (Child and Youth Studies), Dawn Zinga (Child and Youth Studies).

Limited Term Faculty
Mirjana Bajovic, Rahul Kumar, Michael Mindzak, Nicola Simmons

Administrative Offices

Chair
Mary-Louise Vanderlee
mvanderlee@brocku.ca
Graduate Program Director
Catherine Hands
chands@brocku.ca
Graduate Student Academic Coordinator
Wanda Burger
905-688-5550, ext. 5496
WH114
wburger@brocku.ca
Administrative Coordinator
Betty Chambers
905-688-5550, ext. 3082
WH113
bchambers@brocku.ca
Graduate Assistant
905-688-5550
med@brocku.ca
International Programs Manager
Susan Virtue~~Susan Melnichuk~~
905-688-5550, ext. 6084
WH9D
svirtue~~smelnichuk~~@brocku.ca
International Student Services Coordinator
Clinton Kewley
905-688-5550, ext. 6309
WH9F
ckewley@brocku.ca
Graduate Student Support Coordinator
(Non-Academic Student Support)
905-688-5550, ext 3994
cgarciavega@brocku.ca

Master of Education

Program Description

The Master of Education (MEd) program is designed to provide students with a comprehensive understanding of the theoretical perspectives that have influenced education, and a foundational understanding of research. Students apply into one of the following three fields of specialization: Social and Cultural Contexts in Education, Teaching Learning and Development or Administration and Leadership in Education. Each field of specialization has required core and elective courses although the number of required courses varies according to the field of specialization and according to the selected pathway through the program. Students may complete their program following either a Research Pathway or a Course Pathway. Only limited spaces are available for full-time funded students in the research pathway. The decision to complete a thesis or a Major Research Paper (MRP) is made after completion of the fall term for full-time students, and after course work is completed for part-time students. Courses are offered at the main campus in St. Catharines as well as at a satellite locaton and online~~Brock's Hamilton campus and Sheridan College in Oakville~~. The MEd program is intended to enhance the capacity of students to engage in critical reflection, scholarly inquiry, and informed educational practice. Graduates obtain credentials to pursue careers in higher education, adult

education, training and / or professional development services, health related fields, or pursue doctoral studies. Both full- and part-time study is available.

Admission Requirements

Students will normally hold a four--year Bachelor's degree, or its equivalent, from an accredited university with a minimum 75% (Brock University equivalent) average over the last two years of full-time undergraduate study. Successful teaching or other professional experience is an asset. Applicants who have not completed their undergraduate degree at a university where English was the primary language of instruction will be required to provide proof of English Language Proficiency as follows: IELTS (7.0 with no section under 6.0); TOEFL (88 with no section under 20) or equivalent score on other tests of ELP accepted by Brock University. For full listing of accepted tests see: https://brocku.ca/nextstep/international-students/english-language-proficiency/

Field(s) of Specialization

Students apply into one of the following three fields of specialization: Social and Cultural Contexts in Education, Teaching Learning and Development or Administration and Leadership in Education. Each field has required core and elective courses. The number of required courses varies depending on the field of specialization and the pathway through the program.

Social and Cultural Contexts of Education

This specialization engages students in social justice issues that influence local and global educational experiences, curriculum, and pedagogical practices. Students are required to complete two core courses: EDUC 5P00: Part I: Preparing the Ground, and EDUC 5P01: Developing a Critical Language. Students in the Course Option must also complete three specialization electives, students in the MRP Option must complete two specialization electives, and students in the Thesis Option must complete one specialization elective. All electives in this specialization fall within the EDUC 5P02 to EDUC 5P29 numerical range. V-courses are special topic electives that may be taken as field of specialization electives. Students in the Course Pathway may register in both the Independent Study (EDUC 5P98) and the Internship (EDUC 5P96). Students in the MRP or Thesis Pathway may register in either the EDUC 5P98 or EDUC 5P96, but not both and should take an additional researched based course.

Teaching, Learning, and Development

This specialization considers educational and discipline-related theories and practices related to the cognitive, social, emotional, psychological, and behavioural development of learners across the lifespan. Students are required to complete one core course: EDUC 5P30: Development, Learning and Curriculum. Students in the Course Option and the MRP Option must also complete three field of specialization electives and students in the Thesis Pathway Option must complete two field of specialization electives. All electives in this specialization fall within the EDUC 5P31 to EDUC 5P59 numerical range. V-courses are special topic electives that may be taken as field of specialization electives. Students in the Course Pathway or Research MRP Pathway may register in both the Independent Study (EDUC 5P98) and the Internship (EDUC 5P96). Students in the Thesis Pathway may register in either the EDUC 5P98 or EDUC 5P96, but not both and should take an additional researched based course.

Administration and Leadership in Education

This field of specialization engages students in a critical examination of theories that influence administrative practice with the aim of understanding, creating, and sustaining ethical and humane educational institutions and developing an informed administrative identity. Students are required to complete two core courses: EDUC 5P60: Constructions of Organization and EDUC 5P62: Politics, Power, and Policy in Education. Students in the Course Option must also complete three specialization electives, students in the MRP Option must complete two specialization electives, and students in the Thesis Option must complete one specialization elective. All electives in this specialization fall within the EDUC 5P63 to EDUC 5P79 numerical range. V-courses are special topic electives that may be taken as field of specialization electives. Students in the Course Pathway may register in both the Independent Study (EDUC 5P98) and the Internship (EDUC 5P96). Students in the MRP or Thesis Pathway may register in either the EDUC 5P98 or EDUC 5P96, but not both and should take an additional researched based course.

Degree Requirements

Students have the option of completing their MEd program following either a Course Pathway or a Research Pathway. Additionally, students in the Research Pathway may elect to complete either a Major Research Paper (MRP) or a thesis. Full-time students in the Research Pathway make the decision to complete either a thesis or an MRP after they have successfully completed their fall term. For this, students must submit an Application to Complete an MRP or an Application to Complete a Thesis, plus a 250-word Research Plan after their course work has

been completed.

Program Pathway Options

~~Students have the option of completing their MEd program following either a Course Pathway or a Research Pathway. Additionally, students in the Research Pathway may elect to complete either a Major Research Paper (MRP) or a thesis. Full-time students in the Research Pathway make the decision to complete either a thesis or an MRP after they have successfully completed their fall term. For this, students must submit an Application to Complete an MRP or an Application to Complete a Thesis, plus a 250-word Research Plan after their course work has been completed.~~

Course-based Pathway Option:
All students in the course pathway must complete:
Nine half-credit courses plus the EDUC 5Q97: Culminating Seminar
Research-based Pathway - Major Research Paper Option:
All students in the Research Pathway Major Research Paper (MRP) option must complete:
Seven half-credit courses plus the EDUC 5D91: Major Research Paper
Research-based Pathway - Thesis Option:
All students in the Research Pathway Thesis option must complete:
Five half-credit courses plus EDUC 5K95: Thesis Tutorial

All students must complete EDUC 5P92: Introduction to Educational Research. Additionally, all ~~full-time~~ students must register in EDUC 5N99: Graduate Seminar in Education, a non-credit course that runs in the fall term only.
Because each field of specialization has different requirements for the number of core and elective courses required, students should refer to field of specialization information, above. As long as students take the number of required courses in their field of specialization, they may take their remaining elective courses from across the fields of specialization.

Full-time students in the Course Pathway may complete their program within three terms. Full-Time students in the Research Pathway - MRP Option, may complete their program within four terms. Full-time students in the Research Pathway - Thesis Option, may complete their program within six terms. The completion time for part-time students varies.

Master of Education Internationally-educated, Structured Pathway (ISP)

Master of Education Internationally-educated, Structured Pathway (ISP)

The MEd (ISP) is situated in two fields of specializations: Administration and Leadership in Education and Teaching, Learning and Development. It is offered as a cohort program for full-time students only. Students begin the program in the summer term (July start date) and follow a prescribed program of study. All students in this program are registered in the Course-based Pathway. With permission from the ISP Steering Committee and the Graduate Program Director/Department Chair, a limited number of students may transfer into the MRP Research Pathway after they have successfully completed the fall term.

Admission Requirements

Students will normally hold a four-year Bachelor's degree, or its equivalent, from an accredited university with a minimum 75% (Brock University equivalent) average over the last two years of full-time undergraduate study. Successful teaching or other professional experience is an asset. Applicants who have not completed their undergraduate degree at a university where English was the primary language of instruction will be required to provide proof of English Language Proficiency as follows:

IELTS (6.5 with no section under 6.0); TOEFL (80 with no section under 19) or equivalent score on other tests of ELP accepted by Brock University.

For full listing of accepted tests see: https://brocku.ca/nextstep/international-students/english-language-proficiency/. Admission into the MEd ISP in any one year is dependent, in part, on sufficient student enrolment and/or the availability of supervisory and teaching resources. Intake into the MEd ISP is the beginning of July of each calendar year.

Degree Requirements

Administration and Leadership in Education
 Students must complete ten half-course credits as well as EDUC 5N99, a non-credit course. The structure of the ALE field of specialization is as follows: Summer term: EDUC 5P99 Introduction to Studies in Education; EDUC 5N99 Graduate Studies in

Education Fall term: EDUC 5P60 Constructions of Organization; EDUC 5P73 The Challenges of Educational Leadership; EDUC 5P92 Introduction to Educational Research; EDUC 5Q96 Experiential Learning in Education~~Field Experience~~ Winter term: EDUC 5P21 Comparative and International Education; EDUC 5P62 Politics, Power and Policy in Education; EDUC5P64 Ethics in Educational Decision Making; EDUC 5P72 Effecting Change in Education. Spring term: EDUC 5Q97 Culminating Seminar in Education. Teaching, Learning, and Development
 Students must complete ten half-course credits as well as EDUC 5N99, a non-credit course. The structure of the TLD field of specialization is as follows: Summer term: EDUC 5P99 Introduction to Studies in Education; EDUC 5N99 Graduate Studies in Education Fall term: EDUC 5P30 Development, Learning and Curriculum; EDUC 5P24 Socially and Culturally Situated Learning; EDUC 5P92 Introduction to Educational Research; EDUC 5Q96 Experiential Learning in Education~~Field Experience~~ Winter term: EDUC 5P21 Comparative and International Education; EDUC 5P42 Innovative Practices in Curriculum/Assessment (K-16); EDUC 5P72 Effecting Change in Education. EDUC 5V30-5V70 Special Topics in Teaching, Learning and Development Spring term: EDUC 5Q97 Culminating Seminar in Education. Under exceptional circumstances, the Department may require the substitution of other relevant courses for those usually required

Course Listings

Social and Cultural Contexts of Education Courses

EDUC 5P01 Part II: Developing a Critical Language
EDUC5P07 Contemporary Issues in Global Education
EDC 5P09 Theories of Literacy
EDUC 5P10 The Body as a Site for Knowledge: Embodiment and Curriculum Inquiry
EDC 5P11 Culture, Identity, and Pedagogy: Advancing a Lived Curriculum
EDUC 5P13 Sociological Foundations of Education
EDUC 5P14 War, Gender and Learning
EDUC 5P15 Developing a Personal Philosophy of Educational Practice
EDUC 5P17 Theoretical Orientatons in Sociology and Equity Studies in Education
EDUC 5P19 Children's Literature and Theory in Education
EDUC5P20 History and Philosophy of Education
EDUC 5P21 Comparative and International Education
EDUC 5P24 Socially and Culturally Situated Learning
EDUC 5P25 The Right to Education: Historical Frameworks
EDUC 5V01-5V18 Special Topics in Social and Cultural Contexts in Education
EDUC 5V14 Understanding 21st Century Literacy Education: New, Digital, and Design Literacies

Teaching, Learning, and Development Courses

EDUC 5P30 Development, Learning and Curriculum
EDUC 5P31 Families, Schools and Community Collaboration in Education
EDUC 5P32 Learning and the Mind
EDUC 5P33 Development, Life-Long Learning and Meaning-Making
EDUC 5P34 Individuals, Institutions and Lifelong Learning in Higher and Adult Education
EDUC 5P35 Adult Teaching and Learning
EDUC 5P36 Critical Perspectives on Adult Learning
EDUC 5P37 Developmental and Educational Issus in Children and Adolescents
EDC 5P38 Assessing Learners' Academic Difficulties
EDUC 5P39 Understanding the Reading Process and Reading Difficulties
EDUC5P41 Early Childhood Education

EDUC 5P42 Innovative Practices in Curriculum/Assessment (K-16)
EDUC 5P43 Invitational and Holistic Approaches to Education
EDUC 5P44 Curriculum Design, Implementation and Evaluation
EDC 5P45 Learning Difficulties in the Classroom: Diagnosis and Programming
EDUC 5P46 Behavioural Disorders in the Classroom
EDUC 5P47 Emotional Lives in the Classroom
EDC 5P48 Science in the Curriculum
EDUC 5P51 Teaching and Learning in Higher Education
EDUC 5P52 Contemporary Issues in Higher Education
EDC 5P54 Designing Curriculum to Develop Thinking Abilities
EDUC 5P55 Mathematics in the Curriculum
EDUC 5P56 Technology in the Curriculum
EDUC 5P59 The Arts in the Curriculum
EDUC 5V30-5V70 Special Topics in Teaching, Learning, and Development
EDUC 5V40 Theory of Mind and Learning Across the Lifespan

Administration and Leadership in Education Courses

EDUC 5P60 Constructions of Organization
EDC 5P62 Politics, Power, and Policy in Education
EDUC 5P63 Accountability and Education
EDUC 5P64 Ethics in Educational Decision Making
EDUC 5P70 The Social Context of Administration
EDUC 5P72 Effecting Change in Education
EDUC 5P73 Challenges of Educational Leadership
EDUC 5P74 Life in Educational Organizations
EDC 5P75 Financing Education
EDUC 5P76 Living with(in) the Law
EDUC 5P77 Learning in Organizations
EDUC 5V80-5V89 Special Topics in Administration and Leadership

Many of the courses across the fields of specialization can be combined for targeted study of a topic or concentration.

Course Descriptions

Note that not all courses are offered in every session. Refer to the applicable timetable for details.

Students must check to ensure that prerequisites are met. Students may be deregistered, at the request of the instructor, from any course for which prerequisites and/or restrictions have not been met.

A selection of the courses listed below will be offered each term. Students should consult the schedule of course offerings published in the online MEd registration weblink*: https://brocku.ca/registrar/guides-and-timetable/graduate-students*
Courses may be cancelled in the event of insufficient student registration numbers. Selection of courses is usually made with a program consultant.

Educational Psychology

EDUC 5P32
Learning and the Mind
Exploration of cognitive factors that influence learning including long and short-term memory, attention, and metacognition. Review of principles of explicit instruction and scaffolding. Participation in mini-experiments related to memory, learning and strategic instruction.

EDUC 5P37
Developmental and Educational Issues in Children and Adolescents
Explores issues from child and adolescent developmental psychology. Develops a personal framework for understanding past, present and future educational experiences.

EDUC 5P38
Assessing Learners' Academic~~Clinical Diagnosis of Reading~~ Difficulties~~ and Disabilities~~
Participation in a supervised experiential learning opportunity~~practicum-based course~~ with a client experiencing academic difficulties~~of the Reading Clinic~~. Using formal ~~reading~~ assessments to determine client's areas of strength and potential improvement~~reading strengths and weakness~~. Engaging in ~~parent~~ intake, report writing and ~~parent~~ debriefing.

EDUC 5P39
Understanding the Reading Process and Reading Difficulties
Exploration of the reading process and associated theories of reading ability. Examining factors that influence students' reading abilities and evidence-based practices that support the development/enhancement of these skills. Exploring topics of related interest.

EDUC 5P45
Learning Difficulties in the Classroom: Diagnosis and Programming
Examination of major theories, research and instructional strategies developed for students with exceptionalities. Critical analysis of current perspectives and controversies on identification, intervention and causative factors. Exploration of effective intervention strategies through case study.

EDUC 5P46
Behavioural Disorders in the Classroom
Analysis of the behavioural disturbances of children and adolescents. Examination of biological, psychological, behavioural and cognitive models regarding etiology, diagnosis and interventions. Topics include oppositional defiant disorder, conduct disorder, hyperactivity anxiety and depression. Case study analysis to connect theory to practice.

EDUC 5P47
Emotional Lives in the Classroom
Investigation of students' emotional experiences and self-knowledge through psycho-educational research, inclusive philosophies and educational practices.

EDUC 5V40
2019-2020 Theory of Mind and Learning Across the Lifespan
Engaging with critical theory and cutting edge research to explore how sociocommunicative routines in the classroom, and language development enable new modes of cognition and emotion that in turn support complex school-based social interactions.

Learning and Teaching

Curriculum Studies (Content)

EDUC 5P41
Early Childhood Education
Exploration of the research on the effectiveness of past and present program models of child development with the intent of designing curriculum for young children that encourages optimal growth.

EDUC 5P48
Science in the Curriculum
Analysis of K-16~~elementary and secondary~~ science curriculum including current approaches. Emphasis on the use of learning technologies~~multimedia~~ and instructional activities.

EDUC 5P55
Mathematics in the Curriculum
Analysis of elementary and secondary mathematics curriculum including current approaches. Emphasis on major issues and trends.

EDUC 5P56
Technology in the Curriculum
Analysis of the impact of computer technology and the information age on society and schools. Examination of the integration of new technology (including microcomputers) and information-age skills into the curriculum.

EDUC 5P59
The Arts in the Curriculum
Examination of the contributions of educating through art, drama, music and writing for meaningful learning. The cognitive, social, kinesthetic and problem-solving strategies used by creative persons.

EDUC 5V14
2019-2020 Understanding 21st Century Literacy Education: New, Digital, and Design Literacies
Past, new and emerging strands of literacy education in the classroom, policy, and within pedagogy. An examination of critical literacy, new literacy studies, family literacy, multimodality to multiliteracies, digital literacies, and design literacies.

Pedagogy (Learning and Teaching Strategies)

EDUC 5P09
Theories of Literacy
Historical analysis of literacy instruction as a continuously contested site of educational discourse.

EDUC 5P10
The Body as a Site for Knowledge
Examines scholarship on embodiment to understand how the body is inscribed by political, social and cultural factors encompassing health, gender, sexuality, dis/ability, class and geography. Considers ways of knowing in and through the body in relation to curriculum theorizing and inquiry.

EDUC 5P11
Culture, Identity, and Pedagogy: Advancing a Lived Curriculum
Examines the enactment of curriculum in educational contexts in relation to teachers and students. Analysis of multicultural and antiracist frameworks, theories and pedagogies that support equitable educational experiences.

EDUC 5P24
Socially and Culturally Situated Learning
Examination of contemporary theoretical and methodological perspectives that emphasize the social construction of learning and knowing. How these perspectives influence the ways that we understand the content and process of learning in individual and group settings.

EDUC 5P30
Development, Learning and Curriculum
Overview and application of basic educational foundational theory to the types of decisions educators make before, during and after contact with students, colleagues, administrators and community members. Emphasis on a variety of perspectives for critical and personal analysis of current issues in the field.
Note: Failure to obtain a minimum grade of 70% in EDUC 5P30 may result in required withdrawal from the program.

EDUC 5P31
Families, School and Community Collaboration in Education~~s and Learning~~
Exploration of home-school-community relations from historic to contemporary perspectives. Through an examination and analysis~~Examination~~ of research and practice, an understanding of various strategies for engaging~~, educational policy and issues related to~~ families and community members in students' learning is developed. Emphasis is on creating models to promote collaboration for student~~literacy, academic~~ achievement and wellbeing.~~, and home/ community partnerships. Exploration and analysis of curriculum models and research related to family literacy and parental involvement.~~

EDUC 5P42
Innovative Practices in Curriculum/Assessment (K-16)
Examination of contemporary practices that bridge accountability and relevance based on learning/teaching principles. Exploration of curriculum alignment with an emphasis on assessment into instructional strategies.

EDUC 5P43
Invitational and Holistic Approaches to Education
Creative application of invitational and holistic theory to teaching, learning, and curriculum practices. Connecting theory to multiple intelligences, emotional intelligence and self-concept, interpersonal skills, integrated studies, collaborative learning and creative problem solving, and organizational strategies and democratic practice.

EDUC 5P44
Curriculum Design, Implementation and Evaluation
Examination of past and current curriculum design, implementation and assessment models from the perspective of students, teachers and administrators. Exploration of future directions in program design, implementation and evaluation.

EDUC 5P54
Designing Curriculum to Develop Thinking Abilities
Analysis and application of past and current conceptions and theories on how to develop critical and reflective thinking skills across the curriculum.

Ethics, Power and Policy

EDUC 5P00
Part I: Preparing the Ground
An interdisciplinary overview of the philosophical, sociological and literary pillars of pedagogical practice.
Note: Failure to obtain a minimum grade of 70% in EDUC 5P00 may result in required withdrawal from the program. Successful completion is required in order to register in EDUC 5P01.

EDUC 5P01
Part II: Developing a Critical Language
Theoretical approaches to practical educational situations using a problem-based approach.
Prerequisite(s): EDUC 5P00
Note: Failure to obtain a minimum grade of 70% in EDUC 5P01 may result in required withdrawal from the program.

EDUC 5P07
Contemporary Issues in Global Education
Identification, analysis and critique of contemporary and recurring social, economic, political and environmental issues within a global educational framework. Exploration of how issues apply to elementary and secondary curriculum and instructional practices.

EDUC 5P15
Developing a Personal Philosophy of Educational Practice
Critical analysis of concepts, principles and ideals that underlie contemporary education. Emphasis on the connections between educational visions and practices for the development of a defensible educational philosophy.

EDUC 5P17
Theoretical Orientations in Sociology and Equity Studies in Education
Analysis of the development of sociological studies in education, which address the social, economic and political concerns of diverse groups in Canada. Exploration of how the social construction of race, class and gender intersect to produce hierarchies in our stratified society.

EDUC 5P20
History and Philosophy of Education
Critical analysis of historical and contemporary theories and educational philosophies in light of current debates about purposes of education in pluralistic societies. Explore contemporary cultural contexts using alternative educational theories.

EDUC 5P21
Comparative and International Education
Cross-disciplinary study of international and intercultural issues in social context. Exploration of the implications for curriculum and pedagogical strategies in associated areas including Multicultural, Comparative, Global and Development Education.

EDUC 5P25
The Right to Education: Historical Frameworks
Explores the ideal of state-mandated and publicly supported education for all as a core pillar of democratic societies. This course is about critiquing the historical, philosophical and systemic underpinnings of contemporary schooling.

EDUC 5P62
Politics, Power, and Policy in Education
Examination of policymaking as a political process. Focus on the actors who negotiate educational policy and their conflicting and shared interests.
Prerequisite(s): EDUC 5P60
Note: Failure to obtain a minimum grade of 70% in EDUC 5P62 may result in withdrawal from the program.

EDUC 5P64
Ethics in Educational Decision Making
Exploration of the consequential nature of decision making. Analysis of the impacts of discretionary power, ethical frameworks and decision-making models on administrative practice.

Leadership and the Social Arena

EDUC 5P60
Constructions of Organization
Analysis of organizational theories as they relate to educational institutions. Emphasis on how people shape and are shaped by organizations and how reciprocal processes affect administrative and professional practice. Successful completion is required in order to register in the EDUC 5P62.
Note: Failure to obtain a minimum grade of 70% in EDUC 5P60 may result in withdrawal from the program.

EDUC 5P63
Accountability and Education
Critical and historical examination of accountability. Influence of ideology and governance on educational practice.

EDUC 5P70
The Social Context of Administration
Examination of the role of educational administrators in perpetuating and/or disturbing social order. Focus on educational administrators' obligations and entry points into social justice policies, practices, and discourses.

EDUC 5P72
Effecting Change in Education
Analysis of mandated and emergent change in educational institutions. Focus on developing informed responses that balance stability and change for sustainable improvement.

EDUC 5P73
Challenges of Educational Leadership
Exploration of purposes and assumptions of leadership in educational contexts. Examining tensions and connections between leadership and management in administrative and professional practice.

EDUC 5P74
Life in Educational Organizations
Examination of interpersonal tensions and dynamics in educational settings. Focus on shared and contested norms and assumptions that affect growth, development, and practice of all organizational members.

EDUC 5P75
Financing Education
Examination of political economies of education through theories and practices of resource acquisition and distribution. Analyzing linkages among interests, resources, decisions, outcomes and political motives.

EDUC 5P76
Living with(in) the Law
Examination of issues, interests and judgments in education case law. Analyzing how legal decisions influence administrative and professional practice.

Adult and Post-Secondary Education

EDUC 5P14
War, Gender and Learning
Exploration of the ways in which gender, war, and militarism interact with human learning processes and the associated implications for educators concerned with social justice.
Note: Completion of this course will replace previous assigned grade and credit obtained in EDUC 5V08.

EDUC 5P33
Development, Life-Long Learning and Meaning-Making
Critical understandings of developmental issues in education using life-span psychology and narrative methodologies. Exploration of professional aging and development using theoretical and practical approaches and implications for teaching and learning.

EDUC 5P34
Individuals, Institutions and Lifelong Learning in Higher and Adult Education
An exploration of higher and adult education roles, rights, responsibilities and expectations of learners, educators and administrators in the design, delivery, and accountability of and for educational services. Aspects of structure, function, and valuation are considered against the backdrop of change through globalization, population diversity, and contemporary relevance.

EDUC 5P35
Adult Teaching and Learning
Examination of theoretical foundations of adult teaching and learning, characteristics of adult learners in diverse contexts, and guiding principles for practice. Exploration of current topics including women as learners, technology, self-directed learning, andragogy and transformative learning. Designing, facilitating and evaluating adult learning activities.

EDUC 5P36
Critical Perspectives on Adult Learning
A critical examination of a variety of perspectives on adult education. Understanding and analyzing the conceptual frameworks that underlie adult education practices across a variety of contexts. Critical perspectives to personal practice and topics of interest.

EDUC 5P51
Teaching and Learning in Higher Education
Critical examination of the theoretical foundations and processes, principles, and practice of teaching and learning in higher education. Exploration of topics including educational development; Scholarship of Teaching and Learning (SoTL); designing, facilitating, and evaluating teaching and learning in higher education; online and blended learning; reflective practice; and additional topics of interest.

EDUC 5P52
Contemporary Issues in Higher Education
Exploration of expectations, roles and stakeholder functions in relation to changing educational and professional environments in higher education. Topics include information and communication technology, distance learning, public accountability and performance indicators.

Special Topics

EDUC 5V01-5V18
Special Topics in Social and Cultural Contexts in Education
Seminar for students wishing to study a specific problem area in Social and Cultural Contexts in Education.

EDUC 5V30-5V70
Special Topics in Teaching, Learning, and Development
Seminar for students wishing to study a specific problem area Teaching, Learning, and Development.

EDUC 5V80-5V89
Special Topics in Administration and Leadership in Education
Seminar for students wishing to study a specific problem area in Administration and Leadership in Education.

Educational and Academic Foundations

EDUC 5N99
Graduate Seminar in Education
A non-credit graduate seminar that focuses on issues for graduate students may encounter while developing their programs of study and preparing their proposals for major research papers and theses.
Note: This course is a required course for all ~~full-time~~ students.

EDUC 5P99
Introduction to Studies in Education
Education as a field of study and multiple ways of knowing. Review of current educational theories, trends, and issues. Provides a foundation for research literacy.

EDUC 5V93
2019-2020 Education, Democracy and the Public Good
Examination of current and historical perspectives on the relationship between democracy, education, and the public good. Issues include populism, authoritarianism, political ideology, radicalism, political apathy, academic freedom, teacher freedom of speech, teacher neutrality, indoctrination, and the extent to which education is a public good - and what that might mean.

Research

EDUC 5P80
Foundations of Educational Inquiry
Examination of the philosophical and historical foundations of educational inquiry through an issues-based teaching and learning model that treats knowing as an active, analytic, creative, and personal process. Connections between educational inquiry and personal and professional development through empirical (data-based), conceptual, and personal inquiry approaches.

EDUC 5P82
Quantitative Methods in Educational Research
Examination of quantitative approaches used in educational research including experimental designs, correlational studies, and surveys. Review of statistical procedures and skills for analyzing and interpreting data.
Prerequisite(s): EDUC 5P92 or permission of the instructor.

EDUC 5P83
Conceptual Methods in Educational Research
Extensive and comprehensive glossary of educational concepts upon which contemporary educational theory is based. Application to various learning contexts, especially conceptual essays and foundational arguments.

EDUC 5P92
An Introduction to Educational Research
Interdisciplinary analysis of research methods used in education with an emphasis on basic research concepts and their application.
Note: This is a required course for all students; failure to obtain a minimum grade of 70% in this course could result in required withdrawal from the program.

EDUC 5P95
Qualitative Methods in Educational Research
An examination of research approaches using a variety of qualitative methods including: case studies, interview strategies, action research approaches, biography, ethnography and historical methods. Combined designs will be discussed as ways of gaining novel insights into educational events.
Prerequisite(s): EDUC 5P92 or permission of the instructor.

Skill-Building and Professional Development

EDUC 5P84
Exploring Approaches to Professional Development
Exploration of theoretical and experiential approaches to professional development. Personal set of "living" standards of practice, appreciative inquiry, ongoing study groups, and narrative approaches. Analyzing the role of professional development for teacher development, learning organizations, and educational reform.

EDUC 5P87
Evaluating Teaching Effectiveness
Examination of methods for evaluating teaching at all levels of education. Issues related to student ratings and teacher performance appraisal as determinants of teaching quality, and relationship between teaching effectiveness and student achievement.

EDUC 5P94
Advanced Writing Seminar
An interdisciplinary approach to scholarly writing and publishing in higher education. Exploration of the stages of the writing and publishing cycle in relation to personal interests, and a sense of self as writer. Recommended for students preparing to write their theses, MRPs, or culminating papers.

Individualized and Experiential Learning Courses

EDUC 5P96
Educational Internship
A one-term field experience in which students are supervised by a faculty member and apprentice with a field mentor to achieve specific learning goals.
Note: Students are required to find a faculty member and a field mentor and submit a proposal form for approval.

EDUC 5P98
Independent Study in Education
Specialized study on an individual basis under the direction of a faculty supervisor.
Prerequisite(s): Permission of Department Chair on the basis of a written application.
Note: Only one independent study course may count towards the MEd degree. Students completing the five half-credit research-based thesis route are restricted to completing one of either EDUC 5P98 (Independent Study) or EDUC 5P96 (Educational Internship) as either a field of specialization or general elective course.

EDUC 5Q96
Experiential Learning in Education~~**Field Experience**~~
Students learn, apply, and reflect on educational work and learning in a Canadian context~~A one-semester field experience for the International Student Program (ISP)~~. Students connect theory to~~visit elementary and secondary schools to observe school~~ practice and contribute to wider learning communities in an experiential setting.~~s and to reflect on coursework theories and concepts.~~
Restriction: Only available to ISP students

Final Project Courses

EDUC 5D91
Major Research Paper in Educational Studies
Individual investigation or analysis of an issue/area in contemporary educational practice. Topics must be approved by a faculty advisor who will also supervise and guide the student during the preparation of the document.
Prerequisite(s): All required core courses and electives, including EDUC 5P92 or permission of the Department Chair
Note: The major research paper proposal application form must be submitted and approved by the Graduate and Undergraduate Department prior to registration in EDUC 5D91. Completion of this course will replace previously assigned grade and credit in EDUC 5Q91.

EDUC 5K95
Thesis in Educational Studies
The preparation and public defence of a thesis which will demonstrate the candidate’s capacity for independent research, integration of knowledge, and depth of understanding.
Prerequisite(s): All required core courses and electives, including EDUC 5P92 or permission of the Department Chair
Note: The thesis proposal application form must be submitted and approved by the Graduate and Undergraduate Department prior to registration in EDUC 5K95. Completion of this course will replace previously assigned grade and credit in EDUC 5F95.

EDUC 5Q97

Culminating Seminar in Educational Studies

Culminating seminar integrating theory and accumulated knowledge related to fields of specialization and to practice. Exit paper must be approved by course instructor.

Restriction: Registration restricted to students completing degree requirements and enrolled in the course-based route.

Prerequisite(s): All required core courses and electives, including EDUC 5P92.

Course Additions/Deletions/Revisions

Course Changes (Additions/Deletions/Revisions)

1. Additions to the Course Bank
(To be completed for all new courses, including courses newly cross-listed; one complete submission for each course.) Please ensure that all questions are answered below. Please indicate responses to questions with an "x" (to ensure proper downloading).

Course abbreviation, number and title (no description required):

None

2. Course Deletions

Please identify all courses and programs affected by the deletion of course(s) (e.g. prerequisites, program requirements, etc.). Please ensure that consultation has occurred with all departments affected by additions or deletions of courses, to programs. A memo, including signatures of representatives from all departments/programs affected must accompany the hard-copy submission, to verify consultation.

EDUC 5P57 - Physical Education in the Curriculum
EDUC 5P77 - Learning in Organizations
EDUC 5P80 - Foundations of Educational Inquiry
EDUC 5P83 - Conceptual Methods in Educational Research
EDUC 5P49 - Writing Development

3. Course Revisions
Please list (number and title only) all currently existing courses you propose to revise (i.e., change to number, title, or description).

EDUC 5P38 - Assessing Learners' Academic Difficulties
EDUC 5P48 - Science in the Curriculum
EDUC 5P31 - Families, School and Community Collaboration in Education
EDUC 5P00 - Part I: Preparing the Ground
EDUC 5N99 - Graduate Seminar in Education
EDUC 5P95 - Qualitative Methods in Educational Research
EDUC 5Q96 - Experiential Learning in Education

Consultations and Approvals

Academic Consultation and Results

Please identify consultations with all departments/centres (Faculty as appropriate) affected by these changes and the results of those discussions. Attach copy of all correspondence, verifying agreement of all parties, to the proposed changes.

IT/ET Consultation

Please submit a hard copy of the IT/ET support form for each on-line course added to the course bank (with the exception of cross-listed courses which already exist in another department/centre).

Library Consultation

Please submit a hard copy of the Library Support form for each course added to the course bank (with the exception of cross-listed courses which already exist in another department/centre.

Approvals

Please ensure that a printed copy of this submission is sent to your Dean for collection on **October 31, 2019.**

Submitted by Betty Chambers on November 6, 2019 at 02:48:31 PM

Rejected by CATHERINE Hands on November 6, 2019 at 02:52:01 PM
Susan Virtue's email address is incorrect.

Submitted by Betty Chambers on November 6, 2019 at 02:53:57 PM

Submitted by Betty Chambers on November 6, 2019 at 02:53:57 PM

Submitted by CATHERINE Hands on November 6, 2019 at 02:59:07 PM

Submitted by Mike O'Sullivan on December 20, 2019 at 09:18:01 AM

Academic Program Calendar Submission #2020-2952

Department/Centre: Education
Program(s): Educational Studies

Program Additions/Terminations

1. Proposal(s) and Effective Date(s)

Please note: The calendar year runs from May 1, 2020 to April 30, 2021 and begins with the Spring/Summer sessions. All new programs being introduced or the terminiation of programs will be effective beginning 2020 Spring Session.

List all new/terminated major/minor/concentration/certificate programs, to be implemented/terminated.
Please state the proposal(s) in the form of a motion or series of motions. e.g., "Major in XXXX, be introduced"; "Major in XXXX be terminated"

2. Explanation for Proposed Additions(s)/Deletion(s)

Provide the academic/program reasons for, and implications of, the proposal(s). These should correspond to the proposals in #1 above.

NOTE: If major changes to a program are proposed, the old program must be phased out, as the new program is phased in.

3. Required Documentation/Information
If a new or specialization is being proposed, the following documentation must be submitted:

Program Changes

1. Proprosal(s) and Effective Date(s)

Please note: The Calendar year runs from May 1, 2020 to April 30, 2021 and begins with the Spring/Summer sessions. All programs being changed will be effective beginning 2020 Spring Session.
List all proposals, to be implemented, numerically in the following order:

1. **Change name from Sheila Bennett to Hilary Brown as Associate Dean..**
2. **Add Steven Khan's name as Assistant Professor..**
3. **Remove names of faculty..**
4. **Remove Scott from McQuirter-Scott..**

2. Explanation for Proposed Change(s)

Provide the academic/program reasons for, and implications of, the proposal(s). These should correspond to the proposals in #1 above.

1. **Hilary Brown is now Associate Dean.**
2. **New faculty hire.**
3. **Faculty no longer employed by Brock University. Jennifer Rowsell left the university. Gail Phillips retired.**
4. **Faculty member has dropped the Scott part of her last name.**

3. Program Changes - Proposed Calendar Copy
Please ensure that all course titles adhere to a maximum 45 characters and all course descriptions adhere to a maximum of 60 words and include all prerequisites, restrictions, course notes, exclusions, course format, and contact hours. Department/Centre/Program information and course information should be inserted here.

If changes in other programs will have an effect on your program(s), please incorporate those changes into your calendar copy below.

Educational Studies

Doctor of Philosophy in Educational Studies (Joint Program)
Fields of Specialization
Educational Leadership and Policy Studies
Social/Cultural/Political Contexts of Education
Cognition and Learning

Dean
Michael Owen
Faculty of Education

Associate Dean, Professional Undergraduate & Student Services
Hilary Brown~~Sheila M. Bennett~~
Faculty of Education
Associate Dean, Graduate Student Services, International, and Research
Michael O'Sullivan
Faculty of Education
Core Faculty
Professors

Denise Armstrong, Sheila M. Bennett, Fiona M. Blaikie, Sandra Bosacki, Lorenzo Cherubini, Darlene Ciuffetelli Parker, Susan M, Drake, Xavier Fazio, Candace Figg, Tiffany Gallagher, David Hutchison, Kamini Jaipal-Jamani, Julian Kitchen, Chunlei Lu, Michelle McGinn, Ruth McQuirter~~-Scott~~, Lissa Paul, ~~Jennifer Rowsell,~~ Nancy Taber, Susan Tilley, Mary-Louise Vanderlee, Louis Volante, Vera Woloshyn

Associate Professors
Joe Barrett, Hilary Brown, Diane Collier, Spy Denomme-Welch, Ann-Marie DiBiase, Tony Di Petta, Shelley Griffin, Catherine

Hands, Debra Harwood, Doug Karrow, Renee Kuchapski, Xiaobin Li, Robert McGray, Joyce Mgombelo, Dolana Mogadime, Trevor Norris, Michael O'Sullivan, ~~Gail Phillips,~~ Camille Rutherford, Michael Savage, Leanne Taylor, Peter Vietgen, Kari-Lynn Winters

Assistant Professors
Steven Khan, Susan Sydor
Participating Faculty
Professors Emeriti

Sharon M. Abbey, Ralph Connelly, Anne Elliott, James Heap, Michael Manley-Casimir, Coral Mitchell, John M. Novak, Patrick O'Neill, Merle Richards, Alan R. Wheeler, Sybil E. Wilson

See http://www.jointphdined.org for a list of Graduate Faculty.
Administrative Offices

Chair
Mary-Louise Vanderlee
905-688-5550 ext. 4066
mvanderlee@brocku.ca
Graduate Program Director
Joyce Mgombelo
jmgombelo@brocku.ca

Research Officer
Snezana Ratkovic
905-688-5550 ext. 4793
sratkovic@brocku.ca
Graduate Student Coordinator
Wanda Burger
905-688-5550, extension 5496
WH114
wburger@brocku.ca

Program Description

The PhD in Educational Studies is offered jointly by Brock University, Lakehead University, and the University of Windsor. The program prepares graduates to contribute to the development of knowledge and expertise in teaching/learning across all levels of the education continuum, to promote scholarly enquiry, and to participate in the development of methodological advances in the study of education. For further program and policy information, refer to the Joint PhD Handbook. https://jointphd-ed.lakeheadu.ca/system/files/files/Joint%20PhD%202017%20Handbook.pdf

Admission Requirements

The minimum academic requirement for admission to the PhD is successful completion of a Master of Education or a Master's degree in a cognate discipline, normally with an A standing. Applicants must provide evidence of research competence, which is normally demonstrated by a master's thesis.

English is the primary language of communication and instruction in the program. For students who must provide proof of English Language Proficiency, the minimum TOEFL score of 88 (with no section under 20) or IELTS 7.0 (with no section under 6.0) or equivalent score on other tests of ELP accepted by Brock University is required. For full listing of accepted tests see: https://brocku.ca/nextstep/international-students/english-language-proficiency/

Access to the internet is required.

Fields of Study

There are three broad fields of study in the program: Cognition and Learning, Educational Leadership and Policy Studies, and Social/Cultural/Political Contexts of Education. Study within each field is complex and multifaceted, involving critical review and deliberation of vital issues related to theory, practice, pedagogy/curriculum, and methodologies. The fields of study provide a foundation for students to engage in scholarly activities and explore their research interests. As part of this process, students

may find that their explorations cut across one or more fields of study. In this way, the fields of study are considered permeable, allowing for the interchange of foundational theories, concepts, and methodologies. Students are required to declare a field of study as part of the application and admission process to the Joint PhD in Educational Studies program.

Educational Leadership and Policy Studies

Educational Leadership and Policy Studies encompasses four broad content areas: policy, organizational theory, leadership, and change. The field of study explores the ethical, social, cultural, philosophical, and historical aspects of educational policy, leadership, and organizations. It draws upon the theoretical and methodological frameworks that situate the major issues, challenging institutional and community educational systems and practices within their larger socio-political, socio-cultural, and curricular contexts.

Social/Cultural/Political Contexts of Education

Socio/Cultural/Political Contexts of Education draws upon the humanities, sociology, cultural studies, anthropology, history, politics, and arts in relation to education. Our aim is to foster emancipatory research and democratic practice in institutional and community settings. Consideration is given but not limited to social constructs of race, class, gender, sexuality, and ability/disability, and how they intersect with and influence educational experience and practice.

Cognition and Learning

Cognition and learning critically examines the cognitive, behavioural, social-emotional, and cultural processes of educators and students by drawing upon psychology, philosophy, sociology, sciences and other disciplines. Integral components of this field include an examinaton of contemporary and inclusive instruction, wellness, assessment and evaluation, professional development, curriculum development and implementation, metacognition and executive function, and learning theories.

Degree Requirements

PhD students complete the following course requirements: Doctoral Seminars I and II (2 full-course credits), Field of Study specialization elective (one half-course credit), specialization elective (one half-course credit) and research proposal colloquium (one half-course credit). Students must also complete a comprehensive portfolio (one and a half course credit) as well as the PhD dissertation (5 full-course credits).
For full time students, the program is a twelve term or four year program.

Residency Requirement

Candidates must meet a minimum residency of four terms. Two terms of residency may be fulfilled by completion of the Doctoral Seminars I and II. The other two terms of residency must be consecutive at the home university.

Course Descriptions

Note that not all courses are offered in every session. Refer to the applicable timetable for details.

Students must ensure that prerequisites are met. Students may be deregistered, at the request of the instructor, from any course for which prerequisites and/or restrictions have not been met.

EDUC 7D80
Comprehensive Portfolio
(Lakehead 6080 and Windsor 680)
A portfolio of documents and academic artifacts that demonstrate research skills and knowledge of the field of study. Comprehensive Portfolios are defended in a public forum.

EDUC 7F20
Doctoral Seminar I: Research, Theories, and Issues
(Lakehead 6020 and Windsor 602)
Examination of the history and philosophical foundations of education through the three fields of study. Students are introduced to qualitative methods of research in education.

EDUC 7F40
Doctoral Seminar II: Research, Theories, and Issues
(Lakehead 6040 and Windsor 604)
Quantitative methods of research in education, encompassing true experiments, quasi experiments, and correlational studies. Students examine research, theories, and issues in the three fields of study.

EDUC 7P21
Educational Leadership and Policy Studies
(Lakehead 6211 and Windsor 621)
This course introduces students to the origins and intellectual traditions that influence how we organize education including sociological paradigms that have influenced educational systems over time. Students will develop perspectives that enable them to think critically and creatively about issues in educational leadership, policy, and organizations.

EDUC 7P31
Social/Cultural/Political Contexts of Education
(Lakehead 6311 and Windsor 631)
This course centers on a critical examination of cultural, historical, and theoretical perspectives in education. Understanding the complexities of sociocultural influences in education including the issue of power relations and how they are negotiated are the main focus.

EDUC 7P41
Cognition and Learning
(Lakehead 6411 and Windsor 641)
This course provides an analysis of epistemological theories through a critical examination of foundational and current research and a reflection on historical and philosophical orientations as they relate to contemporary issues in cognition and learning.

EDUC 7P51
The Specialization Elective/Directed Study
(Lakehead 6511 and Windsor 651)
Sustained program of study relating to a topic of current theoretical and/or empirical interest leading to the production of a substantial research paper. Students may complete either a specialization elective or directed study that relates to their field of study, dissertation topic, and related research methodologies.

EDUC 7P69
Research Proposal Colloquium
(Lakehead 6719 and Windsor 669)
In this course students examine theory and research in relation to their intended dissertation topic. Students develop a topic idea in the form of a dissertation proposal, defining a research question and a theoretical base for intended study. Students examine research questions in relation to varied methodologies, so that a diverse examination of research frameworks takes place through online discourse.

EDUC 7Z90
PhD Dissertation
(Lakehead 6901 and Windsor 798)
Preparation of a dissertation investigating a relevant issue in education. Demonstration of knowledge of relevant educational theory and research methods. Public defense of the dissertation.
Prerequisite(s): Successful completion of EDUC 7D80.

Course Additions/Deletions/Revisions

Course Changes (Additions/Deletions/Revisions)

1. Additions to the Course Bank
(To be completed for all new courses, including courses newly cross-listed; one complete submission for each course.) Please ensure that all questions are answered below. Please indicate responses to questions with an "x" (to ensure proper downloading).

Course abbreviation, number and title (no description required):

None

2. Course Deletions

Please identify all courses and programs affected by the deletion of course(s) (e.g. prerequisites, program requirements, etc.). Please ensure that consultation has occurred with all departments affected by additions or deletions of courses, to programs. A memo, including signatures of representatives from all departments/programs affected must accompany the hard-copy submission, to verify consultation.

None

3. Course Revisions
Please list (number and title only) all currently existing courses you propose to revise (i.e., change to number, title, or description).

None

Consultations and Approvals

Academic Consultation and Results

Please identify consultations with all departments/centres (Faculty as appropriate) affected by these changes and the results of those discussions. Attach copy of all correspondence, verifying agreement of all parties, to the proposed changes.

IT/ET Consultation

Please submit a hard copy of the IT/ET support form for each on-line course added to the course bank (with the exception of cross-listed courses which already exist in another department/centre).

Library Consultation

Please submit a hard copy of the Library Support form for each course added to the course bank (with the exception of cross-listed courses which already exist in another department/centre.

Approvals

Please ensure that a printed copy of this submission is sent to your Dean for collection on **October 31, 2019**.

Submitted by Betty Chambers on October 25, 2019 at 11:09:51 AM

Submitted by Joyce Mgombelo on October 25, 2019 at 11:59:13 AM

Submitted by Mike O'Sullivan on October 26, 2019 at 02:36:49 PM

Submitted by Mike O'Sullivan on October 26, 2019 at 02:38:16 PM

Academic Program Calendar Submission #2020-2964

Department/Centre: Sustainability Science and Society
Program(s): Sustainability Science and Society

Program Additions/Terminations

1. Proposal(s) and Effective Date(s)

Please note: The calendar year runs from May 1, 2020 to April 30, 2021 and begins with the Spring/Summer sessions. All new programs being introduced or the terminiation of programs will be effective beginning 2020 Spring Session.

List all new/terminated major/minor/concentration/certificate programs, to be implemented/terminated.
Please state the proposal(s) in the form of a motion or series of motions. e.g., "Major in XXXX, be introduced"; "Major in XXXX be terminated"

2. Explanation for Proposed Additions(s)/Deletion(s)

Provide the academic/program reasons for, and implications of, the proposal(s). These should correspond to the proposals in #1 above.

NOTE: If major changes to a program are proposed, the old program must be phased out, as the new program is phased in.

3. Required Documentation/Information
If a new or specialization is being proposed, the following documentation must be submitted:

Program Changes

1. Proprosal(s) and Effective Date(s)

Please note: The Calendar year runs from May 1, 2020 to April 30, 2021 and begins with the Spring/Summer sessions. All programs being changed will be effective beginning 2020 Spring Session.
List all proposals, to be implemented, numerically in the following order:

2. Explanation for Proposed Change(s)

Provide the academic/program reasons for, and implications of, the proposal(s). These should correspond to the proposals in #1 above.

3. Program Changes - Proposed Calendar Copy
Please ensure that all course titles adhere to a maximum 45 characters and all course descriptions adhere to a maximum of 60 words and include all prerequisites, restrictions, course notes, exclusions, course format, and contact hours. Department/Centre/Program information and course information should be inserted here.

If changes in other programs will have an effect on your program(s), please incorporate those changes into your calendar copy below.

Sustainability Science and Society

This program is offered through the Environmental Sustainability Research Centre (ESRC).
Master of Sustainability, Co-op
Master of Sustainability

Dean
Ingrid Makus
Faculty of Social Sciences

~~*Acting*~~ *Associate Dean*
Dawn Zinga
Faculty of Social Sciences

Faculty

Core Faculty

Professors
Christine Daigle (Philosophy), Diane Dupont (Economics), Francine McCarthy (Earth Sciences), ~~Cheryl McCormick (Psychology),~~ Gary Pickering (Biological Sciences), Michael Pisaric (Geography & Tourism Studies), Ryan Plummer (Environmental Sustainability Research Centre), ~~Ana Sanchez (Health Science),~~ Liette Vasseur (Biological Sciences),

Associate Professors
Xavier Fazio (Education), Todd Green (Marketing, International Business & Strategy), Timothy Heinmiller (Political Science), Marilyne Jollineau (Environmental Sustaianbility Research Centre), Marcel Oestreich (Economics), Kevin Turner~~Christopher Fullerton~~ (Geography and Tourism Studies)~~, Timothy Heinmiller (Political Science), Marilyne Jollineau (Geography and Tourism Studies), Kevin Turner (Geography and Tourism Studies)~~
Assistant Professors
Julia Baird (Environmental Sustainability Research Centre), Jessica Blythe (Environmental Sustainability Research Centre)~~, Todd Green (Marketing, International Business & Strategy)~~

~~*Adjunct Professors*~~
~~Jennifer Baltzer (Wilfrid Laurier University), Bronwyn Benkert (Yukon College), Ryan Bullock (University of Winnipeg), Jennifer Fresque-Baxter (Government of the Northwest Territories), Jack G.A. Imhof (Trout Unlimited Canada) Guelph, ON, Erin Kelly (Government of the Northwest Territories), Wendee Kubik (Environmental Sustainability Research Centre), Bradley~~

~~May (Environmental Sustainability Research Centre), Timothy F. Smith (University of the Sunshine Coast, Australia), Dana Thomsen (University of the Sunshine Coast, Australia), Micaela Trimble (South American Institute for Resilience and Sustainability Studies SARAS), Alison Waller (Environmental Sustainability Res~~

Participating Faculty

Professors

~~Stephen Cheung (Kinesiology),~~ Tim O'Connell (Recreation & Leisure Studies) ~~, Glenn Tattersall (Biological Sciences)~~

Associate Professors

Adam Dickenson (English Language & Literature), Garrett Hutson (Recreation and Leisure Studies), ~~Doug Karrow (Education), Anthony Ward (Economics)~~

Adjunct Professors

Jennifer Baltzer (Wilfrid Laurier University), Ryan Bullock (University of Winnipeg), Claudia Baldwin (University of the Sunshine Coast, Australia), Gillian Dale (Environmental Sustainability Research Centre), Sherman Farhad (Environmental Sustaianbility Research Centre), Wendee Kubik (Environmental Sustainability Research Centre), Bradley May (Environmental Sustainability Research Centre), Timothy F. Smith (University of the Sunshine Coast, Australia), Dana Thomsen (University of the Sunshine Coast, Australia), Micaela Trimble (South American Institute for Resilience and Sustainability Studies SARAS), Alison Waller (Environmental Sustainability Research Centre)

Graduate Program Director
Marilyne Jollineau-
mjollineau@brocku.ca
Co-op, Career & Experiential Education
~~Melissa Beamer, Senior Employer Development Manager~~
~~*mbeamer2@brocku.ca*~~
Cara Krezek, Director
ckrezek@brocku.ca

Coordinator
Erin Daly~~Amanda Smits~~
SSAS@brocku.ca

Program Description

Human activities are shaping the Earth. Addressing the interactions between social and ecological systems requires new perspectives and academic approaches. The Sustainability Science and Society graduate program aims to facilitate society's transition towards sustainability. The transdisciplinary focus of the program breaks down traditional barriers between disciplines, encouraging the cross pollination of ideas that will generate novel solutions and new opportunities in a dynamic and complex world.

This graduate program consists of two learning paths. The Master of Sustainability, Co-op (Scheme A) is for those students wishing to enrich classroom learning with practical experience. Alternatively, students desiring an intensive research experience will pursue a Master of Sustainability, Thesis (Scheme B). Both paths include common foundational courses that are offered in the first two terms of study.

Our Faculty comes from diverse disciplines and units at Brock University who share a common interest in environmental sustainability. Brock University is located in a UNESCO Biosphere Reserve - a site seeking to reconcile social, economic and biophysical challenges confronting societies around the globe.

Admission Requirements

Successful completion of four year Bachelor's degree, or its equivalent, from an accredited university with a minimum 75% (mid-B) average over the last two years of full-time undergraduate study.

In keeping with its transdisciplinary character, the program welcomes students with a focus on the environment and sustainability from a variety of academic backgrounds.

For students who must provide proof of English Language Proficiency (see:

https://experience.brocku.ca/Graduate_Study/EnglishLanguageProficiency.ezc) the minimum TOEFL score of 600 (TWE 5.5) or equivalent is required.

Admission to part-time study is not normally available. Individuals interested in part-time study should consult with the Graduate Program Director.

The Graduate Program Committee will review all applications and recommend admission for a limited number of suitable candidates. The Committee may also make conditional acceptances.

Degree Requirements

Graduate students follow either Scheme A or Scheme B. The student's plan of study must be approved by the Graduate Program Director.

Scheme A: Course Work, Co-op and Major Research Paper

Students enrolled in Scheme A must complete: SSAS 5P01, SSAS 5P02, SSAS 5P03, SSAS 5P04; two half-credit electives (0.5 credit must be SSAS); SSAS 5F91 (Major Research Paper); and satisfactory completion of SSAS 5N90 and SSAS 5N01. Scheme A is designed to normally be completed in four terms (16 months).

Elective courses are chosen from those offered by Sustainability Science and Society (SSAS) and a maximum of one half-credit from the general graduate course bank.

Student's plan of study must be approved by the Graduate Program Director.

Scheme B: Course Work and Thesis

Students enrolled in Scheme B must complete: SSAS 5P01, SSAS 5P02, SSAS 5P04; one half-credit elective; and SSAS 5F90. Scheme B is designed to normally be completed in six terms (24 months).

Elective courses are chosen from those offered by Sustainability Science and Society (SSAS) and a maximum of one half-credit from the general graduate course bank.

Student's plan of study must be approved by the Graduate Program Director.

Facilities

The program has two graduate student offices equipped with computer monitors and internet access. Core and Participating Faculty have active research programs with access to a variety of laboratories, specialized equipment, and array of field sites in Canada and internationally. The geographical location of Brock University, in a UNESCO Biosphere Reserve, on the Niagara Escarpment and in close proximity to the Great Lakes, provides rich opportunities for local field research.

Course Descriptions

Note that not all courses are offered in every session. Refer to the applicable timetable for details.

Students must check to ensure that prerequisites are met. Students may be deregistered, at the request of the instructor, from any course for which prerequisites and/or restrictions have not been met.

SSAS 5F90
Thesis
An in-depth research project involving the preparation and defence of a thesis which demonstrates capacity for sustained independent work and original research in sustainability science and society.

SSAS 5F91
Major Research Paper
A substantive inquiry in sustainability science and society which demonstrates capacity for independent research and critical thinking.

SSAS 5N01
Co-op Employment I
Co-op work term (four months) with an approved employer providing a work integrated learning experience related to the student's chosen area of concentration. The co-op employment is full time with 35 to 40 hours per week for 12 to 16 weeks. Students are required to meet all the work term deliverables successfully (learning objective, work site visit, work term report and work term evaluation) and fulfill their employment contract in order to receive a “Satisfactory” grade for the work term.

SSAS 5N02
Co-op Employment II
Co-op work term (four months) with an approved employer providing a work integrated learning experience related to the student's chosen area of concentration. The co-op employment is full time with 35 to 40 hours per week for 12 to 16 weeks. Students are required to meet all the work term deliverables successfully (learning objective, work site visit, work term report and work term evaluation) and fulfill their employment contract in order to receive a “Satisfactory” grade for the work term.
Note: Approval of the Graduate Program Director is required.

SSAS 5N90
Co-op Professional Preparation Course
The primary goal of this course is to provide graduate students with the tools, resources and skills to maximize co-op employment and professional development opportunities – both while at Brock and after graduation. This course is a pre-requisite for any co-op students who wish to participate in co-op job search and grade will be evaluated based on class participation including attendance and completion of professional projects.

SSAS 5P01
Foundations of Sustainability Science and Society
An overview of the concepts of sustainability, the interactions between natural and social systems and how those interactions affect how societies can meet their current and future needs while protecting the environment. The course includes lectures, experiential education, discussion panels and debates.

SSAS 5P02
Methods for Environmental Inquiry
Current research approaches and methods, concepts, and forms of inquiry used by transdisciplinary researchers interested in environmental sustainability. The different ways that issues related to sustainability and the environment are ~~framed,~~ examined~~,~~ and discussed using qualitative and quantitative tools.

SSAS 5P03
Problem Solving in the Environment
Contemporary applied approaches to sustainability issues across spatial and temporal scales. Case studies, project management, and experiential problem solving.

SSAS 5P04
Transdisciplinary Seminar
Students present their research to peers, academics and professionals, participate in scholarly exchanges with visiting and guest academics, and engage with professionals within the sustainability field.
Note: This course will be evaluated as credit/no-credit.

SSAS 5P11
Water Resource Economics, Management, and Governance
The values associated with water resources, its management, monitoring, and decision-making processes. International and Canadian case studies to explore innovations in water science from social and biophysical perspectives.

SSAS 5P12
Climate Change Adaptation and Transformation
Aspects of climate change from multiple perspectives including climate change scenarios and projections, ~~mitigation and~~ adaptation, resilience in climate change and steps towards transformations. Specific focus~~Topics~~ will be devoted to the theoretical and applied aspects of climate change adaptation planning.~~integrate concepts from biology, climatology, sociology, economics, and political science.~~

SSAS 5P13
Landscape Ecology and Ecosystem Management
The drivers and consequences of global changes on the ecology of species at a range of spatial scales using~~utilizing~~ geospatial technologies (e.g., GIS and RS) and spatial data analyses. Topics include spatial ecology, disturbance ecology, conservation, restoration, management principles, public policy and health.

SSAS 5P22
Current Topics in Conservation Ecology and Biodiversity
(also offered as BIOL 5P22)
This course aims to explore and discuss current trends in this field using an interdisciplinary approach. Topics may include concepts related to conservation strategies, impacts of conservation efforts on ecosystems, communities or species populations, biodiversity assessment, invasive species, balance of conserving biodiversity versus ecosystem services, and issues related to policy, management, economic and social concerns.
Note: Completion of this course will replace previous assigned grade and credit obtained in BIOL 5P02.

SSAS 5P66
Politics and the Environment
(also offered as POLI 5P66)
Examines the various linkages between politics and environmental outcomes. Political factors examined include democracy, federalism, bureaucracy, and the policy process.
Note: Taught in conjunction with POLI 4P66

SSAS 5P80
Directed Study
Specialized study in sustainability science on an individual basis, under the direction of a faculty member, to examine a significant topic in a student's area of concentration.

SSAS 5V80-5V89
Selected Topics in Sustainability Science and Society
A topic in sustainability science and society that will vary by instructor.

Course Additions/Deletions/Revisions

Course Changes (Additions/Deletions/Revisions)

1. Additions to the Course Bank
(To be completed for all new courses, including courses newly cross-listed; one complete submission for each course.) Please ensure that all questions are answered below. Please indicate responses to questions with an "x" (to ensure proper downloading).

Course abbreviation, number and title (no description required):

None

2. Course Deletions

Please identify all courses and programs affected by the deletion of course(s) (e.g. prerequisites, program requirements, etc.). Please ensure that consultation has occurred with all departments affected by additions or deletions of courses, to programs. A memo, including signatures of representatives from all departments/programs affected must accompany the hard-copy submission, to verify consultation.

None

3. Course Revisions
Please list (number and title only) all currently existing courses you propose to revise (i.e., change to number, title, or description).

SSAS 5P02 - Methods for Environmental Inquiry
SSAS 5P12 - Climate Change Adaptation and Transformation
SSAS 5P13 - Landscape Ecology and Ecosystem Management

Consultations and Approvals

Academic Consultation and Results

Please identify consultations with all departments/centres (Faculty as appropriate) affected by these changes and the results of those discussions. Attach copy of all correspondence, verifying agreement of all parties, to the proposed changes.

IT/ET Consultation

Please submit a hard copy of the IT/ET support form for each on-line course added to the course bank (with the exception of cross-listed courses which already exist in another department/centre).

Library Consultation

Please submit a hard copy of the Library Support form for each course added to the course bank (with the exception of cross-listed courses which already exist in another department/centre.

Approvals

Please ensure that a printed copy of this submission is sent to your Dean for collection on **October 31, 2019**.

Submitted by Amanda Smits on October 30, 2019 at 10:39:35 AM

Submitted by Marilyne Jollineau on October 30, 2019 at 10:40:06 AM

Submitted by Dawn Zinga on October 30, 2019 at 01:00:23 PM

Rejected by Caroline Moffatt on November 14, 2019 at 01:48:18 PM
Please remove "Home Unit Faculty" and list all faculty members under "Core Faculty" to be consistent with all other graduate programs on the calendar.

Submitted by Amanda Smits on November 14, 2019 at 01:59:05 PM

Submitted by Marilyne Jollineau on November 14, 2019 at 01:59:50 PM

Submitted by Dawn Zinga on December 20, 2019 at 03:07:24 PM

Office of the University Secretariat

Brock University
Niagara Region
1812 Sir Isaac Brock Way
St. Catharines, ON
L2S 3A1 Canada
T 905-688-5550
F 905-688-9754

brocku.ca

To: Dr. Don Cyr, Chair, Senate

From: Chabriol Colebatch, University Secretary & General Legal Counsel

Date: February 12, 2020

Re: 2020 Senate Election

The Faculty Handbook (FHB) provides that the election of Full-Time Teaching Staff and Professional Librarians to Senate shall take place during the last week of March each year (FHB II: 3.4.1) and that on or before the last day of February each year, Senate shall agree, on the recommendation of the Secretary of Senate, to the date on which the Senate election shall take place (FHB II:3.4.2).

It is recommended that the spring 2020 Senate election close on **Monday, March 30, 2020**. This date and the associated timelines for the election were presented to the Governance Committee and no concerns were raised. On this basis, I submit the following motion to Senate for consideration at its meeting scheduled for Wednesday, February 12, 2020.

> **MOVED** **THAT the election of representatives to fill Senate vacancies occurring at the end of Spring Convocation, with the exception of student representatives, close on March 30, 2020.**

Based on this election date, the election timeline will be as follows, in accordance with the requirements of the Faculty Handbook:

- **Senate Approval of Election Date: February 12, 2020**
  - Under FHB II: 3.4.2, on or before the last day of February each year, Senate shall agree, on the recommendation of the Secretary of Senate, to the date on which the Senate election shall take place.

- **Announcement of Election: February 14, 2020**
  - At least four weeks before the date of the election, the Secretary of Senate must distribute an announcement of the election to each member of the electorate (FHB II: 3.4.3).
  - This timeline proposes that the announcement be sent out more than six weeks before the election due to Reading Week (February 17-21).

- **Period to Correct Electorate List: February 24 – March 2, 2020**

- The Secretary of Senate must provide notice of a five-day period during which corrections to the list of all persons eligible to vote and/or stand as candidates in the election may be submitted to the Secretariat (FHB II: 3.4.3 (e)).

- **Election Reminder: March 3, 2020**
  - Three weeks before the election the Secretary of Senate must distribute a reminder of the election date and procedures together with any corrections to the list of persons eligible to vote and/or stand as candidates (FHB II: 3.4.4).

- **Deadline for Nomination Papers and Candidate Statements to be received by the Secretariat: March 12, 2020 by 4:30 p.m.**
  - Completed nomination papers must be received by the Secretary of Senate no later than 4:30 p.m. two weeks before the election date (FHB II: 3.4.5 (a)).

- **Voting Opens: March 18, 2020 at 8:30 a.m.**
  - No less than seven days before the election, electronic ballots must be distributed to all voters (FHB II: 3.4.6).
  - This timeline proposes that the ballots be distributed eight days before the election.

- **Voting Closes: March 30, 2020 at 4:30 p.m.**
  - The poll shall close at 4:30 p.m. on the election date (FHB II: 3.4.7).

- **Review of Results by Scrutineers: March 31, 2020**
  - At the earliest convenient time following the close of the poll, the scrutineers shall count the ballots or observe the vote tallying in the presence of the Secretary of Senate, make a declaration of the standing of the candidates (FHB II: 3.4.7).
  - The proposed timing for the review of the election results allows sufficient time for Information Technology Services (ITS) to compile the results.

- **Declaration of results: April 1, 2020**
  - The Secretary of Senate shall make a public declaration of the election results at the earliest convenient date (FHB II: 3.4.8)

Office of the President

Brock University
Niagara Region
1812 Sir Isaac Brock Way
St. Catharines, ON
L2S 3A1 Canada
brocku.ca

President's Report to Senate – February 12, 2020

1. Let me begin by offering my condolences once again to those whose lives were touched by the crash of Ukraine International Airlines Flight 752 in Iran. Brock University joined its colleagues from the post-secondary community across the country in commemorating the catastrophic events that look the lives of 176 people, including 63 Canadians, some of whom were students and scholars. Flags were flown at half-mast and members of the University took part in a sector-wide moment of silence on January 15 in memory of those lost. A moment of silence was also observed before the annual Paint the Meridian Red event opposing our men's and women's basketball teams against the University of Toronto, which, importantly lost several members of its community in the crash. I want to thank those students, staff and faculty members, and especially our student leaders, for their hard work and compassion in coordinating the University's response. I would like to recognize Leela MadhavaRau, Director of Human Rights and Equity, for her effort and leadership role during this period of remorse to support and engage our students, faculty and staff members.

2. The University continues to monitor the evolving situation involving the spread of Wuhan Novel Coronavirus. The Niagara Region Public Health Unit is actively monitoring the situation and collaborating with local hospitals, emergency services, and provincial and national colleagues. The University is following the lead of Niagara Public Health in all matters related to the virus, including prevention and response. To better communicate and share information with students, staff and faculty members, the University has launched a new website that can be accessed through the University's home page. The website will be updated regularly with up-to-date information, including links to advisories and messaging from various levels of government. It is important for all University community members to be aware that Niagara Region Public Health Unit is an official source of information on the Coronavirus. Critical thoughtfulness should be exercised in acquiring information from non-official sources, including information associated with rumors or social media.

3. On January 29, Brock undertook several activities to put the spotlight on mental health and the continuing stigma associated with it under the banner of Bell's annual Let's Talk Day. From colouring murals to therapy dog visits, various administrative offices organized events to help spread the word about mental health among students. Representatives from the Student Wellness and Accessibility Centre, Student Life and Community Experience, and Human Resources also sought to create greater awareness of the services they offer to those experiencing distress or seeking support. SWAC also took the occasion to launch Reach Out, a new campaign funded by BUSU that educates students about mental health distress signs, conversation starts and listening techniques. As we recognize that mental

health issues pose a challenge for a growing proportion of our students, I applaud the innovative ideas being put in place across our University to help ensure that every student is given the greatest possible chance at success in both their academics and their life outside of Brock.

4. Earlier this year, Brock officially launched its minor in Engineering Science, the first step in a series of new engineering-related fields. As only one of two comprehensive universities in Canada without an engineering program – the other being Wilfrid Laurier University, which is located down the road from the engineering powerhouse University of Waterloo – engineering at Brock will open new avenues for teaching and learning opportunities and research collaboration and will help us better serve the needs of our students and of the region. The program was designed in consultation with professional associations and engineering companies, and its development included scholars from all of Brock's academic Faculties. The next step in Engineering's growth at Brock will involve the development of a master's program, followed by an undergraduate program that will include experiential learning opportunities to help give students real-world experience, build industry connections and enhance professional skills.

5. Brock continues its efforts to find more modernized facilities in the Hamilton-Burlington-Oakville (HBO) corridor. I have now met with a number of mayors to determine their levels of interest, as well as to make early inquiries concerning the availability of land and facilities. A new facility will allow us to accommodate a wider scope of programs in the HBO area and to better support students desiring access to Brock academic programs from across the Greater Toronto and HBO regions. The Provost will also be engaging with students and faculty members in the Faculty of Education via the Dean of the Faculty to better understand their preferences for the new space. In addition, the University will be exploring other academic programming options that can be offered through the location. Our current vision is for the new location to serve as a multi-Faculty satellite facility offering a range of academic programs.

6. Earlier this year, McMaster University and Brock renewed an agreement to continue hosting medical students at McMaster's Niagara Campus of the Michael G. DeGroote School of Medicine. Signing a five-year contract, the agreement provides the framework to continue the partnership and expand its benefits to students at both universities. The McMaster campus at Brock is currently home to 84 undergraduate medical students and 26 medical residents who are doing their clinical and specialty training at Niagara Health. Brock students benefit by gaining access to McMaster's anatomy lab and other related resources. Over the years, 208 medical doctors have graduated from the program and 60 of them have remained in the Niagara region, enhancing health care and the quality of life of residents.

7. In a related project critical to the health of those living in our region, I joined in January the first meeting of Niagara Region's Community Safety and Well-being Advisory Committee. The Committee's work will involve the development of a Community Safety and Well-being plan, which will support a safe and healthy community through a community-based approach to addressing the root causes of social issues. The goal of the Plan is to create a community where everyone is safe, has a sense of belonging, has access to services, and is able to meet their need for education, health care, food, housing, income, and social and cultural expression. Brock is privileged to be able to sit on this Committee, which provides us with opportunities to build stronger communication and collaboration channels with local agencies and to better understand the profile of local risks and vulnerable groups. I will be serving as the Committee's co-chair, and the Committee also includes representation from Brock's Government and Community Relations Office.

8. The 2020-21 budget process is underway in consultation with Deans and units across the University. The strong enrolment levels achieved in 2019-20 will have positive effects as these student cohorts complete their degree programs over the next several years. However, the tuition cut and freeze will continue to constrain budget numbers, causing revenues to be outpaced by escalating operating costs. Thus far, we have been able to balance the budget while avoiding job losses and maintaining academic programs despite the government's changes to funding and tuition last year. However, we will have to explore new program development and program renewal in coming years to ensure that we can both continue to meet student needs and foster the enrolment growth required to ensure our fiscal health. A second round of townhall meetings will be held in February 2020 as part of our inclusive engagement efforts and institution-wide consultation on this and other issues.

Sincerely,

Dr. Gervan Fearon
President and Vice-Chancellor

Office of the Provost and Vice President, Academic

Brock University
Niagara Region
1812 Sir Isaac Brock Way
St. Catharines, ON
L2S 3A1 Canada
T 905 688 5550 x4121
F 905 684 2277

brocku.ca

TO: Chabriol Colebatch, Secretary to the University and General Counsel, Brock University

FROM: Greg Finn, Provost and Vice President, Academic

DATE: February 5, 2020

Subject: **Report to Senate 677, February 12, 2020**

Program Review and Discontinuation – Follow up

At Senate 676, data related to Program Review and Discontinuation was presented and during the discussion several questions were raised.

Data Source: headcount enrolment data, FTE equivalent enrolment, November 1 enrolment report and headcount data.

In the rationale for introducing this amendment to the FHB in 2018, the then Provost indicated that the "…viability review will be based on the November 1 headcount enrolment report compiled by Institutional Analysis and Planning (IAP). Institutional Analysis is the office responsible for official data reported to the government for enrolment and funding purposes. Internally this same data is used in the Revenue and Expense Allocation Model to allocate the proportion of tuition and grant to the Faculties for the students they teach and their majors.

The enrolment Full-time Equivalent enrolments (FTEs) that are reflected within the Program Viability reporting are sourced from the FALL (November 1st) enrolment reporting file, as defined within FHB Section 3.C.15. The calculation method for these FTEs has remained consistent since the introduction of 3.C.15. and in keeping with Ministry regulations ["Enrolment Reporting and Audit Guidelines 2015-16" document].

Here are some key points regarding the Ministry Enrolment Reporting:

- One Financial Record per UG student per UG Segment;
- Students will have multiple financial records if pursuing multiple degrees with different segments;

- Each Segment (per student) is associated with a "Main Major" (Major1) along with a "Major1CIP" code, and FTEs are assigned at this level;
- Major2 is not considered nor reported within ministry (PFIS) enrolment reporting;
- A student's FTE value (per term) is calculated based upon single-term enrolment (full-time vs part-time);
- For a single (Fall) term an undergraduate student with full-time enrolment status in a standard four-year program would receive a weight of 0.5 FTEs;
- Ministry-based FTE values have not been / are not publicly reported on the Institutional Analysis (IA) website;
- The "FTE" reports that have been published on the IA website for 2017-18 and earlier years reflect teaching-based FTEs using course enrolment ("FCEs"), as defined within the 'Introduction' section of this report. The calculation methodology for these reports differs greatly from ministry-defined funding FTE methodology;
- Course-based "FCE" reporting continues to be provided on the IA website.

Change in Reporting Combined Majors
Upon request, IA has also investigated the impact on FTE reporting if 'MAJOR2' codes were considered. If FTEs were split (50/50) across MAJ1 and MAJ2 for those students that have been assigned a second major, the following changes would occur for Fall 2019: seven Majors would receive an increase of more than 1.0 FTEs (the largest increase is 2.58, for PHIL); seven Majors would receive a decrease of more than 1.0 FTEs (the largest decrease is -5.18, for BIOL); the vast majority of Majors would be unaffected or see very minor changes.

Availability of the November 1 Headcount Enrolment report
There is a lag between the finalization of the November 1 headcount enrolment report, reporting the results to the Ministry and posting the results for the University community. The Provost's Office will work with Institutional Analysis to have the reports posted in a timely manner.

SMA3 Endorsement

MOTION:
That Senate endorse the draft Strategic Mandate Agreement attached as Appendix 3 to this report.

Rationale:

- The draft documents (draft until the University and Ministry have signed off on them) being presented to Senate reflects the Ministry's requirements with respect the SMA3 process.
- 9 of the 10 performance-based metrics have been defined by the Ministry and are common across the sector. The individual metrics and have been developed based on either Ministry or Institutional data sources (See Appendix 2 for a summary of the metrics).
- The weightings proposed for each metric best reflect the University's strengths and is calculated to result in optimal funding results.
- The metrics and preliminary weightings have previously been presented to PPBAC, Senate, the University and Community Experience Committee and the Board.

- There is no requirement from the Ministry regarding Senate and/or Board approval of the agreement, however in order to confirm the University's governing bodies are supportive, their endorsement of the draft being submitted to the Ministry is being sought.

Implications:

- If endorsed, the agreement will be finalized by the President and Provost.
- If not endorsed, the University has limited ability to renegotiate the text, metrics or timelines and its relations with the government, financial security, etc. could be jeopardized.

Supporting material included with this report include:

1) Appendix 1: A topic sheet summarizing key background material and next steps:
2) Appendix 2: SMA3 Metrics Summary Table February 12, 2020
3) Appendix 3: 2020-2025 Strategic Mandate Agreement
4) Appendix 4: SMA3 University Metric and Data Workbook

Ontario Council of University Libraries (OCUL) Collaborative Futures OMNI Project

I want to draw Senators attention to a report contained in the IT&I Committee consent portion of today's meeting regarding the OMNI/Collaborative Futures Project.

Brock Library participated in the selection, procurement and implementation of a shared next-generation Library Services Platform (LSP) through Collaborative Futures, a consortial initiative coordinated by the Ontario Council of University Libraries (OCUL). Collaborative Futures is a shared cloud-based Software-as-a-Service (SaaS) platform that has replaced at least four existing library systems including, most substantially, the current integrated library system (i.e., the catalogue) with its acquisition, cataloguing, circulation, serials tracking and public interface modules. Fourteen OCUL institutions have collaboratively implemented this shared system. This new shared system and associated services are branded Omni.

On December 12, 2019, Brock University successfully went live with Omni. This success is the result of excellence in technical expertise, policy development, process development, communication, training, and collaboration. Major service improvements for users include improved discoverability of Brock library resources as well as other Omni university resources, increased loan periods (now up to 120 days for faculty, staff and students), unlimited item renewals, no overdue fines, and improved inter library loan processes. Omni is transformational; the library now has modernized infrastructure that will facilitate the exploration of new and exciting consortial collaborations that have not been previously possible.

In-Camera item

On behalf of the President, I will be consulting with Senate on a personnel matter.

Report to Senate

INFORMATION ITEM

TOPIC: Strategic Mandate Agreement 3 (SMA3)

February 12, 2020

Gregory C. Finn, Provost and Vice President, Academic
Brian Power, Vice Provost and Associate Vice President, Academic
Meaghan Rusnell, Executive Director, Government and Community Relations
Geraldine Jones, Registrar
Josh Tonnos, AVP, Finance and Interim CFO
Rick Guenther, Director, Institutional Analysis
Daniel Grubb, Senior Government Relations Advisor

EXECUTIVE SUMMARY

1. Purpose of the Report

- To provide Senate with an update on the progress of the bilateral discussions between the University and the Ministry of Colleges and Universities with respect to SMA3.

2. Key Background

- In the Spring of 2019, the Ministry of Colleges and Universities (MCU) initiated the process for bilateral discussions of SMA's with the post-secondary education sector. The Ministry has particularly emphasized during this round items such as measurable job creation, earnings and economic impact measures of the post-secondary educational activities.
- The key feature of the SMA3 process is that over the period 2020-to 2025, 60% of the university's funding from the Ministry will be tied to performance/outcomes as measured by 10 metrics. For each metric the University assigns a weighting, with minimum and maximum weightings prescribed by the Ministry (See Appendix 1). Weightings will be assigned to ensure maximum return. For some metrics Brock will have greater control of, while others are outside of our control, e.g. Institutional Strength vs Graduate Earnings, and as such the SMA3 Working Group has been and will continue to model
- In early October 2019 the Ministry forwarded Brock specific documentation (Draft SMA3 Instrument/Agreement, SMA3 Metric and Data Workbook and Performance Outcomes-Based Funding Technical Manual) to initiate the formal bilateral discussions.

- On October 30 Ministry staff visited Brock for the first bilateral discussion session related to SMA3 where:
    - SMA3 notational performance funding allocations, corridor confirmations and enrolment projections were reviewed
    - Review of the ten metrics and provided examples of potential institutional specific metrics for consideration and comment by Ministry staff.
    - Brock's' preliminary estimates of the individual metric weightings were discussed.
- Following the October 30th meeting the SMA3 Working Group continued to review, revise and refine the narrative sections for each metric as well as the data workbook prior to submitting a draft to MCU on December 17th.
- On January 30th in the second bilateral discussion with MCU staff the University received feedback on our submission. This included editorial changes, discussion of the institutional specific metric related to Economic Impact and adjustments following the first round of bilateral discussions. These adjustments included:
    1. The opportunity to readjust metrics in each of the first three years at the time of the annual evaluation;
    2. Recognize consistent performance in outer years of the model leading to a possible reduction in the Band of Tolerance and remove continuous performance factors;
    3. For the Research Revenue Attracted from Private Sector Sources metric will be adjusted to have a broader basket of revenue, including donations from NFP organizations/foundations, and businesses and individuals. In kind contributions are excluded.
- The financial implications of the SMA3 targets to universities and sector have been previously outlined to the Board and Senate. Nonetheless, the current formulation of the SMA metrics now seem to provide less potential for drastic swings in funding or in-year adjustments even through the Government maintain scope for these levers being utilized

3. Next Steps

Chronologically, the next steps in the process are:

- February 4th – provision of outstanding data elements to MCU for review and approval.
- Prior to February 18th, receipt of a revised version of the SMA3 Metric and Data Workbook with finalized metrics and target calculation.
- February 12th – presentation of SMA3 Instrument and Metric and Data Workbook to Senate for review and feedback.
- February 18th – submission of SMA3 Instrument and Metric and Data Workbook to MCU for final review.
- March 4th/5th – presentation of SMA3 Instrument and Metric and Data Workbook to UCEC and the Board for review and feedback
- Post March 5th – the University will have the opportunity to make minor revisions to SMA documents prior to final submission to MCU for signing.
- Once signed off by both parties the finalized SMA documents will be provided to Senate and the Board and posted on the University's website.

4. Background Materials

Appendix 2 – Summary of SMA3 Metrics
Appendix 3 - 2020-2025 Strategic Mandate Agreement
Appendix 4 – SMA3 University Metrics and Data Workbook

Appendix 1 – Summary Information on SMA3 Metrics

SMA 3 – University Metrics					
Priority Areas	**University Metric**	**Description**	**Source**	**New or Existing**	**Year in Effect**
Skills & Job Outcomes	Graduate Employment Rate	Proportion of graduates of UG programs employed FT in a closely or partially related field	MTCU, Ontario University Graduate Survey	Existing	2019-2020
	Institutional Strength/Focus: Health and Well-being/ Scientific and Tech Applications	Proportion of enrolment (FFTE, Domestic, International, UG and Graduate Students) in an Institutions program area(s) of strength	Provided by Institution, validated by University Statistical Enrolment report (USER)/MTCU	New	2020-2021
	Graduation Rate	Proportion of FT, year one students of UG programs who commenced their study in a given fall term and graduated from the same institution within 7 years.	University Graduation Rate Data Collection, MCU	Existing with Refinement	2019-2020
	Graduate Employment Earnings	Median employment earnings of university graduates, two years after graduation	Educational and Labour Market Longitudinal Platform/Statistics Canada	New	2021-2022
	Experiential Learning -	Number & Proportion of Graduates in programs, who participated in at least one course with required Experiential Learning components.	Provided by Institution, validated by University Statistical Enrolment report (USER)/MCU	New	2021-2022
	Skills and Competencies related metric	Education and Skills Online: random sample of UG students (domestic and international)	TBD	New	2022-2023
Economic & Community Impact	Community/Local Impact	Institutional enrolment share in the population of the city in which the institution is located	USER/Census Data/Statistics Canada	New	2020-2021
	Economic Impact: Institution specific Economic Impact Metric	Number of student co-ops and/or internships placed in the Niagara Region	Provided by Institution, validated by MCU	New	2019-2020

	Research Funding & Capacity: Federal Tri-Agency Funding Secured	Amount and proportion of funding received by the institution from federal granting agencies (CIHR, NSERC, SSHRC) to the total Tri-Agency funding received by Ontario Universities	Tri-Agency Institutional Programs Secretariat	Existing	2019-2020
	Research Revenue Attracted from Private Sector Sources	Research Funding generated from private sector Sources	CAUBO/COFO	New	2021-2022
Metrics for Reporting and Data Collection					
Productivity, Accountability & Transparency	Faculty Activity Posting	Information regarding Brock University Faculty Activity is publicly available by March 31, 2021.		New	2020-2021
	Faculty Compensation Posting	Information regarding Brock University Faculty compensation is publicly available by March 31, 2021		New	2020-2021

SMA3

2020-2025 Strategic Mandate Agreement

BROCK UNIVERSITY
1812 SIR ISAAC BROCK WAY
ST. CATHARINES ON L2S 3A1

Ontario
MINISTRY OF COLLEGES AND UNIVERSITIES

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Signing Page

2020-2025 Strategic Mandate Agreement

Signed Between

BROCK UNIVERSITY

And

Ministry of Colleges and Universities

DRAFT

SIGNED for and on behalf of the Ministry of Colleges and Universities by:

(Insert Name)
Deputy Minister

Date

SIGNED for and on behalf of Brock University by:

Gervan Fearon
Presidentand Vice Chancellor

Date

This agreement focuses on performance/outcomes-based funding associated with the institution's differentiation envelope and enrolment corridor funding. Special purpose/other institutional grants are not included as part of this agreement. Other broader policy issues (e.g., additional graduate enrolment) are also out of the scope of this agreement.

The agreement may be amended in the event of substantive economic or policy changes that would significantly affect the SMA deliverables. Any such amendment would be mutually agreed to in writing, dated, and signed by both signatories.

Introduction

Preamble

This Strategic Mandate Agreement between the Ministry of Colleges and Universities and Brock University is a key component of the Ontario government's accountability framework for the postsecondary education system.

The Strategic Mandate Agreement (SMA):

- Outlines provincial government objectives and priority areas for the postsecondary education system;
- Describes the elements of Ontario's performance/outcomes-based funding mechanism, including the university's annual performance/outcomes-based funding notional allocation for the five-year SMA3 period;
- Establishes the corridor midpoint that will form the basis of enrolment-related funding over the five-year SMA3 period;
- Supports transparency and accountability objectives through reporting metrics; and,
- Establishes targets for 10 metrics upon which institutional performance will be assessed.

The term of the SMA is from April 1, 2020 to March 31, 2025.

Ontario's Objectives

SMAs are bilateral agreements between the ministry and the province's publicly assisted colleges and universities and are a key component of the Ontario government's accountability framework for the postsecondary education system. This cycle of agreements is focused on promoting accountability through transparency and a focus on performance outcomes. The following objectives underline SMA3:

- Increasing trust and accountability through transparency and improved performance outcomes in Ontario's postsecondary education system;
- Reducing red tape by striking an appropriate balance between accountability and reporting through streamlined processes and a reduced number of metrics;
- Incentivizing colleges and universities to redirect resources and invest in initiatives that result in positive economic outcomes;
- Encouraging alignment of postsecondary education with labour market outcomes; and,
- Incentivizing differentiation and specialization to support increased efficiencies.

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Institutional Profile

The ministry recognizes the importance of supporting a differentiated system, and recognizing institutional specializations, as a means of enhancing efficiencies in the postsecondary education sector.

Please describe how your institutional mission supports the priority areas of the Ontario government, as indicated on page 6 of this agreement.

Institutions are invited to include links to their strategic plans and describe their overall strategic goals as they relate to government priorities.

Please note:

The inclusion of strategic goals is intended to highlight how priority activities undertaken at an institution help to further its mandate. Future aspirations contingent on additional government funding or policy changes should not be included.

Brock University is rooted in Niagara, Ontario and pursues a global reach through its leadership in teaching and learning; research, scholarly and creative activities; and support for the vibrancy of communities.

Established in 1964, the University today supports the educational and career aspirations of over 19,000 students through the efforts of dedicated scholars and staff members across six academic Faculties (Education, Humanities, Social Science, Mathematics & Sciences, Applied Health Sciences and Goodman School of Business) and numerous administrative units. It offers 150 undergraduate and graduate degrees, is home to 13 Canada Research Chairs and among Ontario's top 5 universities for the National 3M Awards for Teaching Excellence.

Brock contributes approximately $640-million in annual economic activity[1] to the local region, and has a responsibility to help generate the talent, innovation and network capital to advance community progress and household prosperity. To help Brock move with certainty into the future, we have a new Institutional Strategic Plan. Titled "Brock University: Niagara Roots – Global Reach", it spans the period 2018 to 2025. The Plan was developed through consultation with hundreds of participants from across the University and neighbouring communities. These efforts led to four key strategic priorities being identified in the Plan, namely:

- Offer a transformational and accessible academic and university experience;
- Build research capacity across the University;
- Enhance the life and vitality of our local region and beyond; and
- Foster a culture of inclusivity, accessibility, reconciliation and decolonization.

The realization of these priorities will result in enhancements in student experience; research, scholarly and creative activities; and community engagement. With enrolment expected to surpass 21,000 by 2025, we are planning for greater graduate academic programming and research activities; increased Indigenous students and underrepresented groups; improved recruitment and retention; and a higher proportion of international students. Brock will continue to nurture its excellence in teaching and learning, including all aspects of experiential education and work-integrated learning, as well work with business and community partners to meet local education and labour market needs. We will continue to advance contributions to the regional community and economic development, and maintain research capacity as a leading comprehensive university at the national and international level.

[1] https://brocku.ca/niagara-community-observatory/wp-content/uploads/sites/117/NCO_Policy-Brief_36-THE-BROCK-EFFECT-Final.pdf

Notional Annual Allocation

For the 2020-2025 SMA cycle, Brock University's annual allocation of performance/outcomes-based funding has been calculated by the ministry in accordance with the university funding model and Ontario's Performance/Outcomes-based Funding Technical Manual. Brock University's notional allocations will not be impacted by previous year performance, and will follow a graduated activation plan as follows:

	2020-21	2021-22	2022-23	2023-24	2024-25
Differentiation Envelope	$18,925,954	$28,655,853	$38,385,753	$48,115,652	$52,980,601
Performance/Outcomes - Based Funding Grant	$18,925,954	$28,655,853	$38,385,753	$48,115,652	$52,980,601

**Further details on calculations are available in Ontario's Performance/Outcomes-based Funding Technical Manual. The performance/outcomes-based funding grant has been capped at the system-average annual proportion and residual funding remains part of the Differentiation Envelope. Notional allocation represents the Performance/Outcome-Based Portion of the Differentiation Envelope capped to the system-wide average.*
***The notional allocations presented above are estimates based on 2018-19 final operating grant totals.*

Institutional Weighting Strategy

The performance/outcomes-based funding mechanism in this SMA enables institutions to assign metric weightings to reflect institutional strengths and differentiated roles in the postsecondary education system. Assigned metric weightings will impact performance/outcomes-based funding on a metric-by-metric basis per the table below. Metric details are described in the following section.

	Institutional Assigned Weightings & Notional Performance/Outcomes-based Funding									
	2020-21		2021-22		2022-23		2023-24		2024-25	
	Max 35%, Min 10%		Max 30%, Min 5%		Max 25%, Min 5%		Max 25%, Min 5%		Max 25%, Min 5%	
Metric	**(%)**	**($ M)**	**(%)**	**($ M)**	**(%)**	**($ M)**	**(%)**	**($ M)**	**(%)**	**($ M)**
1. Graduate Employment Rate in a related field	10	1.893	5	1.433	5	1.919	5	2.406	5	2.649
2. Institutional Strength/Focus	15	3.785	15	5.731	15	7.677	15	9.623	15	10.596
3. Graduation Rate	10	1.893	5	1.433	5	1.919	5	2.406	5	2.649
4. Community/Local Impact	35	6.624	30	8.597	25	9.596	25	12.029	25	13.245
5. Institution-Specific (Economic Impact)	20	2.839	25	5.731	25	7.677	25	9.623	25	10.596
6. Research Funding & Capacity: Federal Tri-Agency Funding Secured	10	1.893	5	1.433	5	1.919	5	2.406	5	2.649
7. Experiential Learning	--	--	5	1.433	5	1.919	5	2.406	5	2.649
8. Research Revenue Attracted from Private Sector Sources	--	--	5	1.433	5	1.919	5	2.406	5	2.649
9. Graduate Employment Earnings	--	--	5	1.433	5	1.919	5	2.406	5	2.649
10. Skills & Competencies*	--	--	--	--	5	1.919	5	2.406	5	2.649

*The ministry will calculate the dollar value for each assigned metric weight provided by the institution and populate the table above. *The Skills & Competencies metric for all institutions will be weighted at 5% starting in year 2022-23 for participation and posting of results online. Institutions should provide their metric weightings in tab 3 of the SMA3 Metric and Data Workbooks. The ministry will complete the table above before agreements are signed in March 2020 using the information provided in the workbook.*

Priority Areas and Performance Metrics

Summary

To support improved performance in key areas aligned with the Ontario government's priorities and objectives, the targets will be set against metrics that measure institutions' effectiveness in addressing the evolving needs of the labour market, enhancing the skills and competencies of our students, and supporting a postsecondary education system that strengthens Ontario's economic competitiveness.

The combination of established targets and assigned metric weightings will be used for institutional assessment of performance through the SMA3 Annual Evaluation process.

Skills & Job Outcomes

This priority area seeks to measure and evaluate the university's role in supporting student and graduate outcomes and alignment with Ontario's economy. Metrics measure institutional commitment to areas of strength and specialization; students' preparation with the skills essential for employment; experiential learning graduates; credential achievement; and positive labour-market outcomes for graduates, through the following performance indicators:

- Graduate Employment Rate in a related field
- Institutional Strength/Focus
- Graduation Rate
- Graduate Employment Earnings
- Experiential Learning
- Skills & Competencies

Community & Economic Impact

This priority area seeks to measure and evaluate the university's role in supporting Ontario's economy. Metrics measure the attraction of federal research funding; funding from private sector sources; the positive economic impact on local economies brought by students at an institution, and the differentiated ways institutions demonstrate economic impact, through the following performance indicators:

- Community/Local Impact
- Institution-Specific Metric (Economic Impact)
- Research Funding & Capacity: Federal Tri-Agency Funding Secured
- Research Revenue Attracted from Private Sector Sources

Productivity, Accountability & Transparency

To support the Ontario Government's objective of enhanced transparency and accountability, institutions will provide reporting data in the following areas which will not be tied to performance funding:

- Faculty Activity
- Faculty Compensation

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Skills & Job Outcomes

Performance Metrics: Strategy Narrative

Metrics will be activated over three years as new data is collected and validated. For 2020-21 performance targets are calculated by using historical data as per the Performance/Outcomes-based Funding Technical Manual.

For metrics being activated for performance/outcomes-based funding in 2021-22, the Ministry of Colleges and Universities will establish targets using the process described in the Performance/Outcomes-based Funding Technical Manual.

For the remainder of the SMA3 cycle, targets will be calculated annually as per the Performance/Outcomes-based Funding Technical Manual using the most recent historical data available for Brock University and included as part of the SMA3 Annual Evaluation process for performance/outcomes-based funding. (See appendix for details regarding historical data and annual targets).

For the Skills and Competencies metric being activated for performance/outcomes-based funding in 2022-23, the Ministry of Colleges and Universities will apply a 'participation weighting' of 5% of annual performance/outcomes-based funding notional allocation for all institutions. Institutional targets will not be set for this metric in SMA3. Participation will be validated and included as part of the SMA3 Annual Evaluation process for performance/outcomes-based funding.

In the narrative sections below, institutions are invited to describe their planned performance outcomes against the metrics, and to contextualize their weighting strategy.

Graduate Employment Rate in a related field

Proportion of graduates of undergraduate (bachelor or first professional degree) programs employed full-time who consider their jobs either "closely" or "somewhat" related to the skills they developed in their university program, two years after graduation
Activated in 2020-21
Strategy Narrative

Student success upon graduation and beyond is a significant area of focus for Brock. We have taken steps to identify specific competencies in academic learning that relate to career skills in the workplace, and we use this knowledge to assist students as they transition to the labour market. For example**,** our Skills Translation Coordinator has led a project to help students identify and integrate career-related skills and program-specific competencies and learn how to communicate them more effectively to employers. Brock has also made an effort to improve student knowledge and understanding of career options related to their area of study, thus allowing them to consider and map out potential career paths through the establishment of an innovative Career Zone for students and employers since 2017.

Since bringing together co-op, career, and experiential education under one office, we have seen a 700% increase in 1:1 student appointments with our career education team, having gone from 66 appointments in 2015-16 to 529 in 2018-19. In 2016, we hired a Career Curriculum Specialist who works with faculty and departments to embed career theory into the classroom, which encourages students to think about the skills and competencies developed in the classroom and their direct translation to the labour market.

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Brock has also hired dedicated resources to support employer engagement and witnessed as a result an increase of 698% of employer engagement on campus, going from 18 in 2015-16 to 143 in 2018-19.

Brock has also grown the Plus program (co-curricular experiential learning) to include Law Plus and Lab Skills Plus, in addition to doubling the enrollment for Med Plus. The Plus programs are four-year non-credit programs that support student career success that run concurrently with students' academic study and include job shadowing, networking opportunities with professionals, skill development workshops, and community service projects. For these activities, students receive a co-curricular transcript.

Brock is currently in the process of launching *Talent Bridge*, a unique program[2] which supports new graduates as they obtain industry-specific training, licensing and tools required to bridge into high-demand industries. The first industry Brock will work with is the insurance industry. The program will begin in May 2020.

Brock remains strongly committed to working with graduates as they transition to the working world and achieve their career goals. We are also working with the local Chambers on labour market training and talent development needs. However, for this agreement we weight this metric at 5% given its susceptibility to broader economic factors. Labour market performance and correspondingly student employment are significantly influenced by macroeconomic developments and trends beyond the control and actions of the University.

Source: Ministry of Colleges and Universities – Ontario University Graduate Survey

Institutional Strength/Focus

Health and Well-being through the Lifespan and Scientific and Technological Applications
Proportion of enrolment (FFTEs, domestic and international, all terms for undergraduate students and Summer and Fall terms for graduate students) in an institution's program area(s) of strength
Activated in 2020-21
Strategy Narrative

As the University has grown over the past 50 years, "Health and Well-being through the Lifespan and Scientific and Technological Applications**"** have become institutional strengths for Brock. These transdisciplinary areas cross Faculty boundaries, involving multiple departments and programs across the Univerity at both the undergraduate and graduate levels. The areas of strength support and address each of the four priorities of Brock's Strategic Plan.

Initially, traditional programs in physical education and psychology dealt with the physical and mental aspects of health. As the University evolved and new programs were introduced, the focus has shifted to health over the entire lifespan. Programs added over the years included kinesiology, inclusive and therapeutic recreation, community health, child and youth studies, and applied disabilities studies. More recently, new programs added include public health, professional kinesiology, a PhD in child and youth studies, and most recently a new program in applied gerontology.

The strength of this growing area is also reflected in the community's desire to partner with Brock. We have agreements in place to collaborate with several local partners, including Niagara Health, Pathstone Mental Health and the Hotel Dieu Shaver Health & Rehabilitation Centre. The MOUs allow Brock to formalize partnerships, yield results, and set measureable goals and outcomes to be achieved by all the partners, working together to advance social and community development. These partnerships also expand the creation of joint-knowledge and provide valuable experiential learning opportunities for students. The hosting of the Canada Games in Niagara in 2021 also represents further opportunities for partnerships in our programs associated with sport and health.

[2] https://brocku.ca/brock-news/2020/01/brock-pioneers-breakthrough-to-link-graduates-with-employers/

Reacting to the needs of the community, Brock has put a focus on expanding our Scientific and Technological Applications programming. Brock is responding to the needs of the Niagara community and beyond by introducing an enginerring program that is designed to give students the opportunity to learn outside the classroom and outside their textbooks. Students will undertake projects alongside local employers and local communities in every corner of the Niagara region, and gain practical real-world experience that will set them apart after graduation.

Given the prominence of these areas of strength and their alignment with the priorities outlined in the Institutional Strategic Plan, the University has weighted this metric at 15% for each year of SMA3.

Source: Provided by Institutions, validated by University Statistical Enrolment Report (USER)/Ministry of Colleges and Universities

Graduation Rate

Proportion of all new, full-time, year one university students of undergraduate (bachelor or first professional degree) programs who commenced their study in a given fall term and graduated from the same institution within 7 years
Activated in 2020-21
Strategy Narrative

Brock University is committed to ensuring that students who begin their studies at our institution successfully complete them and achieve their academic goals. Our commitment to support student success is reflected in our Institutional Strategic Plan priority to "offer a transformational and accessible academic and university experience."

Brock set a goal to meet and/or exceed the provincial retention and graduation rates (89.5% and 72%, respectively). We understand that supporting student success and retention takes a concerted effort from the entire Brock Community. For this reason, Brock launched the BU 4U Retention and Graduation Grants in 2017, which allow members of the Brock community to request funding for academic retention initiatives. The first year of the program resulted in initiatives that promote experiential learning and learning skills tutorials for first-year students; graduation support for non-traditional and transfer students; and increased retention through intramural sport participation. Having impacted nearly 16,000 students in 2017-18, these retention grants continued into a second year that saw programs that enhanced accessibility, mobility, student-centered learning and pedagogy, with the third year having commenced in 2019-20.

Through these diverse initiatives, Brock has witnessed increased retention and graduation rates. The initiatives also prepare students to positively influence others, thereby producing spin-off effects that can in turn promote retention. Five key themes emerged as being the most effective methods to enhance student retention and graduation rates. Those were:
1) supporting academic success for first-year students;
2) providing regular and ongoing communication with students through various digital and social mediums;
3) increasing opportunities for positive social interactions amongst students;
4) increasing access to regular student support services; and;
5) fully supporting experiential learning and experiential education opportunities for students.

Armed with this information, Brock will continue to improve its retention rates and support student success. Brock is invested in the success of our students. As our University continues to grow, so to do the opportunities and supports that we are able to offer our students. Brock remains committed to making continuous improvements over the long-term in order to provide an enriching learning environment that will allow our

students to succeed as both Brock students and Brock graduates. Our long-term approach is why we have rated this metric at 5%.

Source: University Graduation Rate Data Collections

Graduate Employment Earnings:

Median employment earnings of university graduates, two years after graduation
Activated in 2021-22
Strategy Narrative

Brock's employment earnings two years after graduation are higher ($40,820 for 2017-18, $38,882 for 2016-17, and $39,145 for 2015-16) than both the Niagara median income of $31,601 and the Ontario median income of $33,529[3]. In Niagara, post-secondary educational attainment is lower than the provincial average. Post-secondary educational attainment for Niagara is 56.6% compared to 63.3% for Ontario and a University certificate, diploma at bachelor level or above is only 31.1% compared to 44.6% for Ontario.[4] In such a climate, a university education at Brock provides even greater earnings potential and economic opportunity for residents of Niagara.

Brock supports graduates as they transition to the working world and pursue the economic opportunity that the region presents. Our Career Education office assists employers in recruiting students for full-time, part-time, new graduate, volunteer and summer positions. Approximately 15% of full-time undergraduate and graduate students are enrolled in one of our 41 co-op programs. To help ensure the University's cohort of graduates have the tools required to put their best foot forward after earning their degree, Brock hosts a graduate send-off, which encourages third- and fourth-year students to explore available resources that will help them find a career that suits their interests, experience and skills.

The Niagara Region is undergoing significant economic realignment in the manufacturing sector and is characterized by primarily small and medium sized enterprises. As a result, we are working with local employers around the application of engineering sciences and an entreprensurship centre (BrockLINC) to be a catalyst for improved business competitiveness and job creation. The regional economic profile influences better employment numbers and earnings for Brock graduates.

Brock is supporting economic development by offering programs that are in demand for the local workforce. As noted in SMA 2, Brock's institutional strengths consist of degree programs in Health and Wellbeing across the Lifespan, Science and Technological Applications, Business, and Education. It is no coincidence that these

[3] https://www12.statcan.gc.ca/census-recensement/2016/dp-pd/prof/details/page.cfm?Lang=E&Geo1=CD&Code1=3526&Geo2=PR&Code2=35&SearchText=Niagara&SearchType=Begins&SearchPR=01&B1=All&GeoLevel=PR&GeoCode=3526&TABID=1&type=0

[4] http://www.livinginniagarareport.com/learning-education-2017/levels-of-education-attainment-2/

align with the top 5 sectors by employment growth (2012-2019) in Niagara[5], which are accommodation and food services; health care and social assistance; professional, scientific, technical service; educational services; and transportation and warehousing. It is evident then that Brock is fulfilling the labour market needs of the region.

As noted above, Brock graduates are already doing well relative to the median incomes in Niagara and Ontario. However, due to the unpredictability of broader economic factors that can influence the labour market, we have decided to take a cautious approach to this metric and have weighted it at 5%. Nevertheless Brock remains committed to supporting our graduates in achieving success in the labour market.

Source: Educational and Labour Market Longitudinal Platform/Statistics Canada

Experiential Learning:

Number and proportion of graduates in programs, who participated in at least one course with required Experiential Learning (EL) component(s)
Activated in 2021-22
Strategy Narrative

In 1982 Brock University introduced its first co-op education program, in Accounting. Today this program is one of the largest co-op accounting programs in the province and its success has led to the introduction of experiential learning across the University that we see today. Currently, Brock offers co-op options in 31 undergraduate and 9 graduate programs across five Faculties. Students are able to apply for entry into the co-op program of their choice directly from secondary school. With students entering a co-op program in year 1, this allows the office of Co-op, Career and Experiential Education (CCEE) to begin working with students early in their program of study to ensure that they are successful in attaining the full co-op advantage. The CCEE Office works to prepare the students for entry into the workforce (resume writing, mock interviews, etc.), and coordinates employer recruitment and candidate interviews.

The one Faculty where co-op is not an option is the Faculty of Education, where concurrent and consecutive teacher education students participate in practicum placements as part of their program requirements necessary for registration with the Ontario College of Teachers. These practicum placements are key to the training and education of teacher candidates achieving the necessary experience to be successful teachers following graduation.

Not only has the number of co-op programs grown, but Brock has also expanded the range of experiential learning opportunities that are available to students as they complete their studies. This list now includes 20 curricular and 7 co-curricular activities, recognized by Brock's Senate as fulfilling an experiential learning component of a degree program. Today, Brock has experiential education opportunities in 100% of its programs. It is the University's intention that every student will have experienced at least one type of experiential learning during their course of studies.

For this metric, Brock will report on co-op, practicum and field/clinical placements completed by our students. Although experiential learning is a priority for the University, this metric is weighted at 5%. Brock has defined experiential learning to include a range of activities outside of the scope of this metric that we believe are also

[5] https://niagaracanada.com/data/regional-quick-facts/

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important and add value to the educational experience. We intend to grow and improve all of our experiential learning opportunities.

Source: Institutions

Skills & Competencies:

Education and Skills Online: Random sample of undergraduate students (domestic and international)
Activated in 2022-23
Description
The Skills & Competencies metric for all institutions will be weighted at 5% starting in year 2022-23 for participation and public posting of results. The ministry is exploring the administration of the Education and Skills Online assessment tool and will provide more details on the process once they are available. Brock is committed to ensuring that our students are equipped with the skills and competencies necessary to succeed in their careers beyond graduation. This is reflected in the Institutional Stragic Plan under our priority to "offer a transformational and accessible academic and university experience." Brock University will participate in the Education and Skills Online assessment.

Economic & Community Impact

Performance Metrics: Strategy Narrative

Metrics will be activated over three years as new data is collected and validated. For 2020-21, performance targets are calculated by using the historical data for Brock University.

For metrics being activated for performance/outcomes-based funding in 2021-22, the Ministry of Colleges and Universities will establish targets using the process described in the Performance/Outcomes-based Funding Technical Manual.

For the remainder of the SMA3 cycle, targets will be calculated annually as per the Performance/Outcomes-based Funding Technical Manual using the most recent historical data available for Brock University and included as part of the SMA3 Annual Evaluation process for performance/outcomes-based funding. See appendix for details regarding historical data and annual targets.

In the narrative sections below, institutions are invited to describe their planned performance outcomes against the metrics and to contextualize their weighting strategy.

Community/Local Impact

Institutional enrolment share in the population of the city (cities)/town(s) in which the institution is located
Activated in 2020-21

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Strategy Narrative

Enhancing the life and vitality of our local region and beyond is one of the four key priorities under Brock's Institutional Strategic Plan. Brock University is committed to working with the Niagara community to respond to the needs of society, support growth and development, and strengthen community vitality and vibrancy.

Brock University plays a key role as an institutional anchor within the Niagara region. The University leverages its resources to bridge relationships amongst community members and organizations and builds partnerships that support mutual goals. The University has established partnerships with a number of community partners (public and private) that seek to advance social and economic development.

Drawing talented students into the region, approximately 75 per cent of all Brock students come from outside the Niagara region. Brock graduates over 4,000 students each year, many of whom choose to stay in Niagara, contributing to the expansion and diversity of the talent and skills pool necessary for economic growth and prosperity. In addition, our continuing education programs offer opportunities for those already employed to return to school to upgrade their skills.

Recently, Brock University established the BrockLINC which leverages the university resources in support of local business and serves as an incubator for students and community members hoping to initiate and expand support for economic development in Niagara even further. The BrockLINC is dedicated to supporting applied research, entrepreneurship, commercialization, and business start-ups in Niagara. BrockLINC is expected to play a transformative role in the economic development ecosystem for the local region.

Given our strategic priority and focus to support community development, we have weighted this metric at the maximum amount.

Source: University Statistical Enrolment Report (USER), Ministry of Colleges and Universities, Census Data/Statistics Canada

Economic Impact: Institution Specific

Regional placements
Number of student co-ops and/or internships placed in the Niagara Region
Activated in 2020-21
Strategy Narrative

Access to talent is often referred to as one of the biggest challenges for industry as well as a key economic driver for regional success. Brock has been working to support the career success of our students and building partnerships in the Niagara region supplying in-demand talent with career ready skills directly to industry. Since 2013, we have grown our diverse co-op offerings by 20% to a total of 41 major degree programs at both undergraduate and graduate level across six Faculties. Brock's co-op programs include 30% work experience during their academic studies and in general follow the accreditation standards for co-op programs according to Co-operative Education and Work-Integrated Learning Canada (CEWI), the national accrediting body of postsecondary co-op programs. Our commitment to the local region has been the driving force to increase the number of paid co-op employment opportunities in Niagara. Our regional industry partners include all levels of government, large multi-national firms and small and medium enterprises. We work closely with local associations across Niagara to ensure that our community has access to the talent they need; through our engagement with our local Chambers of Commerce, the Niagara Industry Association and economic

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development agencies. In 2019, 442 co-op students from Brock completed work terms ranging from twelve to sixteen weeks of full-time employment in the Niagara region, which is accountable for over 30% of the overall population of co-op students on work terms that year. The University has experienced a 39% increase in the number of regional co-op hires compared to 2015.

Moving forward, we continue to look at the labour market needs, the future skills required and emerging industries in a responsive way. Additionally, we continue to work with the non-profit sector in Niagara to ensure they have the talent and skills required to operate their much-needed services. As we expand into growth industries, Brock will ensure that our students have well-defined, quality co-op programs that will prepare our students for the jobs of today and tomorrow and our employers with the early talent needed to succeed in a rapidly changing environment. In keeping with our Institutional Strategic Plan priority to "enhance the life and vitality of our local community and beyond", we have decided to weight this metric at 20% in the first year.

Source: TBD with institutions

Research Funding & Capacity: Federal Tri-Agency Funding Secured

Amount and proportion of funding received by institution from federal research granting agencies (SSHRC, NSERC, CIHR) in total Tri-Agency funding received by Ontario universities
Activated in 2020-21
Strategy Narrative

Brock University's Institutional Strategic Plan elevates the aspiration to "Build Research Capacity Across the University" to one of Brock's four strategic priorities. An explicit goal under this priority is to "grow application rates, success rates and overall income for grant applications," which will require deepening the institution's already strong and growing engagement with major Tri-Agency research funding programs. We expect this deepened engagement to result in even greater success in securing research funding.

Through deliberate investment, graduate program development, and excellence in faculty and research staff hiring, Brock University has greatly increased its research intensity in every respect over the past decade. From this strong basis of growth, Brock will enter a new phase of research intensification across all categories of activity.

By dedicating funding to support re-applications for unfunded grant applicants, developing action plans to increase grant application rates based on Faculty and Department strategic plans and regular consultation, and identifying significant grant opportunities that strategic investment can help secure, Brock will first maintain its position in Tri-Agency grant success, proportional to the Ontario average, and then sustain its upward trajectory. This strategy involves building around existing areas of strength, while promoting and supporting scholarly and graduate training work that maximizes grant-winning prospects.

Brock University's mix of disciplinary strengths adds nuance to its engagement with Tri-Agency programs; often the number of grants or the success rate of applicants is a more illuminating proxy for excellence when the dollar value of grants is known to vary by the discipline or the specific granting Council, rather than by the excellence and impact of the research. Brock will track a range of these indicators and maximize them strategically to support research excellence.

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As Brock aims to improve its research excellence across the University, it should be noted that Tri-Agency funding is just one goal of our overarching Stragic Plan priority. For this reason we have weighted this metric at 5% as we will continue to take actions to improve research outcomes across the board.

Source: Tri-Agency Institutional Programs Secretariat

Research Revenue Attracted from Private Sector Sources

Research revenue attracted from private sector sources
Activated in 2021-22
Strategy Narrative

Brock University has a strong track record of research and innovation collaboration with private sector and community partners, including the grape and wine industry, biomanufacturing, and health and sports fields. Notably, a 2016 report found that the Cool Climate Oenology and Viticulture Institute (CCOVI), which partners with the grape and wine sector on industry-driven research priorities, contributed more than $91 million in economic impact to the Ontario economy in 2014-15.

Recent investments in industry collaborations include the development of virology services at CCOVI, with associated progress towards a clean-plant program; the launch of the Brock Connect industry contact portal; the forthcoming launch of BrockLINC; and the recently announced major investment in the Validating, Prototyping, and Manufacturing Initiative (VPMI). The VPMI will support research and development, innovation, and commercialization for businesses in the bioproducts, biosciences, bioagriculture and chemical manufacturing sectors.

Moving forward, Brock will continue to seek out private sector partners to advance research and innovation and regional cluster development. This is strongly aligned with Brock's Strategic Plan goal to support regional economic development and vitality. Brock's recent investment in the VMPI is already evidence of our commitment to increasing our collaboration with private sector partners. Further leveraging Brock's research capabilities in partnership with local businesses to promote business innovation, growth, and productivity will be essential in achieving the goals and priorities of the Strategic Plan.

We fully expect the VPMI to significantly improve Brock's capabilities in attracting research revenue from private sector sources in the long-term. However, the VPMI will not be fully operational in the initial years of this SMA and will take time to be established, hence we have weighted this metric at 5%.

Source: Canadian Association of University Business Officers (CAUBO)

Productivity, Accountability and Transparency

Reporting Metrics – Attestation

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This priority area of the Ontario government supports the government's goal of increasing trust in Ontario's finances and promoting accountability through transparency.

These metrics are not tied to funding, and are used to measure and report on the following indicators:

- *Faculty Activity*
- *Faculty Compensation*

Faculty Activity

Information regarding Brock University Faculty Activity is publicly available by March 31, 2021.

Faculty Compensation

Information regarding Brock University Faculty Compensation is publicly available by March 31, 2021.

NOTE: The ministry will provide further detail on the Faculty Activity and Faculty Compensation metrics as part of the bilateral discussions process.

Enrolment Profile

In addition to the performance/outcomes-based funding outlined in sections two and three, institutions will receive enrolment-related funding through a funded corridor 'midpoint' to provide funding predictability to institutions. These enrolment corridor midpoints for universities were established as part of the 2017-20 Strategic Mandate Agreements (SMA2), and account for adjustments related to graduate expansion and teacher education achieved targets.

Corridor Midpoint

For funding purposes **28,796.77** Weighted Grant Units (WGUs) will be the corridor midpoint value for the five-year period from 2020-25 for Brock University. Enrolment related funding will be distributed consistent with this level of enrolment and subject to the funding framework set out in the *Ontario University Funding Formula Reform Technical Manual, May 2017, Version 1.0. Funding eligible enrolments are defined by the Ontario Operating Funds Distribution Manual.*

2018-19 Midpoint (A)	2018-19 Funded Graduate Growth (Master's) (B)	2018-19 Funded Graduate Growth (Doctoral) (C)	2018-19 Teacher Education Growth (D)	2020-25 SMA3 Midpoint (A+B+C+D)
28,157.95	412.69	226.12	-	**28,796.77**

Note: The SMA3 midpoints presented in this table were established using final 2018-19 enrolment data.

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Projected Funding-Eligible Enrolments

Below is Brock University's projection of funding-eligible enrolments

Projected	2020-21	2021-22	2022-23	2023-24	2024-25
Undergraduate FFTE	*14,233*	*14,144*	*14,344*	*14,236*	*14,115*
Master's FFTE	*893*	*945*	*983*	*1,005*	*1,023*
Doctoral FFTE	*122*	*129*	*134*	*137*	*140*
Total FFTE	*15,248*	*15,218*	*15,461*	*15,378*	*15,278*

Note: For this table, Fiscal Full-Time Equivalents should be reported. This includes all terms for undergraduate students and Fall and Summer terms for graduate students.

Projected International Enrolment

Below is Brock University's projection of funding-ineligible international student enrolments

	2020-21	2021-22	2022-23	2023-24	2024-25
Undergraduate FFTE	*1,882*	*2,105*	*2,265*	*2,383*	*2,522*
Master's FFTE	*659*	*675*	*693*	*707*	*721*
Doctoral FFTE	*50*	*51*	*52*	*53*	*54*
Total FFTE	*2,591*	*2,831*	*3,010*	*3.143*	*3,297*

Note: For this table, Fiscal Full-Time Equivalents should be reported. This includes all terms for undergraduate students and Fall and Summer terms for graduate students.

Federated and Affiliated Institutions

SMAs are established with the colleges and universities in Ontario receiving direct operating funding support from the Ministry of Colleges and Universities.

For the purposes of these agreements the 27 federated/affiliated institutions in Ontario are considered part of the primary institution and will not have their own standalone agreement.

As part of this agreement, the ministry encourages all primary institutions to discuss the impacts of the 2020-25 Strategic Mandate Agreements and performance/outcomes-based funding with federated and affiliated institutions.

The ministry is requesting that institutions confirm that they have discussed SMA3 with affiliated/federated institutions:

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Appendix: Historical Data, Allowable Performance Targets and Annual Results

The following table will be refreshed annually by the ministry to display results from the SMA3 Annual Evaluation process and update Allowable Performance Targets (APT) for the current year.

NOTE: The ministry will complete the table below before agreements are signed in March 2020 using the information in the SMA3 Metric and Data Workbook.

	Historical Data			SMA3 Performance									
				2020-21		2021-22		2022-23		2023-24		2024-25	
				APT	Actual Achieved	APT	Actual Achieved	APT	Actual Achieved	APT	Actual Achieved	APT	Actual Achieved
1. Graduate Employment in a Related Field: *Proportion of graduates of undergraduate (bachelor or first professional degree) programs employed full-time who consider their jobs either "closely" or "somewhat" related to the skills they developed in their university program, two years after graduation*	*Year*	*Year*	*Year*										
2. Institutional Strength/Focus: *Proportion of enrolment (FFTEs, domestic and international, all terms for undergraduate students and Summer and Fall terms for graduate students) in an institution's program area(s) of strength*	*Year*	*Year*	*Year*										
3. Graduation Rate: *Proportion of all new, full-time, year one university students of undergraduate (bachelor or first professional degree) programs who commenced their study in a given fall term and graduated from the same institution within 7 years*	*Year*	*Year*	*Year*										
4. Community/Local Impact: *Institutional enrolment share in the population of the city (cities)/town(s) in which the institution is located*	*Year*	*Year*	*Year*										
5. Institution-Specific (Economic Impact)													
6. Research Funding & Capacity: Federal Tri-Agency Funding Secured: *Amount and proportion of funding received by institution from federal research granting agencies (SSHRC, NSERC, CIHR) in total Tri-Agency funding received by Ontario universities*	Number:												
	Proportion:												
7. Experiential Learning: *Number and proportion of graduates in programs, who participated in at least one course with required Experiential Learning (EL) component(s)*	Number:												
	Proportion:												
8. Research Revenue Attracted from Private Sector Sources: *Research revenue attracted from private sector sources*	*Year*	*Year*	*Year*										
9. Graduate Employment Earnings: *Median employment earnings of university graduates, two years after graduation*	*Year*	*Year*	*Year*										
10. Skills & Competencies: *Participation in ESO assessment and posting results online (domestic and international)*								Results posted	E.g. Yes				

SMA3 University Metric and Data Workbook

Tab 1 - Instructions

Brock University

Purpose - The Metrics and Data Workbook will be used to inform SMA3 bilateral discussions on metric data, targets and bands of tolerance, and performance/outcome-based funding allocations, and serve as a data collection tool for historical data, and as an annual performance evaluation tool to be updated throughout SMA3.

Tab 2 - Metrics and Targets - This tab is used to identify SMA3 metric targets, bands of tolerance and achieved metric values for each institution each year of the SMA3 cycle.
See the Ontario's Postsecondary Education System Performance/Outcomes-based Funding Technical Manual for definitions.
Please note: Institutions are not required to complete this tab. The tab is locked for ministry use only, will be updated annually as part of the annual evaluation process, and relevant information will be posted publicly.

Tab 3 - Performance/Outcomes-Based Funding Notional Allocation - This tab is used to identify notional allocations for each metric for each year, and to calculate resulting funding allocations when performance is assessed.
Notional metric allocations are calculated by multiplying the institution's total performance/outcomes-based funding allocation by its metric weighting.
Target achievement is calculated by dividing actual performance results by allowable performance.
Actual allocation is calculated by multiplying the notional allocation by target achievement, up to a maximum of 100% - a target achievement of 100% or greater results in an actual allocation equivalent to the notional allocation on the metric.
Please note: Institutions are required to complete the metric weightings only. The rest of the tab is locked for ministry use and will be updated during the Annual Evaluation process.

Tab 4 - Data and Calculations - This tab is used to show how metrics are calculated based on data inputs where available. Institutions should review prepopulated data and contact the ministry to identify any discrepancies or clarify potentially erroneous data values. Institutions will need to provide historical data for the institution-specific metric and the Experiential Learning metric.

Tab 5 - Community/Local Impact Data - Detailed data on Community/Local Impact metric.

Tab 6 - Graduate Employment Earnings Data - Detailed data on Graduate Employment Earnings metric.

Tab 7 - Research and Innovation Data - Detailed data on Research Funding and Innovation metrics**.**

Tab 8 - Institution-Specific Metrics - Data and definitions for institution-specific metrics - Institutional Strength / Focus and Institution-Specific (Economic Impact) - provided by each institution.

Tab 9 - Metric Dictionary - Definitions, formulae and sources for metrics.

Colour coding: Green cells have been populated by the ministry and locked; white cells will be populated by the ministry in the future; orange cells to be populated by the institution; grey cells do not need to be populated and will be locked.

Tab 2 - Metrics and Targets

Brock University

		SMA3 Values								Notes
Metric ID	**Metric Name**	**2020-21**				**2021-22**				
		Target	Band of Tolerance	Allowable Performance Target*	Actual	Target	Band of Tolerance	Allowable Performance Target	Actual	
1	Graduate Employment Rate in a Related Field	89.06%	1.52%	87.70%						
2	Institutional Strength/Focus									
3	Graduation Rate	75.72%	1.27%	74.75%						
4	Community/Local Impact	20.59%	1.02%	20.38%						
5	Institution-Specific (Economic Impact)									
6	Research Funding and Capacity: Federal Tri-Agency Funding Secured	0.72%	3.66%	0.69%						
7	Experiential Learning									
8	Innovation: Research Revenue from Private Sector Sources									
9	Graduate Employment Earnings									
10	Skills and Competencies									

Note: Future years are hidden and will be unhidden during each year's performance evaluation.

* Review SMA3 Resource Sheet - Performance/Outcomes-Based Funding Target-Setting in Appendix 9.4 in the Technical Manual for target-setting steps and formulae.

Tab 3 - Performance/Outcomes-Based Funding Notional Allocation

Brock University

Metric ID	Metric Name	2020-21				2021-22		2022-23		2023-24		2024-25	
		Metric Weighting (Min 10%, Max 35%)	Notional Allocation	Target Achievement	Actual Allocation	Metric Weighting (Min 5%, Max 30%)	Notional Allocation	Metric Weighting (Min 5%, Max 25%)	Notional Allocation	Metric Weighting (Min 5%, Max 25%)	Notional Allocation	Metric Weighting (Min 5%, Max 25%)	Notional Allocation
1	Graduate Employment Rate in a Related Field	10%	$ 1,892,595			5%	**$ 1,432,793**	5%	$ 1,919,288	5%	$ 2,405,783	5%	$ 2,649,030
2	Institutional Strength/Focus	15%	$ 2,838,893			15%	**$ 4,298,378**	15%	$ 5,757,863	15%	$ 7,217,348	15%	$ 7,947,090
3	Graduation Rate	10%	$ 1,892,595			5%	**$ 1,432,793**	5%	$ 1,919,288	5%	$ 2,405,783	5%	$ 2,649,030
4	Community/Local Impact	35%	$ 6,624,084			30%	**$ 8,596,756**	25%	$ 9,596,438	25%	$ 12,028,913	25%	$ 13,245,150
5	Institution-Specific (Economic Impact)	20%	$ 3,785,191			25%	**$ 7,163,963**	25%	$ 9,596,438	25%	$ 12,028,913	25%	$ 13,245,150
6	Research Funding and Capacity: Federal Tri-Agency Funding Secured	10%				5%	**$ 1,432,793**	5%	$ 1,919,288	5%	$ 2,405,783	5%	$ 2,649,030
7	Experiential Learning					5%	**$ 1,432,793**	5%	$ 1,919,288	5%	$ 2,405,783	5%	$ 2,649,030
8	Innovation: Research Revenue from Private Sector Sources					5%	**$ 1,432,793**	5%	$ 1,919,288	5%	$ 2,405,783	5%	$ 2,649,030
9	Graduate Employment Earnings					5%	**$ 1,432,793**	5%	$ 1,919,288	5%	$ 2,405,783	5%	$ 2,649,030
10	Skills and Competencies							5%	$ 1,919,288	5%	$ 2,405,783	5%	$ 2,649,030
	Total*	**100%**	**$ 18,925,954**			**100%**	**$ 28,655,853**	**95%**	**$ 38,385,753**	**95%**	**$ 48,115,652**	**95%**	**$ 52,980,601**

Note: Target Achievement and Actual Allocation columns for future years are hidden and will be unhidden during each year's annual performance evaluation. Target achievement is calculated by dividing actual performance results by allowable performance.

*Total Notional Allocation for the institution represents the total amount of the institution's Performance/Outcomes-based Funding in its Differentiation Envelope as per the SMA3 agreement, capped to the system-wide average. Total Actual Allocation represents the total Performance/Outcomes-based funding received.

Tab 4 - Data & Calculations

Brock University

		Historical Data												
Metric ID	**Metric Name**	**2015-16**			**2016-17**			**2017-18**			**2018-19**			
		Numerator	Denominator	Value	Numerator	Denominator	Value	Numerator	Denominator	Value	Numerator	Denominator	Value	Numerator
1	Graduate Employment Rate in a Related Field				727	833	87.27%	688	771	89.23%	532	601	88.52%	
2	Institutional Strength/Focus													
3	Graduation Rate				2,900	3,926	73.87%	3,093	4,136	74.78%	3,088	4,076	75.76%	
4	Community/Local Impact						20.24%			20.40%			20.66%	
5	Institution-Specific (Economic Impact)													
6	Research Funding & Capacity: Federal Tri-Agency Funding Secured						0.68%			0.73%			0.72%	
7	Experiential Learning							1455	3427	42.46%	1387	3411	40.66%	1285
8	Innovation: Research Revenue from Private Sector Sources			$646,000			$830,667			$586,667				
9	Graduate Employment Earnings			$39,698			$39,535							
10	Skills and Competencies													

Note: Future years are hidden and will be unhidden during each year's performance evaluation.

Tab 4 - Data & Calculations

Brock University

Metric ID	Metric Name	2019-20		2020-21			Notes
		Denominator	Value	Numerator	Denominator	Value	
1	Graduate Employment Rate in a Related Field						
2	Institutional Strength/Focus						Will be populated by ministry after discussions with institutions to identify areas of strength. Institutions to provide data in tab 8.
3	Graduation Rate						
4	Community/Local Impact						Metric has weighted values - detailed data in tab 5.
5	Institution-Specific (Economic Impact)						Will be populated by ministry after discussions with institutions to identify the metric. Institutions to provide data and definitions in tab 8.
6	Research Funding & Capacity: Federal Tri-Agency Funding Secured						Calculated using three-year rolling average, one-year slip Annual data is included in tab 7.
7	Experiential Learning	3393	37.87%				Will be populated by institutions as per definition in tab 9.
8	Innovation: Research Revenue from Private Sector Sources						Calculated using three-year rolling average Annual data is included in tab 7.
9	Graduate Employment Earnings						Two-year data lag (data for 2014 graduates listed in 2016-17). Metric has weighted values - detailed data is included in tab 6.
10	Skills and Competencies						

Tab 5 - Community/Local Impact Data

Brock University

Metric 4	Community/Local Impact Metric					
Town/City	Campus(es)	Total HC	Share of Institution Total	Local Age 15-64 Pop'n	Campus Enrolment as Share of Local Pop'n	Weighted Share of Institutional Enrolment
2015-2016 Weighted Total		**20.60%**				
St. Catharines	Brock University	17,938	98.05%	85,400	21.00%	20.60%
Hamilton	Brock University - Hamilton Campus	356	1.95%	356,890	0.10%	0.00%
2016-2017 Weighted Total		**20.24%**				
St. Catharines	Brock University	17,838	96.89%	85,400	20.89%	20.24%
Hamilton	Brock University - Hamilton Campus	573	3.11%	356,890	0.16%	0.00%
2017-2018 Weighted Total		**20.40%**				
St. Catharines	Brock University	17,943	97.07%	85,400	21.01%	20.40%
Hamilton	Brock University - Hamilton Campus	541	2.93%	356,890	0.15%	0.00%
2018-2019 Weighted Total		**20.66%**				
St. Catharines	Brock University	18,172	97.07%	85,400	21.28%	20.65%
Hamilton	Brock University - Hamilton Campus	549	2.93%	356,890	0.15%	0.00%

Tab 6 - Graduate Employment Earnings Data (median, two years after graduation)

Brock University

Metric 9	Median Employment Earnings	
Credential Level	Median Employment Earnings	Percentage of Graduates Included in Earnings Calculation
2015-16* (total, weighted by credential)	**$39,698**	
Undergraduate degree	$ 38,300	86.02%
Master's degree	$ 48,300	13.98%
2016-17* (total, weighted by credential)	**$39,535**	
Undergraduate degree	$ 37,900	86.15%
Master's degree	$ 49,700	13.85%

The ministry is working with Statistics Canada to address existing data quality issues and updated information is expected to be available in early 2020.

Note: Median employment earnings are rounded to base $100. Data values below 20 graduates in any given year are suppressed by Statistics Canada for privacy reasons and are not included in the calculation.

*This represents reporting year and reflects median employment earnings of graduates two years after graduation (e.g., median earnings of 2014 graduates in 2016-17). For more details, see Metric Dictionary in tab 9.

Tab 7 - Research Funding and Innovation Data

Brock University

Metric 6	Research Funding & Capacity: Federal Tri-Agency Funding Secured	
Year	Total Tri-Agency Funding - Institution	Total Tri-Agency Funding - Ontario
2013-14	$3,908,351	$620,844,703
2014-15	$4,563,153	$646,800,376
2015-16	$4,568,799	$645,098,721
2016-17	$5,394,092	$704,670,375
2017-18	$4,762,542	$686,556,187

Metric 8	Innovation
Year	Total Private Sector Research Revenue
2013-14	$305,000
2014-15	$987,000
2015-16	$646,000
2016-17	$859,000
2017-18	$255,000

Tab 8 - Institution-Specific Metrics

Brock University

Metric 2	Institutional Strength/Focus
Program Inclusions	Separate Excel file provided with metric details
Notes	Separate Excel file provided with metric details
Year	**Fiscal Full-time Equivalents (FFTEs) in Identified Area(s)**
2016-17	
2017-18	
2018-19	

Metric 5	Institution-Specific (Economic Impact)		
Name	Co-op and practicum student placements in Niagara		
Definition	Annual count of Co-op student and practicum placements in the		
Data Source	Brock Co-op data warehouse: stored at Orbis, within the Career		
Calculation Methodology	Annual count of Co-op student and practicum placements in the Niagara Region		
Reporting Period	Academic Year		
Notes			
Year	**Numerator**	**Denominator**	**Metric Value**
2016			
2017			
2018			
2019			

Tab 9 - Universities Metric Dictionary

Metric ID	Metric Name	Definition	Data Source	Calculation Methodology	Reporting Period	Notes
1	**Graduate Employment Rate in a Related Field**	Proportion of graduates of undergraduate (bachelor or first professional degree) programs employed full-time who consider their jobs either “closely” or “somewhat” related to the skills they developed in their university program, two years after graduation.	MTCU Ontario University Graduate Survey (OUGS)	**Numerator** - Number of graduates who are both a) employed/self-employed full time and b) answered that their job is "closely related" or "somewhat related" to skills developed at university - **divided by Denominator** - Number of OUGS respondents employed/self-employed full time (Denominator). **Inclusions:** Domestic, International, Full-Time, Part-Time, Undergraduate, Online, Self-Employed Graduates, Collaborative Nursing. **Exclusions:** Graduate.	Two years after graduation (i.e. 2017-18 data represents employment rate of 2015 graduates after two years) Data is collected and tabulated between November and May of an academic year, and available for use/release at the beginning of the next academic year. Most recent year with available data is 2017-18 (as of July 2019). 2018-19 data expected in September. Metric will be activated for performance/outcomes-based funding in Year 1 of SMA3, 2020-21.	"Employed graduates" in this case refers to those who are in a paid job, or self employed, working 30+ hours a week. It does not include respondents who, at the time of survey, had been offered a job starting at a later date.
2	**Institutional Strength/Focus**	Proportion of enrolment in an institution’s program area(s) of strength.	University Statistical and Enrolment Report (USER), Enrolment data collection	**Numerator -** Total Enrolment (FFTEs, domestic and international) in Program Area of Strength - **divided by Denominator** - Total Institutional Enrolment (FFTEs, domestic and international). **Inclusions/Exclusions:** Pending on the chosen metric; to be finalized through bilateral discussions.	All term undergraduate and Summer/Fall graduate students (data available in June/July). Most recent year with available data is 2018-19 (as of July 2019). Metric will be activated for performance/outcomes-based funding in Year 1 of SMA3, 2020-21.	Institutional proposals of program area(s) of strength should focus on academic disciplines, not a delivery method (co-operative education; online) or a particular category of students (e.g. based on funding eligibility, immigration status, study level, etc.). The program or group of programs should be identified by using a commonly reported classification nomenclature: (e.g., Classification of Instructional Programs (CIP)) allowing for the ministry to track associated enrolment. The ministry will provide additional information on the guidelines for this metric as part of bilateral discussions.
3	**Graduation Rate**	Proportion of all new, full-time, year one university students of undergraduate (bachelor or first professional degree) programs who commenced their study in a given fall term and graduated from the same institution within 7 years.	University Statistical and Enrolment Report (USER) - Enrolment and Degrees Awarded data collections	Using the ministry Key Performance Indicator graduation rate the methodology involves the selection of new, full-time, year one undergraduate students on the Fall enrolment file, with a valid and unique student ID, and seeking a bachelor/first professional degree **(Denominator)**. The subset is matched against students who received a degree (in any program) from the same institution during the most current 7 years **(Numerator)**. Note that the ministry will use this methodology until the metric can be adjusted for OEN-based student mobility data (expected 2022-23). **Inclusions:** Domestic, International, Full-Time, Undergraduate, Online, Collaborative Nursing; **Exclusions:** Part-Time, Graduate.	Year of graduation (e.g., 2011 entering cohort graduated as of 2018 calendar year). Most recent year (as of July 2019) with available data is for 2018-19 (Fall 2011 enrolment and 2012 to 2018 graduation years - validated as of July 2019). Metric will be activated for performance/outcomes-based funding in Year 1 of SMA3, 2020-21.	OEN-based: 2015-16 is the first year when ministry compliance rules on OEN reporting were implemented.
4	**Community/Local Impact**	Institutional enrolment share in the population of the city (cities)/town(s) in which the institution is located.	University Statistical Enrolment Report (USER), Enrolment data collection; Census Data (Statistics Canada)	**Numerator** - Institution’s total headcount enrolment (full and part time, domestic and international) - **divided by Denominator** - Population (15 to 64 year-old) of the city(cities)/town(s): Population Centres as per geographic classification used by Statistics Canada in which the institutional campuses are located, using 2016 Census data. Note that 2016 Census population will be used as the denominator for the duration of SMA3. **Inclusions:** Domestic, International, Full-Time, Part-Time, Undergraduate, Graduate.	Fall term enrolment (data available by February). Most recent year with available enrolment data is 2018-19 (as of July 2019) and population data is Census 2016. Metric will be activated for performance/outcomes-based funding in Year 1 of SMA3, 2020-21.	To account for institutions with campuses in multiple communities, weighting will be applied. First, shares of city/town population are calculated separately for each campus, and then multiplied by the campus’s weighting score based on its share of institutional enrolment. Weighted total for an institution is then calculated by adding each campus’s weighted share of city/town population. Statistics Canada defines a Population Centre as having a population of at least 1,000 and a population density of 400 persons or more per square kilometre. Population centres are classified into three groups, depending on the size of their population: small (1,000 to 29,999); medium (30,000 to 99,999); and large urban population centres (100,000 or more).
5	**Institution-Specific (Economic Impact)**	Institutions to include definition of their institutional metric. The metric should demonstrate the economic impact of their institution, using ministry established principles.	Data provided by institutions	Methodology to be provided/confirmed with institutions.	Metric to be activated in Year 1 (2020-21).	Ministry principles for metric selection include: • Metric is a measure of economic impact • Data is derived from high-quality, objective data • Metric data is verifiable and auditable • Metric data is available annually

Tab 9 - Universities Metric Dictionary

Metric ID	Metric Name	Definition	Data Source	Calculation Methodology	Reporting Period	Notes
6	**Research Funding & Capacity: Federal Tri-Agency Funding Secured**	Amount and proportion of funding received by institution from federal research granting agencies (SSHRC, NSERC, CIHR) in total Tri-Agency funding received by Ontario universities.	Research Support Program, The Tri-Agency Institutional Programs Secretariat (TIPS)	**Amount**: Tri-Agency funding **Proportion: Numerator** - Tri-Agency funding per university - **divided by Denominator** - Total Tri-Agency funding, Ontario universities, 3-year rolling average, one-year slip. **Inclusions:** Research grants from the three federal research granting agencies and funds spent by the Network of Centres of Excellence (NCE) administrative centers hosted by universities received by universities and their affiliates such as research institutes, hospitals and other affiliates as confirmed by the university in the annual validation of affiliated institutions conducted by TIPS. **Exclusions:** Funding for research chairs, fellowships, scholarships, awards and prizes.	Fiscal Year (data available in July; e.g., 2017-18 data was shared by Tri-Agency in July 2019). Most recent year is 2018-19 averaging 2015-16, 2016-17 and 2017-18 (as of July 2019). Metric will be activated for performance/outcomes-based funding in Year 1 of SMA3, 2020-21.	Full list of exclusions is available at http://www.rsf-fsr.gc.ca/apply-demande/calculations-eng.aspx#excluded. Please note that for performance/outcomes-based funding calculation, only proportions will be used.
7	**Experiential Learning**	Number and proportion of graduates in undergraduate programs, who participated in at least one course with required Experiential Learning (EL) component(s).	Institutional data	**Count:** Graduates of undergraduate programs who participated in at least one course with required experiential learning component(s). **Proportion: Numerator** - Number of graduates in undergraduate programs, who participated in at least one course with required Experiential Learning (EL) component(s) - **divided by Denominator** - Total number of graduates. **Inclusions:** Domestic, International, Full-Time, Part-Time, Undergraduate, Collaborative Nursing; **Exclusions:** Graduate, Online.	Metric will be activated for performance/outcomes-based funding in Year 2 of SMA3, 2021-22.	For inclusion in this metric, EL components have to be structured and meaningful experiences (e.g. capstone projects). The ministry will start with the definition noted here in the SMA3 bilateral discussions and will work to improve metric definition based on the ministry's 2017 "Guiding Principles for Experiential Learning". Institutions are currently working on tagging EL courses. Please note that for performance/outcomes-based funding calculation, only proportions will be used.
8	**Innovation: Research Revenue Attracted from Private Sector Sources**	Research revenue attracted from private sector sources.	Canadian Association of University Business Officers (CAUBO)	**Inclusions:** Sponsored Research Revenue received from business enterprises and/or individuals by both consolidated and not-consolidated entities. **Exclusions:** Research revenue attracted from not-for-profits. This metric is calculated based on the rolling average of three most recent years.	Fiscal Year (data available in July-August). Most recent year with available data is 2017-18 (as of July 2019). Metric will be activated for performance/outcomes-based funding in Year 2 of SMA3, 2021-22.	
9	**Graduate Employment Earnings**	Median employment earnings of university graduates, two years after graduation.	Education and Labour Market Longitudinal Platform (ELMLP), Statistics Canada	The metric methodology includes graduates in a given calendar year who submitted tax information two years after graduation and were employed or self-employed, based on the cross-sectional data set. Institutional aggregate includes graduates of Undergraduate degree, Master's degree, Doctoral degree and Professional degree programs, weighted by the number of graduates with the respective credential. **Inclusions:** Domestic, International, Full-time, Part-time, Online, Collaborative Nursing. **Exclusions:** Graduates enrolled in full-time studies when tax files are submitted two year after graduation.	Two years after graduation (i.e. 2016-17 data represents earnings of 2014 graduates after two years). Most recent year with available data is 2016-17 (as of July 2019). The ministry expects to share updated annual tables with institutions early in each calendar year. Metric will be activated for performance/outcomes-based funding in Year 2 of SMA3, 2021-22.	Statistics Canada links enrolment and graduation data (based on Postsecondary Student Information System) and the T1 Family File tax data, and shares institutional tables with MTCU. Earnings and number of graduates are available by credential, field of study, gender, age for cohorts starting 2010 to 2014.
10	**Skills & Competencies**	Random sample of undergraduate students.	Education and Skills Online Tool, Organisation for Economic Co-operation and Development (OECD)	N/A	Metric will be activated for performance/outcomes-based funding in Year 3 of SMA3, 2022-23.	This metric will be weighted at 5% starting in year 2022-23 for participation and posting of results online.

Office of the Vice-President Research

Niagara Region
1812 Sir Isaac Brock Way
St. Catharines, ON
L2S 3A1 Canada
T 905-688-5550 x4315
F 905-688-0748

brocku.ca

Report to Senate
February 4, 2020
T. Kenyon

Report to Senate of the Vice President, Research

1. Canada Research Chair appointments:
   - CRC appointment processes are moving ahead, with multiple searches entering their closing phases. At least two more Chair appointment processes are expected to launch between February and May 2020.

2. Grant news:
   - The Ontario Research Fund has announced matching contributions of over $450,000 for three Brock University CFI-JELF grants, for total research infrastructure support of over $1,000,000 for the 2019 round of JELF awards. ORF funding was provided for Brock infrastructure through applications from Professors Elizabeth Greene (Classics), Georgii Nikonov (Chemistry), and Fereidoon Razavi (Physics).
   - Brock University submitted its largest ever number of SSHRC Insight Development Grant proposals for the February 2020 deadline. Congratulations to all researchers participating in this competition, and to research staff in ORS and elsewhere who helped facilitate these applications.
   - A reminder that the 2020 Match of Minds call for proposals is open, with a closing date of March 2, 2020. Details are available on the Research Services Sharepoint site, at https://brocku.sharepoint.com/Research-Services/SitePages/Match-of-Minds.aspx

3. Faculty research awards:
   - Two Faculties held their internal award celebrations in January 2020. A wide range of awards were presented; the research-specific awards included:

Faculty of Social Sciences
Distinguished Researcher Award:
Dr. Michael Pisaric (Geography and Tourism)
Untenured Researcher of the Year:
Dr. Karen Smith, (Communication, Popular Culture, Film)

Faculty of Mathematics and Sciences
Distinguished Researcher Awards:
Dr. Martin Head (Earth Sciences)
Dr. Georgii Nikonov (Chemistry)
Dr. Miriam Richards (Biological Sciences)
Distinguished Scholar Award:
Dr. Jeffrey Atkinson (Chemistry)

4. VPR meetings and outreach:
    - Innovate Niagara Board
    - Secretary-General, Canadian Commission for UNESCO
    - OCUR (Toronto)
    - Meet with Assistant Deputy Minister ISED (Ottawa)
    - Meet with national and international stakeholders re: neutron scattering research facilities (Ottawa)

(Circulated Prior to Approval)

Senate

MINUTES OF MEETING #676 (2019-2020)

SENATE

WEDNESDAY, JANUARY 15, 2020, 3:00 PM

DR. CHARLES A. SANKEY CHAMBER, MACKENZIE CHOWN COMPLEX

PRESENT: *Chair:* Senator Don Cyr, *Vice-Chair:* Senator Larry Savage

Ex officio Members: Senators Diane Dupont, Gervan Fearon, Greg Finn, Andrew Gaudes, Asad Jalib, Geraldine Jones, Tim Kenyon, Amos Key Jr., Anna Lathrop, Ingrid Makus, Carol Merriam, Michael Owen, Brian Power, Mark Robertson, Camille Rutherford, Peter Tiidus, Thomas Winger

Elected Members: Senators Sophia Aggelonitis, Harroop Ahuja, James Allard, Michael Ashton, Kate Bezanson, Irene Blayer, Poling Bork, Christene Carpenter-Cleland, Jens Coorssen, Andrew Dane, Eric Dolansky, Melanie Extance, John Fisher, Amy Friend, Jennifer Good, Elizabeth Greene, Nota Klentrou, Katerina Koka, Alexa Leitch, Kelly Lockwood, Catherine Longboat, Linda Lowry, Richard Mitchell, Tim Murphy, Beatrice Ombuki-Berman, Tim Ribaric, Ian Ritchie, Colin Rose, Kirsty Spence, Carole Lynn Stewart, Tek Thongpapanl, Francine Vachon, Sarah Walker, Michelle Webber, Heather Whipple, Murray Wickett, Christopher Yendt

REGRETS**:** Senators Ejaz Ahmed, Abdul Basit, Michele-Elise Burnett, Natalee Caple, Shirley Cheechoo, Gary Comerford, Fayez Elayan, Bareket Falk, Toobah Muhammad, James O'Brien, Susan Sydor, Hope Tuff-Berg, Philip Wachel

RESOURCE: Chabriol Colebatch (Secretary of Senate), Margaret Thompson (Recording Secretary of Senate)

ALSO PRESENT: Other members of the Brock University community

1. Call to Order

The Chair welcomed members and guests, called the meeting to order and provided a land acknowledgement.

2. Approval of Agenda

The Chair referred members to the Agenda and confirmed that there were no items to be lifted from the consent portion.

MOVED (Finn/Coorssen)

THAT the Agenda, including consent items, be approved.

CARRIED

3. Business Arising from the Minutes - None

4. Reports of Standing Committees and Special Committees

4.1 Governance Committee

[The Report of the Governance Committee dated January 15, 2020 had been posted with the meeting materials.]

Senator Coorssen, Chair of the Governance Committee, presented the Report.

a) Responsibility for Student Appeals Board Provisions

MOVED (Coorssen/Yendt)

THAT Senate approve that Faculty Handbook 2: 8.2.4 be amended as follows to reassign responsibility for Student Appeals Board procedures to the Student Appeals Board (strikeout indicates deleted text, highlight indicates new text):

Faculty Handbook II: 8.2.4

Faculty Handbook sections are assigned to Senate committees as follows:

a) Governance Committee – Section II; advise on Section I; Section III: A:6.4, C:12

b) Graduate Studies Committee – Section III: A: 1 and B: 1-12 (with the exception of FHB III: B.11.2.B ("Method of Appeal to the Student Appeals Board") and FHB III: B.11.2.B ("Hearings at the Senate Student Appeals Board" ~~as required~~)

c) Information Technology and Infrastructure Committee – Section III: C: 5

d) Undergraduate Program Committee – Section III: A: 1, 7, 8

e) Undergraduate Student Affairs Committee – Section III: A: 2, 3~~;~~, 4, 5, 9, ~~12~~, 14

f) Research and Scholarship Policy Committee – Section III: C: 2, 3, 4, 9 and 10

g) Academic Review: Section III: C: 11; ~~and~~

h) Teaching and Learning Policy Committee: – Section III: A:6.1, 6.2, 6.3, 10, 11, 13 and Section III: C: 1, 6, 7, 8 and 13~~.~~; and

i) Student Appeals Board – Section III: A:12; FHB III: B.11.2.B ("Method of Appeal to the Student Appeals Board"); FHB III: B.11.2.B ("Hearings at the Senate Student Appeals Board"

Senator Coorssen reviewed the rationale for the motion as outlined in the Report.

CARRIED

4.2 Research and Scholarship Policy Committee

[The Report of the Research and Scholarship Policy Committee dated January 7, 2020 had been posted with the meeting materials.]

Senator Ashton, Chair of the Research and Scholarship Policy Committee, presented the Report.

a) Amendments to FHB III: C - Policy on the Establishment and Review of Research Centres and Institutes

MOVED (Ashton/Blayer)

THAT Senate approve the amendments to FHB III: C 9.1 – 9.5 regarding the Policy on the Establishment and Review of Research Centres and Institutes as outlined in Appendix 1 of the Report.

The Chair of the Committee and the Vice-President, Research responded to a question raised regarding the change in language in the preamble.

CARRIED

4.3 Teaching and Learning Policy Committee

[The Report of the Teaching and Learning Policy Committee dated January 7, 2019 had been posted with the meeting materials.]

Senator Murphy, Chair of the Teaching and Learning Policy Committee, presented the Report.

a) Academic Integrity Policy

MOVED (Murphy/Klentrou)

THAT Senate repeal the Academic Integrity Policy (Code of Student Academic Conduct) dated June 10, 2014 and approve the Academic Integrity Policy as outlined in Appendix 1 of the Report.

CARRIED

5. Report of the Chair

[The Report of the Senate Chair dated January 10, 2020 had been posted with the meeting materials.]

The Chair referred members to his Report and expanded on several items for the information of Senate. He further encouraged members to submit suggested topics for future generative discussions by Senate.

6. Report of the President and Vice-Chancellor

[The Report of the President dated January 15, 2020 had been posted with the meeting materials.]

The President referred members to his Report and highlighted several items for the information of Senate.

7. Report of the Provost and Vice-President, Academic

[The Report of the Provost and Vice-President, Academic dated December 23, 2019 had been posted with the meeting materials.]

The Provost and Vice-President, Academic presented the Report that included information on the cyclical programs reviews for 2021-2022 and program review and discontinuation.

With respect to Appendix 1, Program Viability Listing, a Senator raised questions regarding how the data was gathered, noting that recent changes in calculations were made by Institutional Analysis (IA) following Senate's approval of the process for Program Review and Discontinuation as outlined in the Faculty Handbook. In particular, concerns were raised regarding the modifications made by IA regarding the counting of combined majors and integrated studies majors. The Senator also raised concerns that the detailed data contained in the Report was not readily available to Senate or members of the Brock community via the IA headcount and course enrolment reports on the University's website and expressed the view that lack of transparency would potentially undermine the credibility of the process.

The Provost and Vice-President, Academic noted that he will contact IA for the additional information. It was further suggested that when the information is brought back to Senate, IA include an example of a long form of a calculation in order that Senate can better understand the numbers.

8. Report of the Vice-President, Research
[The Report of the Vice-President, Research dated January 8, 2020 had been posted with the meeting materials.]

The Vice-President, Research presented the Report for the information of Senate. He was pleased to note that Nicole Goodman, Assistant Professor of Political Science is the 2019 recipient of the Chancellor's Chair for Research Excellence.

9. Two Row Council – Oral Update

Senator Coorssen provided an oral update from the meetings of the Two Row Council held on December 17, 2019 and January 7, 2020. Matters discussed included but were not limited to: membership appointment process; Indigenous research; financial awards for Indigenous students; and, proposed changes to its Terms of Reference.

10. Other Business

For the record, the President and Vice-Chancellor recognized the significant contributions, outstanding work and improvements made by our student leadership, the Brock University Students' Union and the Graduate Students' Association, in numerous areas including: the Zone expansion, transportation, health and wellness; security; Ombudsperson; O-Week; university-community relationships; and, connectedness to Brock University. Senate applauded in recognition of Brock's student leadership.

11. Adjournment

The meeting adjourned at 3:44 p.m.

CONSENT ITEMS

The following items had been received and/or approved by consent:

12. Minutes of Previous Meeting

12.1 675th Meeting of Senate – December 11, 2019
[The Minutes of the 675th meeting of Senate held on December 11, 2019 had been posted with the meeting materials.]

Senate approved the Minutes of the 675th meeting held on December 11, 2019 by consent.

13. Report of the Academic Colleague
[The Report of the Academic Colleague dated January 7, 2020 had been posted with the meeting materials for information.]

14. Report of the Actions of the Board of Trustees – N/A

15. Reports of Standing Committees

15.1 Academic Review Committee
[The Report of the Academic Review Committee dated January 7, 2020 had been posted with the meeting materials.]

Senate approved the following motion by consent:

THAT the Request for Major Modification to change the admission requirements for the BSc Sciences program be approved.

15.2 Graduate Studies Committee
[The Report of the Graduate Studies Committee dated January 2, 2020 had been posted with the meeting materials.]

15.3 Governance Committee
[The Report of the Governance Committee dated January 15, 2020 had been posted with the meeting materials.]

Senate approved the following motion by consent:

THAT Kelyn Rae Best be appointed to the Two Row Council as an Indigenous undergraduate student representative.

15.4 Undergraduate Program Committee
[The Report of the Undergraduate Program Committee dated January 8, 2020 had been posted with the meeting materials.]

Senate approved the following motions by consent:

1. **THAT Senate approve the addition of EDBE 8N20 Invention Literacy: Making and Makerspaces in the P/J/I Classroom to the course bank.**

2. **THAT Senate approve the Goodman School of Business 2020-2021 Academic Program Calendar submissions.**

3. **THAT Senate approve the Faculty of Humanities 2020-2021 Academic Program Calendar submissions.**

4. **THAT Senate approve the Faculty of Mathematics and Science 2020-2021 Academic Program Calendar submissions.**

5. **THAT Senate approve the Faculty of Social Sciences 2020-2021 Academic Program Calendar submissions.**

6. **THAT Senate approve the Faculty of Education 2020-2021 Academic Program Calendar submissions.**

15.5 Information Technology and Infrastructure Committee – N/A

15.6 Undergraduate Student Affairs Committee – N/A

15.7 Planning, Priorities and Budget Advisory Committee – N/A

To: Chabriol Colebatch, University Secretariat

From: Don Cyr, Senate Chair

Date: February 4th, 2020

Re: **Chair's Report to Senate 677 Meeting, February 12th, 2020**

Welcome to the 677th meeting of Senate. My report for this meeting is relatively brief. I do note however that the work of the Advisory Committee on the Appointment of a Chancellor has been well underway. The committee received several nominations for the position of Chancellor of Brock University and has diligently reviewed and ranked the nominations in light of several factors including Brock's strategic plan, their accomplishments and connections to Brock University and/or the Niagara region.

Faculty Accomplishments

On January 27th I had the pleasure, as Chair of Senate, of being invited to, and attending the annual celebration of the Faculty of Mathematics and Science. The Faculty celebrated the many accomplishments of faculty, staff and students and I was very impressed with the event. I recall that several years ago the chair's report included the accomplishments and activities of the various Faculties and I encourage the various Faculty deans to forward any information they would like to share with Senate at future Senate meetings in terms of activities and accomplishments that I could include in the Chair's Report. Although these are often noted in the Brock Press, I do believe that not all achieve the exposure that is due. It is valuable information for Senate.

COU Academic Colleagues' Meeting

The next Academic Colleague's Meeting is scheduled for Tuesday February 11th and the morning of Wednesday February 12th. If there is any valuable information I will provide a brief oral report before preparing a formal report for the next Senate meeting.

Generative Discussions

We do not have a generative discussion topic for this Senate meeting as we have not received any formal suggestions. Again I encourage reflection on what might be worthwhile broad topics for discussion.

TO: Chabriol Colebatch, Secretary to the University and General Counsel
Brock University

FROM: Brian Power
Vice-Chair, Senate Academic Review Committee

DATE: Feb 3, 2020

REPORT TO SENATE 677, February 12, 2020

ACTION ITEMS (N/A)

DISCUSSION ITEMS (N/A)

CONSENT ITEMS – FOR APPROVAL

1. **New Program Proposal – PhD in Sustainability Science**

THAT the Program Proposal Brief for the PhD in Sustainability Science, to be offered by the Environmental Sustainability Research Centre, be approved for submission to the Quality Council.

Rationale: ARC has considered a Program Proposal Brief for a PhD in Sustainability Science to be offered by the Environmental Sustainability Research Centre and herewith submits the proposal (see Appendix A) for the approval of Senate. Revisions to the Program Proposal Brief as a result of the external review are tracked on the document. Please note that Appendix A and materials related to the external review are available in the confidential materials folder for Brock Senators.

2. **Major Modification of the Bachelor of Early Childhood Education (BECE)**

THAT the Request for Major Modification, to change the admission requirements for the Bachelor of Early Childhood Education (BECE) program, be approved.

Rationale: ARC has considered the proposed major modification to the Bachelor of Early Childhood Education (BECE) program and herewith submits the proposal (see Appendix B) for the approval of Senate.

CONSENT ITEMS – FOR INFORMATION (N/A)

Request for a Major Modification to an Existing Program

Summary:	
Name of Program being Modified:	**Bachelor of Early Childhood Education**
Academic Unit housing the Program:	**Educational Studies**
Date modification to become effective:	**ASAP**
Name of person submitting:	**Mary-Louise Vanderlee**
Email of person submitting:	**mvanderlee@brocku.ca**
Date of Submission:	**April 2019 to UPC** **Informed Dec. 20 submission must go through ARC** **ARC submission January 9, 2020**
Short Description of Modification:	**Removal of requirement to register in the Ontario College of Early Childhood Educators which is a Professional Designation.**

Impetus for the Major Modification
Please provide a brief explanation of what led to the program change being made (for example, recommendation from last review, evolution of the discipline, result of monitoring a new program, change in faculty expertise, student demand, efficiencies, etc.) Document the results of Program Committee or Department discussions.

Removal of requirement to "register with the Ontario College of Early Childhood Educators" **(CECE)**.
Removal of this requirement is requested due to the following:

- Until recently, admission was based on provision of evidence an application was submitted to the CECE, a professional accreditation body for early childhood educators licensed to work within Ontario. Admission was not based on a successful application.
- Historically the success of the CECE application was not monitored by admissions, nor were students monitored to maintain professional registration over the duration of their studies.
- Students have shared their experience claiming it can take over a year to have their registration records complete once an application has been submitted to the professional accreditation body. The time frame is long and expensive for international applicants. Most international students must complete additional courses to enable registration in the CECE
- Only those holding ECE positions with Ontario Childcare centres or school boards working as ECEs are required to register with the CECE, a professional accreditation body for early childhood educators licensed to work within Ontario. Hence, removal of the admission requirement will not impact the quality of the program. Rather, it will support the Brock's Strategic Plan focused on Niagara Roots and Global Reach. Specifically the change will "offer a transformational and accessible academic and university experience" (p. 17) that will "enhance and improve recruitment and other supports to ensure personal and academic success for Indigenous, international and first-generation students" (p. 18) by expanding the admission to accept ECE diploma graduates (or equivalents) from beyond Ontario, and beyond Canadian Boarders.
- The change could open additional opportunities for enrolment of and program offering to indigenous students from across Ontario.

- The cost of maintaining professional registration in the CECE is $160 per year, nearly double since the onset of the program. Most students consider the fees unaffordable.
- Maintaining the requirement to be registered in the CECE creates barriers to enrolment in the BECE program due to costs and lengthy application process for students completing ECE Diploma programs outside of Ontario (including international student populations).
- Removal of the requirement to obtain a professional designation will strengthen international initiatives to recruit students from abroad into the BECE program. We currently have an MOU with Methodist College in Malaysia, removal of the requirement for students to register with the CECE will expedite completion of application and admission procedures enhancing Brock's status as the preferred place to study.
- No other similar program has registration with the CECE as an program admission requirement

A Detailed Description of the Proposed Changes

Remove the requirement of applicants "to be registered in the CECE", a professional accreditation body for early childhood educators licensed to work within Ontario.

The Pedagogical Rationale for the Proposed Changes

There will not be a pedagogical change. All students admitted to the BECE will continue to have the requirement of completing a two year ECE diploma program or equivalent.

Impact of Changes on Students

Admissions of international students may increase as a direct result of removing the requirement to register in the CECE. This will release international students from the costs associated with the translation services and costs for forms to be completed by various institutions to submit to the CECE.

Admission of Canadian students beyond Ontario may also increase with the change in requirement as not all provinces have an accrediting body, hence would have a lengthy process to apply for registration and provide evidence of meeting all requirements.

Here is a section of the Policy regarding the assessment of the submission of documents for registration with the CECE: (https://www.college-ece.ca/en/Documents/Policy_regarding_Assessment_of_Educational_Qualifications_of_Applicants.pdf)

15. Applicants are responsible for paying any fees required in order to obtain transcripts, credential evaluations, confirmation of work, internship or practicum experience, or any other documentation requested by the College.

16. Applicants are responsible for providing any necessary authorizations to allow post-secondary institutions, World Education Services, employers and other persons to provide documents and information to the College.

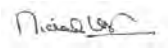
17. All documents submitted by an applicant to the College must be in English or French or translated into English or French. The College will accept documents translated into English or French provided that the translation is an original, has been done by an organization or person acceptable to the College, and bears the seal and contact information of the organization or person who has done the translation. The applicant is responsible to pay any fees associated with translation of documents.

18. If an applicant cannot obtain the required documentation for reasons beyond his or her control, alternatives to the required documentation may be accepted by the College in accordance with the College's policy regarding unavailable documents.
Details of Resource Implications Describe any new or re-distributed resource implications (human, physical and budgetary) as a result of the proposed change.
Depending on the degree of increase in admission with the elimination of the admission requirement to register in the CECE, we may require additional sections of courses and seminars to meet program demands, an excellent challenge to address.
Explain how the revised program would fit with the Brock University Institutional Strategic Plan 2018-2025.
Opportunities will be enhanced for admission to Brock's BECE program for international students, and for students with ECE diplomas from provinces without certification bodies.
Evidence of Consultation with affected academic units Include the results of any consultation with other units (academic or administrative) that will be impacted by the program discontinuation.
No other academic unit would be affected by the elimination of the requirement of registering with the CECE.
Decanal Comments Include a letter from the relevant Dean(s) that the proposed major modification is appropriate and in line with the strategic direction of the Faculty. 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.
Please see attached letter from the Dean.

January 8, 2020

To: Dr. Brian Power
Associate Provost, Academic Affairs

From: Michael Owen
Dean, Faculty of Education



Subj: Early Childhood Education
Major Revision/ARC

I am fully supportive of the proposed Major Modification to the entry requirements of the Bachelor of Early Childhood Education (BECE) program.

The modification is the removal of the requirement for applicants to register in the Ontario College of Early Childhood Educators, which is a Professional Designation.

This requirement is unnecessary and constrains the attractiveness of the program to interested and qualified candidates, including but not limited to college-educated indigenous early childhood workers, international students, and students from disadvantaged communities (remote/rural, colour, lower SES, recent immigrants, First Generation).

Moreover, this requirement negatively affects our ability to attract internationally educated students, to develop 2+2 pathways with international universities and colleges and with Canadian colleges. The removal of this requirement will open up opportunities for partner with indigenous and other organizations in the Niagara and Hamilton regions and create transformational and accessible academic and university experience for broader communities of eligible students.

The proposed modification does not change the pedagogical approach of the program.

TO: Chabriol Colebatch, Secretary to the University and General Counsel
Brock University

FROM: Professor Susan Sydor
Chair, Senate Undergraduate Program Committee

DATE: February 5, 2020

REPORT TO SENATE 677, February 12, 2020

CONSENT ITEMS - FOR APPROVAL

1. **Physics**

MOVED (Sydor/)
THAT the Senate approve the revisions of the Department of Physics Undergraduate Calendar.
Submission rationale: The Undergraduate Program Committee has approved the changes made to the Undergraduate Calendar of the Department of Physics to include the new Minor in Engineering Science information and revisions to reflect a course renumbering. See **Appendix 1**.

2. **Tourism Studies**

MOVED (Sydor/)
THAT the Senate approve the Tourism Studies 2020-2021 Academic Program Calendar submission.
Submission rationale: The Undergraduate Program Committee has approved the changes made to the Undergraduate Calendar for Tourism Studies. See **Appendix 2**.

3. **Sociology**

MOVED (Sydor/)
THAT the Senate approve the revisions to the Sociology 2020-2021 Undergraduate Program Calendar.
Submission rationale: The Undergraduate Program Committee has approved the changes made to the Sociology Undergraduate Calendar to include the new Sociology Co-op program information and the change of course format of SOCI 3P45, SOCI 2P11 and SOCI 3P96. See **Appendix 3**.

4. **Critical Criminology**

MOVED (Sydor/)
THAT the Senate approve the revisions to the Critical Criminology 2020-2021 Undergraduate Program Calendar.
Submission rationale: The Undergraduate Program Committee has approved the change made to the Critical Criminology Undergraduate Calendar to include the change to course format of CRIM 2P62. See **Appendix 4**.

5. Education Studies

MOVED (Sydor/)

THAT the Senate approve the revisions to the Educational Studies 2020-2021 Undergraduate Calendar.

Submission rationale: The Undergraduate Program Committee has approved the change made to the program requirements in the Bachelor of Early Childhood Education (Honours) in Year 3 to include EDUC 3P45 and the course bank be updated to reflect the change. See **Appendix 5**.

6. Faculty of Social Sciences

MOVED (Sydor/)

THAT the Senate approve the editorial revisions made to the Faculty of Social Sciences 2020-2021 calendar submission.

Submission rationale: The Undergraduate Program Committee has approved editorial revisions made to the Faculty of Social Sciences. See **Appendix 6**.

7. Faculty of Education

MOVED (Sydor/)

THAT the Senate approve the editorial revisions made to the Faculty of Education 2020-2021 calendar submission**.**

Submission rationale: The Undergraduate Program Committee has approved editorial revisions made to the Faculty of Education. See **Appendix 7**.

8. Child and Youth Studies

MOVED (Sydor/)

THAT the Senate approve the revisions to the Child and Youth Studies Undergraduate Calendar.

Submission rationale: The Undergraduate Program Committee has approved the changes made to the Child and Youth Studies Undergraduate Calendar to reflect the non-renewal of the Child and Youth Worker-Durham College articulation agreement. See **Appendix 8**.

Physics

Program Notes

1. Students should consult a faculty adviser when planning years 3 and 4 of the BSc programs or year 3 of the BSc Pass program.
2. CHEM 1P91, 1P92, MATH 1P05 and 1P11 expect a certain level of achievement on relevant high-school courses and conduct placement tests early in the term. Students who do not meet the preparation requirements are able to enroll in alternate courses: CHEM 1P00, MATH 1P20, 1P12 and 2P12, respectively, before continuing in the courses required for their program. As a result, the students may take more than four years and 20.0 credits to graduate. Students should contact an Academic Adviser for their program.
3. Students must check to ensure that any additional specific prerequisites for each course are met. Students may be deregistered, at the request of the instructor, from any course for which prerequisites and/or restrictions have not been met.
   Courses delivered in the Faculty of Mathematics and Science include APCO 1P00, 1P93, 2P11, BIOL 2Q04, 4P25, BTEC 2P09, CHEM 2P12, 2P42, 2P63, ENGS 1P01, 3P12, 3P21, 3P22, ERSC 2P07, 2P61, 3P95, FMSC 1P00, MATH 1P05, 1P06, 1P20, 1P70, 1P98, 1F92, PHYS 1P21, 1P22, 2P02, and 2P30.
   The Minor in Engineering Science is a limited enrolment program.
4. In 20 credit degree programs a maximum of eight credits may be numbered 1*(alpha)*00 to 1*(alpha)*99; at least three credits must be numbered 2*(alpha)*90 or above; at least three credits must be numbered 3*(alpha)*90 or above; and the remaining credits must be numbered 2*(alpha)*00 or above.
   In 15 credit degree program a maximum of eight credits may be numbered 1*(alpha)*00 to 1*(alpha)*99; at least three credits must be numbered 2*(alpha)*90 or above; and the remaining credits must be numbered 2*(alpha)*00 or above.
   In some circumstances, in order to meet university degree and program requirements, more than 15 or 20 credits may be taken.

Honours Program

Year 1

- PHYS 1P21 or 1P91 (recommended)
- PHYS 1P22 or 1P92 (recommended)
- PHYS 1P94
- CHEM 1P91 and 1P92 (see program note 2)
- MATH 1P01 and 1P02, or MATH 1P05 and 1P06 (recommended)
- MATH 1P11 (see program note 2)
- one Humanities context credit or Social Sciences context credit

Year 2

- PHYS 2P20, 2P30~~1~~, 2P50 and 2P51
- MATH 2P03, 2P08 and 3P06
- the Humanities context credit or Social Sciences context credit (not taken in year 1)
- one-half elective credit (see program note ~~43~~)

Year 3

- PHYS 3P35, 3P36, 3P41, 3P70 and 3P91
- MATH 3P04, 3P08 and 3P09
- one elective credit (see program note ~~43~~)

Year 4

- Two PHYS credits numbered 3*(alpha)*90 or above
- PHYS 4P41 and 4P51
- two elective credits (see program note ~~43~~)

Physics Co-op (Honours only)

Students admitted to the Co-op program must follow the program schedule as listed below. Failure to adhere to the schedule may result in removal from the Physics Co-op program.

Year 1

- PHYS 1P21 or 1P91 (recommended)
- PHYS 1P22 or 1P92 (recommended)
- PHYS 1P94
- CHEM 1P91 and 1P92 (see program note 2)
- MATH 1P01 and 1P02, or MATH 1P05 and 1P06 (recommended)
- MATH 1P11 (see program note 2)
- one Humanities context credit or Social Sciences context credit

Year 2

- PHYS 2P20, 2P304, 2P50 and 2P51
- MATH 2P03, 2P08 and MATH 3P06
- SCIE 0N90
- the Humanities context credit or Social Sciences context credit (not taken in year 1)
- one-half elective credit (see program note 43)

Spring/Summer Sessions:

- PHYS 0N01 or 2C01

Year 3

Fall Term:

- PHYS 3P35, 3P41 and 3P70
- MATH 3P08
- one-half elective credit (see program note 43)

Winter Term:

- PHYS 0N02 and 2C02

Year 4

Fall Term:

- PHYS 0N03 and 2C03

Winter Term:

- PHYS 3P36, 3P91 and 4P41
- MATH 3P04 and 3P09

Spring/Summer Sessions:

- PHYS 4F90 and 4F91
- one-half elective credit

Year 5

Fall Term:

- One PHYS credit numbered 3*(alpha)*90 or above
- PHYS 4P51
- one elective credit

BSc with Major Program

Year 1

- PHYS 1P21 or 1P91 (recommended)
- PHYS 1P22 or 1P92 (recommended)
- PHYS 1P94
- CHEM 1P91 and 1P92 (see program note 2)
- MATH 1P01 and 1P02, or MATH 1P05 and 1P06 (recommended)
- MATH 1P11 (see program note 2)
- one Humanities context credit or Social Sciences context credit

Year 2

- PHYS 2P20, 2P304, 2P50 and 2P51
- MATH 2P03, 2P08 and 3P06
- the Humanities context credit or Social Sciences context credit (not taken in year 1)
- one-half elective credit (see program note 43)

Year 3

- PHYS 3P35, 3P36, 3P41, 3P70 and 3P91

- MATH 3P04, 3P08 and 3P09
- one elective credit (see program note 43)

Year 4

- Two and one-half PHYS credits numbered *3(alpha)*90 or above
- two and one-half elective credits (see program note 43)

Pass Program

Satisfactory completion of the first three years of the Honours program entitles a student to apply for a Pass degree.

Concurrent BSc/BEd

The Department of Physics and the Faculty of Education co-operate in offering two Concurrent BSc (Honours)/BEd programs. The Physics BSc (Honours)/BEd programs combines the BA Honours program or BA Integrated Studies Honours program with the teacher education program for students interested in teaching at the Intermediate/Senior level (grades 7-12) and at the Junior/Intermediate level (grades 4-10). Refer to the Education-Concurrent BSc (Honours)/BEd (Intermediate/Senior) or Education-Concurrent BSc Integrated Studies (Honours)/BEd (Junior/Intermediate) program listings for further information.

Combined Major Program

Physics and Biological Sciences

Honours

Year 1

- PHYS 1P21 or 1P91 (recommended)
- PHYS 1P22 or 1P92 (recommended)
- BIOL 1P91 and 1P92
- CHEM 1P91 and 1P92 (see program note 2)
- MATH 1P01 and 1P02, or MATH 1P05 and 1P06 (recommended)
- one Humanities context credit or one Social Sciences context credit

Year 2

- PHYS 2P50 and 2P51
- BIOL 2P02 and 2P03
- one credit from BIOL 2P05, 2P92, 2P93, 2P96, 2P98, 2Q04
- MATH 2P03 and 2P08
- the Humanities context credit or Social Sciences context credit (not taken in year 1)

Year 3

- PHYS 2P30 and 3P02~~PHYS 2P31 and 3P02~~
- one BIOL credit (see program note 43)
- one and one-half BIOL credits numbered 2*(alpha)*00 to 3*(alpha)*99 or one and one-half PHYS credits numbered 2*(alpha)*00 to 3*(alpha)*99 (see program note 43)
- one and one-half elective credits (see program note 43)

Year 4

- One of PHYS 4F90 and 4F91, BIOL 4F90 and 4F91, PHYS 4F90 and one elective credit, BIOL 4F92 and one elective credit (see program note 43)
- one PHYS credit numbered 2*(alpha)*90 or above (see program note 43)
- one BIOL credit numbered 2*(alpha)*90 or above (see program note 43)
- one credit from PHYS and/or BIOL courses numbered 2*(alpha)*90 or above (see program note 43)

Pass Program

Satisfactory completion of the first three years of the Honours program entitles a student to apply for a Pass degree.

Physics and Computer Science (Honours only)

Year 1

- PHYS 1P21 or 1P91 (recommended)
- PHYS 1P22 or 1P92 (recommended)

- COSC 1P02 and 1P03
- MATH 1P01 and 1P02, or MATH 1P05 and 1P06 (recommended)
- MATH 1P66, and 1P67
- one Humanities context credit or Social Sciences context credit

Year 2

- PHYS 2P30 and 2P50~~PHYS 2P31 and 2P50~~
- COSC 2P12 and 2P13
- MATH 1P11, 2P03, 2P08 and 3P06 (see program note 2)
- the Humanities context credit or Social Sciences context credit (not taken in year 1)

Year 3

- PHYS 2P20 and ~~2P32~~ 4P10 (see program note 1)
- COSC 1P50, 2P03, 2P05 and 3P32
- two credits from MATH 3P08, 3P09, PHYS 3P35, 3P36, 3P41, 3P70

Year 4

- Two PHYS credits numbered 3*(alpha)*90 or above
- two COSC credits numbered 3*(alpha)*90 or above
- COSC 4F00

Physics and Mathematics (Honours only)

Year 1

- PHYS 1P21 or 1P91 (recommended)
- PHYS 1P22 or 1P92 (recommended)
- MATH 1P01 and 1P02, or MATH 1P05 and 1P06 (recommended)
- MATH 1P11 and 1P40 (see program note 2)
- one Humanities context credit
- one Social Sciences context credit

Year 2

- PHYS 2P20, 2P50 and 2P51
- MATH 2P03, 2P08, 2P12, 2P81, 2P82 and 3P06
- one-half elective credit

Year 3

- Two credits from PHYS 3P35, 3P36, 3P41, 3P70, 3P90
- MATH 2P40, 3P04, 3P08 and 3P09
- one elective credit

Year 4

- PHYS 4F90 and one PHYS credit numbered 3*(alpha)*90 or above, or MATH 3P12 and one and one-half MATH credits numbered 3*(alpha)*90 or above
- PHYS 4P51
- one PHYS credit numbered 3*(alpha)*90 or above
- one and one-half elective credit

Physics and Chemistry

Consult the Chemistry entry for a listing of program requirements.

Minor in Engineering Science

The Minor in Engineering Science is open to all registered undergraduate Brock students who have completed at least five credits in post-secondary education with an 80 percent average or higher. Students who transfer to Brock from another institution with at least five equivalent credits accepted by a departmental review will also be considered.

Students wishing to minor in Engineering Science are required to complete a change of major request (see Office of the Registrar) and the online application which includes a short autobiographical sketch

and statement of interest (see Department for details). Students must apply to join the Minor before April 1 of the year they wish to enroll.

The Minor in Engineering Science is a limited enrolment program. Entry into the minor is not guaranteed by attainment of the minimum requirements. ENGS courses will be restricted to students accepted into the Minor.

Students wishing to obtain the minor must complete FMSC 1P00 if they do not otherwise have any previous MATH credit.

To complete a Minor in Engineering Science students must complete four full credits. Among the credits chosen, at least two credits must be from ENGS courses and at least two credits of the total must be from courses offered from the Faculty of Mathematics and Science (see program note 3).

Students must satisfy the following requirements with a minimum 80 percent average:

- ENGS 1P01
- At least one and one-half credits from ENGS 2P02, 3P12, 3P21, 3P22, 3P41, 3P42.
- At least one and one-half credits from APCO 1P00, 1P93, 2P11, BIOL 2Q04, 4P25, BTEC 2P09, CHEM 2P12, 2P42, 2P63, ENGS 3P12, 3P21, 3P22, ERSC 2P07, 2P61, 3P95, FMSC 1P00, MATH 1P05, 1P06, 1P20, 1P70, 1P98, 1F92, PHYS 1P21, 1P22, 2P02, 2P30.
- Remaining credits can be from ENSU 2P01, 2P02, ENTR 2P51, IASC 2P03, KINE 4P01.

For more information visit http://www.physics.brocku.ca/.

Minor in Physics

Students in other disciplines can obtain a Minor in Physics within their degree programs by completing four full credits from the following courses with a minimum 60 percent average:

- PHYS 1P21 or 1P91
- PHYS 1P22 or 1P92
- one-half additional PHYS credit
- two and one-half credits from ASTR 1P01, 1P02 or PHYS credits numbered 2*(alpha)*00 or above

Graduate Programs in Physics

The department offers both MSc and PhD programs in Physics. Current research interests and activities involve experimental, theoretical and computational studies in condensed matter physics, materials science, and biophysics.
For details, see the Graduate Calendar or contact the Chair of the Department.

Course Descriptions

Note that not all courses are offered in every session. Refer to the applicable term timetable for details.
 # Indicates a cross listed course
*** Indicates primary offering of a cross listed course**

Prerequisites and Restrictions

Students must check to ensure that prerequisites are met. Students may be deregistered, at the request of the instructor, from any course for which prerequisites and/or restrictions have not been met.

Courses:

ENGINEERING SCIENCE COURSES

ENGS 1P01
The Humanist Engineer

Engineering design and construction problems, solutions, and new challenges.
Seminar, laboratories, 5 hours per week.
Restriction: open to students in the Minor of Engineering Science.

ENGS 2P02
Invitational Education Theory for Engineers
Exploration of teaching, learning, and practice of engineering from the perspectives of Self, Others, Knowledge, Organizations and Societal Good.
On-line delivery.
Restriction: open to students in the Minor of Engineering Science.

ENGS 3P12
Feeding the World: Restorative Engineering
Engineering techniques to protect and remediate the environment. Topics include site remediation (brownfields, agricultural land, greenhouse, fish treatment plant, etc.), ecosystem restoration, and waste management. Analysis of biocommodity production from the treatment of different waste streams through the concept of circular economy.
Seminar, laboratories, 5 hours per week.
Restriction: open to students in the Minor of Engineering Science.

ENGS 3P21
Shaping the Future: New Automation
Human and non-human interactions, based on the notion of metaphorical software robots and artificial intelligence for processing transactions, managing data, triggering responses and communicating with digital systems.
Seminar, laboratories, 5 hours per week.
Restriction: open to students in the Minor of Engineering Science.

ENGS 3P22
Shaping the Future: Energy Frontiers
Exploration of frontiers of energy generation and consumption, their intersections with industry, environment and society. Examination of energy demand and its determinants, energy usage effectiveness and efficiency, policy dimension of energy and climate change, and potential impacts on ecosystems.
Seminar, laboratories, 5 hours per week.
Restriction: open to students in the Minor of Engineering Science.

ENGS 3P41
Creating Healthy Communities: Human Mechanics
Invention of assistive devices for human augmentation (bionic technology, robotics and exoskeletons) to prolong and enhance lives. Assistive solutions for recovery from injury, improvement of sport mechanics, assistance for the elderly, and optimization of human performance for occupational workers.
Seminar, laboratories, 5 hours per week.
Restriction: open to students in the Minor of Engineering Science.

ENGS 3P42
Creating Healthy Communities: Inclusive Cities
Smart cities and navigation of the urban environment. Adaptation to climate change, sustainable methods of transportation, reducing, reusing, and recycling waste, and making urban centers more compassionate. Consideration of local needs of St. Catharines and neighboring cities.

Seminar, laboratories, 5 hours per week.
Restriction: open to students in the Minor of Engineering Science.

Academic Program Calendar Submission #2020-2924

Department/Centre: Tourism and Environment
Program(s): Tourism Studies

Program Additions/Terminations

1. Proposal(s) and Effective Date(s)

Please note: The calendar year runs from May 1, 2020 to April 30, 2021 and begins with the Spring/Summer sessions. All new programs being introduced or the terminiation of programs will be effective beginning 2020 Spring Session.

List all new/terminated major/minor/concentration/certificate programs, to be implemented/terminated.
Please state the proposal(s) in the form of a motion or series of motions. e.g., "Major in XXXX, be introduced"; "Major in XXXX be terminated"

2. Explanation for Proposed Additions(s)/Deletion(s)

Provide the academic/program reasons for, and implications of, the proposal(s). These should correspond to the proposals in #1 above.

NOTE: If major changes to a program are proposed, the old program must be phased out, as the new program is phased in.

3. Required Documentation/Information
If a new (degree/major) or stream is being proposed, the following documentation must be submitted:

NOTE: If a new minor or certificate program is being proposed, and it does not involve the addition of any courses to the course bank, only "Program Structure" is required below.

Program Changes

1. Proprosal(s) and Effective Date(s)

Please note: The Calendar year runs from May 1, 2020 to April 30, 2021 and begins with the Spring/Summer sessions. All programs being changed will be effective beginning 2020 Spring Session.
List all proposals, to be implemented, numerically in the following order:

1. **TOUR 3F90, TOUR 3F97, TOUR 3P37, TOUR 3P57, TOUR 3P91 and TOUR 4F99 (cross listed as GEOG 3F90, GEOG 3F97, GEOG 3P37, GEOG 3P57, GEOG 3P91 and GEOG 4F99 respectively) course descriptions be revised.**
2. **TOUR 3P95 course format be revised.**
3. **Officers of Instructions to be revised.**

2. Explanation for Proposed Change(s)

Provide the academic/program reasons for, and implications of, the proposal(s). These should correspond to the proposals in #1 above.

1. **to provide more accurate information**
2. **to provide more accurate information**
3. **updating of list**

3. Program Changes - Proposed Calendar Copy
Please ensure that all course titles adhere to a maximum 45 characters and all course descriptions adhere to a maximum of 60 words and include all prerequisites, restrictions, course notes, exclusions, course format, and contact hours. Department/Centre/Program information and course information should be inserted here.

If changes in other programs will have an effect on your program(s), please incorporate those changes into your calendar copy below.

Tourism Studies

Chair
Michael Pisaric

Director, Co-op, Career and Experiential Education
Cara Krezek

Academic Advisers
Alyssa Beauchamp~~Samantha Morris~~, Virginia Wagg

General Information

Administrative Co-ordinator
Virginia Wagg

905-688-5550, extension 3484
Mackenzie Chown C322
brocku.ca/geotour

Brock University is an ideal location in which to engage in tourism studies. The University is uniquely positioned on the Niagara Escarpment (a UNESCO Biosphere Reserve) and is minutes away from Niagara Falls, one of the world~~'~~s premier international tourism destinations. The Niagara Region is also home to more than 100 wineries and a wide variety of rural and sports tourism operations, golf courses, gaming facilities, hiking and bicycle infrastructure, and cultural and heritage attractions.

The Department of Geography and Tourism Studies offers a four-year Tourism and Environment program leading to a Bachelor of Arts degree (Honours and BA with Major) and a three-year BA Pass degree program. All Students in the program can pursue a Stream in Tourism Management.

These degrees allow students to integrate sustainability (environmental, social, economic and political) and tourism management into their programs of study. Allied with the Goodman School of Business, the Tourism Management stream offers a range of business-related courses.

Students will develop transferable skills in many important areas, including research skills, communication skills, critical thinking, problem-solving abilities, and the ability to work collaboratively with others. Students will also learn to incorporate innovative, creative and responsible opinions and perspectives into their future endeavours.

The field course TOUR 3P57 is held in October in the week following Thanksgiving Day, with seminars/labs during term. This course is mandatory for students entering year 3; prospective students must register with the Department by April of the preceding academic year.

TOUR 4F99 is a required internship course in year 4, enabling students to obtain valuable work experience while still at the University. Prospective students must register with the Department by April of the preceding academic year.

The requirement for graduation with a BA (Honours) is a minimum 70 percent major average and a minimum 60 percent non-major average. The requirement for graduation with a BA with Major and a BA Pass is a minimum 60 percent major average and a minimum 60 percent overall average.

Co-op Program

The Tourism Management stream Co- op program combines academic and work terms over a four year period. Students spend the first two years in an academic setting where their exposure to courses in the area of Tourism Management provides the necessary background for the first work placement. In addition to the current fees for courses in academic study terms, Tourism Management stream Co-op students are assessed an annual administration fee (see the Schedule of Fees).

Eligibility to continue in the Co-op program is based on the student's major average and non-major average. A student with a minimum 70 percent major average and a minimum 60 percent non-major average will be permitted to continue. A student with a major average lower than 70 percent will not be permitted to continue in the Tourism Management stream Co-op program, but may continue in the BA Tourism Management stream non-Co-op program. For further information, see the Co-op programs section of the Calendar and contact the Department of Geography and Tourism Studies.

All students in the Co-operative Education program are required to read, sign and adhere to the terms of the Student Regulations Waiver and Co-op Student Manual (brocku.ca/co-op/current-students/co-op-student manuals) as articulated by the Co-op Programs Office. In addition, eligibility to continue in the Co-op option is based on the student's major average and non-major average, and the ability to demonstrate the motivation and potential to pursue a professional career.

Each four-month co-operative education work term must be registered. Once students are registered in a Co-op work term, they are expected to fulfill their commitment. If the placement accepted is for more than one four-month work term, students are committed to complete all terms. Students may not withdraw from or terminate a work term without permission from the Director, Co-op Program Office.

The Tourism and Environment Co-op program designation will be awarded to those students who have successfully completed a minimum of twelve months of Co-op work experience.

Program Notes

1. Students are strongly recommended to take GEOG 1F91 as an elective credit to be able to take Physical Geography courses yet cannot use it to satisfy the Sciences context requirement.
2. Students are strongly recommended to take TOUR 2P34, 3P32, 3P36, 3P94, 3P95, 3Q97, 4P31, 4P33, 4P34 and 4P35.
3. Students pursuing a Pass degree may substitute a 1.0 TOUR credit numbered 3*(alpha)*00 or above for TOUR 3P21 and 3P22.
4. One additional credit from Goodman School of Business is strongly recommended.
5. Combined majors may substitute TOUR 2P21, 3P21, 3P22 and 4F99 with equivalent credits in their co-major; please consult the Geography and Tourism Studies Academic Advisor.
6. In 20 credit Honours degree programs a maximum of eight credits may be numbered 1*(alpha)*00 to 1*(alpha)*99; at least three credits must be numbered 2*(alpha)*90 or above; at least three credits must be numbered 3*(alpha)*90 or above; and the

remaining credits must be numbered 2*(alpha)*00 or above.

In this 20 credit BA with Major degree program a maximum of eight credits may be numbered 1*(alpha)*00 to 1*(alpha)*99; at least four and one-half credits must be numbered 2*(alpha)*90 or above; at least one and one-half credits must be numbered 3*(alpha)*90 or above; and the remaining credits must be numbered 2*(alpha)*00 or above.

In 15 credit degree programs a maximum of eight credits may be numbered 1*(alpha)*00 to 1*(alpha)*99; at least three credits must be numbered 2*(alpha)*90 or above; and the remaining credits must be numbered 2*(alpha)*00 or above.

In some circumstances, in order to meet university degree and program requirements, more than 20 credits may be taken.

Honours Program

Tourism Management Stream

Combining courses from various areas provides a broad background with a specialization in Tourism Management

Year 1
- TOUR 1P91 and 1P92
- COMM 1P97
- GEOG 1F90
- one Humanities context credit
- one Sciences context credit
- one-half elective credit

Year 2
- TOUR 2P07 and 2P21
- one TOUR credit numbered 2*(alpha)*00 to 2*(alpha)*99
- COMM 1P96
- ENTR 2P51 or ITIS 2P51
- MKTG 2P51 and 2P52
- one elective credit (see program note 6)

Year 3
- TOUR 3P21, 3P22 and 3P57 (see program note 3)
- one TOUR credit numbered 2*(alpha)*90 to 3*(alpha)*99 (see program note 6)
- ENTR 2P51 or ITIS 2P51 (not taken in year 2)
- OBHR 2P51 and 2P52
- one elective credit (see program note 6)

Year 4
- TOUR 4F99
- two TOUR credits numbered 3*(alpha)*90 or above (see program note 6)
- one credit from ENTR, ITIS, MKTG, OBHR
- one elective credit (see program notes 4 and 6)

Tourism Management Stream Co-op (Honours only)

Students admitted to the Co-op program must follow an approved program pattern. The most common pattern is listed below. For other approved programs consult the Co-op office.

Year 1
- TOUR 0N90, 1P91 and 1P92
- COMM 1P97
- GEOG 1F90
- one Humanities context credit

- one Sciences context credit
- one-half elective credit

Spring/Summer Sessions:
- TOUR 0N01 and 2C01

Year 2
- TOUR 2P07 and 2P21
- one TOUR credit numbered 2*(alpha)*00 to 2*(alpha)*99
- COMM 1P96
- ENTR 2P51 or ITIS 2P51
- MKTG 2P51 and 2P52
- one elective credit (see program note 6)

Spring/Summer Sessions:
- TOUR 0N02 and 2C02

Year 3
- TOUR 3P21, 3P22 and 3P57
- one TOUR credit numbered 2*(alpha)*90 to 3*(alpha)*99 (see program note 6)
- ENTR 2P51 or ITIS 2P51 (not taken in year 2)
- OBHR 2P51 and 2P52
- one elective credit (see program note 6)

Spring/Summer Sessions:
- TOUR 0N03 and 2C03

Year 4
- Three TOUR credits numbered 3*(alpha)*90 or above (see program note 6)
- one credit from ENTR, ITIS, MKTG, OBHR
- one elective credit (see program notes 4 and 6)

Tourism and Environment

Year 1
- TOUR 1P91 and 1P92
- GEOG 1F90
- one Humanities context credit
- one Sciences context credit
- one elective credit (see program note 1)

Year 2
- TOUR 2P07 and 2P21
- two TOUR credits numbered 2*(alpha)*00 to 2*(alpha)*99
- GEOG 2P66
- one of GEOG 2P01, 2P03, 2P06, 2P13
- one elective credit (see program note 6)

Year 3
- TOUR 3P21, 3P22, 3P30 and 3P57 (see program note 3)
- one and one-half TOUR credits numbered 2*(alpha)*90 or above (see program note 6)
- one-half GEOG credit numbered 2*(alpha)*90 to 3*(alpha)*89
- one elective credit (see program note 6)

Year 4
- TOUR 4F99

- two TOUR credits numbered 3*(alpha)*90 or above (see program note 6)
- one GEOG credit numbered 2*(alpha)*90 or above (see program note 6)
- one elective credit (see program note 6)

BA with Major Program

Tourism Management Stream

Year 1
- TOUR 1P91 and 1P92
- COMM 1P97
- GEOG 1F90
- one Humanities context credit
- one Sciences context credit
- one-half elective credit

Year 2
- TOUR 2P07 and 2P21
- one TOUR credit numbered 2*(alpha)*00 to 2*(alpha)*99
- COMM 1P96
- ENTR 2P51 or ITIS 2P51
- MKTG 2P51 and 2P52
- one elective credit (see program note 6)

Year 3
- TOUR 3P21, 3P22 and 3P57
- one TOUR credit numbered 2*(alpha)*90 to 3*(alpha)*99
- ENTR 2P51 or ITIS 2P51 (not taken in year 2)
- OBHR 2P51 and 2P52
- one elective credit (see program note 6)

Year 4
- One-half TOUR credit numbered 2*(alpha)*90 or above
- one and one-half TOUR credits numbered 3*(alpha)*90 or above
- one ACTG, ENTR, FNCE, ITIS, MGMT, MKTG, OBHR, OPER credit
- two elective credits (see program notes 4 and 6)

Tourism and Environment

Year 1
- TOUR 1P91 and 1P92
- GEOG 1F90
- one Humanities context credit
- one Sciences context credit
- one elective credit (see program note 1)

Year 2
- TOUR 2P07 and 2P21
- two TOUR credits numbered 2*(alpha)*00 to 2*(alpha)*99
- GEOG 2P66
- one of GEOG 2P01, 2P03, 2P06, 2P13
- one elective credit (see program note 6)

Year 3

- TOUR 3P21, 3P22, 3P30 and 3P57
- one and one-half TOUR credits numbered 2*(alpha)*90 to 3*(alpha)*90 (see program note 6)
- one-half GEOG credit numbered 2*(alpha)*90 to 3*(alpha)*89
- one elective credit (see program note 6)

Year 4
- One-half TOUR credit numbered 2*(alpha)*90 or above (see program note 6)
- one and one-half TOUR credits numbered 3*(alpha)*90 or above (see program note 6)
- one GEOG credit numbered 2*(alpha)*90 or above (see program note 6)
- two elective credits (see program note 6)

Pass Program

Satisfactory completion of the first three years of the Honours program entitles a student to apply for a Pass degree.

Combined Major Program

Students may take a combined major in Tourism Studies and another discipline. For requirements in the co-major discipline, the student should consult the relevant department/centre. It should be noted that not all departments/centres provide a combined major option.

Honours
- TOUR 1P91 and 1P92
- TOUR 2P07, 2P21, 3P21, 3P22, 3P57 and 4F99 (see program note 5)
- one TOUR credit numbered 2*(alpha)*00 to 2*(alpha)*99
- one-half TOUR credit numbered 3*(alpha)*00 to 3*(alpha)*89
- one TOUR credit numbered 3*(alpha)*90 or above

Pass

Satisfactory completion of the first three years of the Honours program entitles a student to apply for a Pass degree.

Concentration in Cultural Transmission and Heritage Studies

Consult the Studies in Arts and Culture entry for a listing of program requirements.

Minor in Tourism Studies

Students in other disciplines can obtain a Minor in Tourism Studies within their degree program by completing the following courses with a minimum 60 percent overall average:
- TOUR 1P91 and 1P92
- one and one-half TOUR credits numbered 2*(alpha)*00 to 2*(alpha)*99
- one and one-half TOUR credits numbered 3*(alpha)*00 or above

Description of Courses

Note that not all courses are offered in every session. Refer to the applicable term timetable for details.
 # Indicates a cross listed course
*** Indicates primary offering of a cross listed course**

Prerequisites and Restrictions

Students must check to ensure that prerequisites are met. Students may be deregistered, at the request of the instructor, from any course for which prerequisites and/or restrictions have not been met.

TOURISM STUDIES COURSES

TOUR 1P91
Introduction to Tourism
Understanding the fundamental principles and theories of tourism including scope, demand, supply, destination and visitor management, and socio-cultural, environmental and economic impacts of tourism in the context of sustainable tourism.
Lectures, seminar, 3 hours per week.
Note: may be offered online.
Completion of this course will replace previous assigned grade and credit obtained in TREN 1F90 and TMGT (TREN) 1P91.

TOUR 1P92
Tourism Industry Sectors
Understanding the structure, nature, and operations of key tourism industry sectors in the context of the principles of sustainability.
Lectures, seminar, 3 hours per week.
Note: may be offered online.
Completion of this course will replace previous assigned grade and credit obtained in TREN 1F90, 2P11 and TMGT (TREN) 1P92.

TOUR 2P07
Introduction to Geospatial Technologies
(also offered as ERSC 2P07, GEOG 2P07 and IASC 2P07)
Concepts and applications of geographic information systems (GIS), global positioning systems (GPS) and remote sensing. Properties of digital maps, airborne data and satellite imagery. Principles of map compilation and design. Practical experience in computer mapping, image interpretation in GIS analysis.
Lectures, lab, 4 hours per week.

TOUR 2P13
Resource and Environmental Geographies
(also offered as GEOG 2P13)
Analysis of the relation between resources, global environmental dynamics, and the management of uncertainty. Emphasis on the changing pattern of energy flows.
Lectures, seminar, 4 hours per week.
Prerequisite(s): one of TOUR (TMGT/TREN) 1P91 and 1P92, GEOG 1F90, 1F91, ERSC 1P01 and 1P02 (1F01) (1F90), INTC 1F90 or permission of the instructor.

TOUR 2P21
Introduction to Research Design and Methodology
(also offered as GEOG 2P21)
Concepts related to research design. Properties of knowledge, preparing for research, describing and interpreting data.
Lectures, lab, 4 hours per week.
Prerequisite(s): one of TOUR (TMGT/TREN) 1P91 and 1P92 (TREN 1F90), GEOG 1F90, 1F91 or permission of the instructor.

TOUR 2P28
Economics of the Environment
(also offered as ECON 2P28)
Economic perspectives on environmental and natural resource issues. Topics may include valuing environment improvements, population growth issues, sustainable development, forestry and fishery management, ozone depletion and climate change.
Lectures, 3 hours per week.
Restriction: open to TMGT and TREN majors until date specified in Registration guide. Students must have a minimum of 4.0 overall credits.
Completion of this course will replace previous assigned grade and credit obtained in TMGT (TREN) 2P28.

TOUR 2P29
Sustainable Development
(also offered as ECON 2P29)
Aspects of sustainable development. Topics may include energy, transportation and climate, water availability, trade and globalization, agriculture and food availability, boundary and governance issues, cities and population growth, and resource depletion.
Lectures, 3 hours per week.
Restriction: students must have a minimum of 4.0 overall credits.
Note: offered as a blended format.
Completion of this course will replace previous assigned grade and credit obtained in TMGT (TREN) 2P29.

* TOUR 2P30
Culture, Heritage and Tourism
(also offered as GEOG 2P30)
Principles of preservation, conservation, and management of built and cultural resources for heritage tourism destinations on a variety of scales from World Heritage Sites to local heritage and including indigenous cultural tourism attractions. Regional identities and environments, and the importance of small and medium sized enterprises.
Lectures, 3 hours per week.
Prerequisite(s): one of TOUR 1P91, 1P92, GEOG 1F90 or permission of the instructor.
Completion of this course will replace previous assigned grade and credit obtained in TMGT (TREN) 2P10.

TOUR 2P31
Tourist Behaviour
Socio-cultural dimensions of tourists and tourists' behaviours during the process of taking a holiday. Issues of motivation, social role and attitudes in tourist settings, including indigenous cultural heritage attractions. Ethical and delinquent behaviours, host and guest relations, typology of tourists, and decision-making processes.
Lectures, 3 hours per week.
Prerequisite(s): TOUR 1P91, 1P92 or permission of the instructor.
Completion of this course will replace previous assigned grade and credit obtained in TMGT (TREN) 2P12.

TOUR 2P32
Nature-based Tourism
Emergence and global importance of nature-based tourism as a global phenomenon, Emphasis on different forms of nature-based tourism in reference to sustainability and other forms of alternative tourism, including definition, impacts, policy, tour operation, ethics, development, and marketing.
Lectures, 3 hours per week.
Prerequisite(s): TOUR 1P91, 1P92 or permission of the instructor.
Completion of this course will replace previous assigned grade and credit obtained in TMGT (TREN) 2P26.

* TOUR 2P33
Sustainable Integrated Waste Management
(also offered as GEOG 2P33)
Waste reduction, reuse and recycling and environmentally sensible design. Waste auditing, optimal materials use and life cycle analysis. Sewage treatment technologies. Composting for managing organic waste and sewage. Tourism and waste management on land, on the water and in the air; managing wastes in remote and environmentally sensitive areas, camps and resorts. Policy, legislation and case studies.
Lectures, seminar, workshop, 3 hours per week.
Prerequisite(s): one of TOUR 1P91, 1P92, GEOG 1F90 or permission of the instructor.
Completion of this course will replace previous assigned grade and credit obtained in TMGT (TREN) 2P93.

TOUR 2P34
Strategic Management for Tourism
Strategic management theories, tools and methods as applied to organizations in the tourism sector. Topics include strategy formulation and implementation, mission and vision statements, micro environmental and macro environmental analysis, core competences and value chain, SWOT analysis, competitive strategy, differentiation and low cost strategies, mergers, acquisitions and strategic alliances in tourism and hospitality sectors.
Lectures, 3 hours per week.
Prerequisite(s): TOUR 1P91, 1P92 or permission of the instructor.

TOUR 2P41
Economics of Tourism and Leisure Activities
(also offered as ECON 2P41)
Introduction to the economic analysis of the tourism industry. Determinants of the demand and supply for tourism and recreation; impact of tourism, recreation and leisure on regional and national economies. Topics may include ecotourism and the impact of government policies on tourism and recreation.
Lectures, 3 hours per week.
Restriction: open to TMGT and TREN majors until date specified in Registration guide. Students must hold a minimum of 4.0 overall credits. Not open to BBE, ECON (single or combined), ECAN, INPE majors and ECON minors
Note: major credit will not be granted to BBE, ECAN, ECON (single and combined) and INPE majors.
Completion of this course will replace previous assigned grade and credit obtained in TMGT (TREN) 2P41.

* TOUR 2P94
Human-Dominated Ecosystems
(also offered as GEOG 2P94)
Human impacts in natural and built ecosystems from local to global scales. Key environmental issues, principles, policy options, problem solving and possibilities for creative planned change. Local examples from the Greenbelt and Niagara.
Lectures, 3 hours per week.
Prerequisite(s): one of TOUR (TMGT/TREN) 1P91 and 1P92 (1F90), GEOG 1F90, 1F91 or permission of the instructor.
Note: the majority of classroom lectures will be replaced by 3-4 full-day field programs within the Niagara Region on Saturdays and Sundays in September and October; final scheduling details to be determined in consultation with students. Students are expected to pay their own expenses.
Completion of this course will replace previous assigned grade and credit obtained in TREN 2P16 and TMGT (TREN) 2P94.

TOUR 3F90
London Field Course
(also offered as GEOG 3F90)
Growth and development of London as a global city, capital of Britain, ~~and~~ major metropolitan area and important tourist destination. Examination of~~examining~~ its major functions, institutions, peoples and internal spatial structures. Major planning issues involved in achieving an enriched urban environment.
Restriction: permission of the Department.
Prerequisite(s): two TOUR (TMGT/TREN) credits, two GEOG credits or permission of the instructor.
Note: students are expected to pay their own expenses.
Completion of this course will replace previous assigned grade and credit obtained in GEOG 3F92.

* TOUR 3F97
Tourism Field Course
(also offered as GEOG 3F97)
Intensive field course with relevance to tourism studies and geography.~~Tourism Studies.~~
Restriction: permission of the Department.
Prerequisite(s): two TOUR (TMGT/TREN), two GEOG credits or permission of the instructor.
Note: students are expected to pay their own expenses.
Completion of this course will replace previous assigned grade and credit obtained in TMGT (TREN) 3F70.

TOUR 3P21
Qualitative Research Design and Methodology
(also offered as GEOG 3P21)
Aspects of qualitative research: project formulation, methodologies, writing-up; relation of theory and methodology.
Lectures, seminar, 4 hours per week.
Prerequisite(s): TOUR (TMGT/TREN) 2P21 or permission of the instructor.
Completion of this course will replace previous assigned grade and credit obtained in GEOG 2P10.

TOUR 3P22
Quantitative Research Design and Methodology
(also offered as GEOG 3P22)
Geographical concepts and applications of descriptive and inferential statistics. Use of measures of central tendency, hypothesis testing (t-test and ANOVA), regression analysis, non-parametric tests, spatial statistics and use of geographic information systems (GIS).
Lectures, lab, 4 hours per week.
Prerequisite(s): TOUR (TMGT/TREN) 2P21 or permission of the instructor.
Students will not receive earned credit for TOUR 3P22 if MATH 1F92 has been successfully completed. Completion of this course will replace previous assigned grade and credit obtained in GEOG 2P11, 2P12 and MATH 1P98.

* TOUR 3P30
Tourism Planning and Development
(also offered as GEOG 3P30)
Role and function of tourism policy and planning. Planning and development of tourism resorts, attractions, tourism sites and regional economies through tourism; consideration of regional, provincial and national developments.
Lectures, 3 hours per week.
Prerequisite(s): two TOUR (TMGT/TREN), two GEOG credits numbered 1*(alpha)*90 to 2*(alpha)*99 or permission of the instructor.
Completion of this course will replace previous assigned grade and credit obtained in TMGT (TREN) 3P10.

TOUR 3P31
International Tourism
Changes in power relations, environment, society, culture and economy through the globalization of tourism. Security issues, human rights and inequality in international tourism.
Lectures, 3 hours per week.
Prerequisite(s): two TOUR (TMGT/TREN) credits numbered 1*(alpha)*90 to 2*(alpha)*99 or permission of the instructor.
Completion of this course will replace previous assigned grade and credit obtained in TMGT (TREN) 3P11 and INTC 3P31.

TOUR 3P32
Evolution of Tourism in Niagara
Overview of historical patterns of tourism in the Niagara Peninsula from the arrival of European settlers. Temporal and spatial changes in tourism destinations. Importance of commercial and noncommercial attractions in Niagara tourism. Anchor attractions. Evolution of tourist facilities in different tourism sectors. Tourism-mediated human impacts in natural and built ecosystems from local to global scales. Policy options, problem solving and possibilities for creative planned change. Local examples from the Niagara peninsula.
Lectures, seminar, 3 hours per week for part of the term.
Prerequisite(s): two TOUR (TMGT/TREN) credits numbered 1*(alpha)*90 to 2*(alpha)*99 or permission of the instructor.
Note: the majority of classroom lectures will be replaced by 3-4 full-day field programs within the Niagara Region on Saturdays and Sundays in September and October (final scheduling details to be determined in consultation with class members). Students are expected to pay their own expenses.

TOUR 3P33
Tourism in Parks and Protected Areas
Broad survey of the many different types of protected areas at international, national, state, and local levels. How preservation and conservation initiatives are both challenged and aided by park use.
Lectures, 3 hours per week
Prerequisite(s): two TOUR (TMGT/TREN) credits numbered 1*(alpha)*90 to 2*(alpha)*99 or permission of the instructor.

* TOUR 3P34
Sustainable Transportation
(also offered as GEOG 3P34)
Interdisciplinary survey of the environmental, cultural, social and economic effects of automobiles, airplanes, trains and watercraft in built and natural environments. Impacts of tourist mobility. Principles, policies, and planning for sustainable transportation.
Lectures, seminar, workshop, 3 hours per week.
Prerequisite(s): two TOUR (TMGT/TREN), two GEOG credits numbered 1*(alpha)*90 to 2*(alpha)*99 or permission of the instructor.
Completion of this course will replace previous assigned grade and credit obtained in TMGT (GEOG/TREN) 3P18.

TOUR 3P35
Tourism Ethics
Application of ethical theory to different tourism phenomena (e.g., sex tourism, cruise line tourism, aspects of underdevelopment, slum tourism, corporate social responsibility) in the context of socio-cultural, economic, and ecological impacts.
Lectures, 3 hours per week.
Prerequisite(s): two TOUR (TMGT/TREN) credits numbered 1*(alpha)*90 to 2*(alpha)*99 or permission of the instructor.
Completion of this course will replace previous assigned grade and credit obtained in TMGT (TREN) 4P15.

TOUR 3P36
Operations Management for Tourism
Examination of concepts and techniques necessary for designing, managing, and improving service operations in tourism. Topics include service design, planning and delivery, quality management, facility layout and location decisions, capacity planning, waiting line models, supply chain management and project management.
Lectures, 3 hours per week.
Prerequisite(s): two TOUR (TMGT/TREN) credits numbered 1*(alpha)*90 to 2*(alpha)*99 or permission of the instructor.

* TOUR 3P37
Croatia Field Course
(also offered as GEOG 3P37)
Intensive field course of relevance to tourism studies and geography.~~Tourism Studies.~~
Restriction: permission of the Department.
Prerequisite(s): two TOUR (TMGT/TREN), two GEOG credits numbered 1*(alpha)*90 to 2*(alpha)*99 or permission of the instructor.
Note: students are expected to pay their own expenses.
Completion of this course will replace previous assigned grade and credit obtained in TMGT (TREN) 3P70 and 3P71.

TOUR 3P50
Resource Management: Discourses, Policies and Ethics
(also offered as GEOG 3P50)
Ethical and political implications of competing discourses of both human and natural resource management. Emphasis on the production and uses of power from the level of individual leadership and network-building to that of the global governance of resources.
Lectures/ seminar, 4 hours per week.
Prerequisite(s): TOUR 2P13 or permission of the instructor.

TOUR 3P57
Human Geography and Tourism Studies Field Course
(also offered as GEOG 3P57)
Application of geographical principles and field techniques to problems in human geography and tourism studies.
Restriction: permission of the Department.
Prerequisite(s): completion of Year 2 TOUR requirements in the BA Tourism Studies programs or completion of Year 2 GEOG requirements in the BA GEOG (single or combined) programs.
Note: field work in October in the week following Thanksgiving Day. Students must register with the Department by April of the preceding academic year. Students are expected to pay their own expenses.
Completion of this course will replace previous assigned grade and credit obtained in GEOG 3P56.

TOUR 3P83
Geography of Water Resources
(also offered as ERSC 3P83 and GEOG 3P83)
Physical and human factors affecting patterns of use and development of water resources. Emphasis on patterns of supply and demand, approaches to development and management of the resource, problems and alternative strategies.
Lectures, lab, 4 hours per week.
Prerequisite(s): one of GEOG 1F90, 1F91, ERSC 1P01 and 1P02 (1F01), (1F90) or permission of the instructor.

TOUR 3P91
Chicago Field Course
(also offered as GEOG 3P91)
Cultural and historical geographies of Chicago. Emphasis on the urban spectacle of the modern city and the contrasting geographies of race and class inequalities through the examination of public space, architecture, housing and suburbanization, ~~and~~ cultural production and tourism.
Restriction: permission of the Department.
Prerequisite(s): two TOUR (TMGT/TREN) credits or two GEOG credits or permission of the instructor.
Note: students are expected to pay their own expenses.

TOUR 3P92
Tourism, Sex and Health
Health and wellness tourism, medical tourism, tourist's risk-taking behaviours and health issues. Sex tourism paradigms, infectious disease, issues of birth tourism and suicide tourism.
Lectures, seminar, 3 hours per week.
Prerequisite(s): two TOUR (TMGT/TREN) credits numbered 1*(alpha)*90 to 2*(alpha)*99 or permission of the instructor.
Completion of this course will replace previous assigned grade and credit obtained in TMGT (TREN) 4P12.

* TOUR 3P93
Heritage Interpretation in the Digital Age
(also offered as IASC 3P93)
Use of web-based and mobile digital platforms to identify, inventory, interpret, and conserve Niagara's natural and cultural heritage. Role of environmental heritage in tourism and education.
Lectures, tutorial, workshop, 3 hours per week.
Prerequisite(s): two TOUR (TMGT/TREN) credits numbered 1*(alpha)*90 to 2*(alpha)*99, two IASC credits numbered 1*(alpha)*90 to 2*(alpha)*99 or permission of the instructor.
Note: tutorials and class meetings held throughout the term. Independent field work fieldwork for production of an online thematic interpretive resource focusing on heritage features in Niagara.
Completion of this course will replace previous assigned grade and credit obtained in TMGT (TREN) 4P19.

TOUR 3P94
Revenue Management for Tourism
Concepts, tools and techniques used to maximize revenue from fixed, perishable resources in the tourism-related industries. Topics include demand forecasting methods, role of value in pricing, price differentiation, dynamic value-based pricing, overbooking and inventory management.
Lectures, 3 hours per week.
Prerequisite(s): two TOUR (TMGT/TREN) credits numbered 1*(alpha)*90 to 2*(alpha)*99 or permission of the instructor.
Note: concepts are illustrated using examples from airline, hotel and cruise sectors.

TOUR 3P95
Visitor Attraction Management
Critical evaluation of principles and practices of managing visitor attractions and assessing their economic, socio-culture and environmental impacts.
Lectures~~, seminar~~, 3 hours per week.
Prerequisite(s): two TOUR (TMGT/TREN) credits numbered 1*(alpha)*90 to 2*(alpha)*99 or permission of the instructor.

TOUR 3P96
Tourism, Animals and Ethics
Historical and current practices in the use of animals in the tourism industry from both consumption and production perspectives. Examination of current animal ethics theories provides scope to determine the appropriate practices, with the aim of discussing how tourism practitioners and theorists might think about these issues in a different light.
Lectures, 3 hours per week.
Prerequisite(s): two TOUR (TMGT/TREN) credits numbered 1*(alpha)*90 to 2*(alpha)*99 or permission of the instructor.
Completion of this course will replace previous assigned grade and credit obtained in TMGT (TREN) 3P96.

TOUR 3P97
Culinary Tourism
Exploration of culinary tourism through culture, history, food and wine, festivals, regional identity and sustainable development and consumption of places. Creation of a culinary tourism product and marketing strategies.
Lectures, 3 hours per week.
Prerequisite(s): two TOUR (TMGT/TREN) credits numbered 1*(alpha)*90 to 2*(alpha)*99 or permission of the instructor.
Completion of this course will replace previous assigned grade and credit obtained in TMGT (TREN) 3P97.

TOUR 3Q90
Directed Readings I
Topic not covered in the Department's regular course offerings.
Restriction: permission of the Department.
Note: topic must be chosen in consultation with a faculty member willing to supervise the tutorial.
Completion of this course will replace previous assigned grade and credit obtained in TMGT (TREN) 3P90.

TOUR 3Q91
Directed Readings II
Topic not covered in the Department's regular course offerings.
Restriction: permission of the Department.
Note: topic must be chosen in consultation with a faculty member willing to supervise the tutorial.
Completion of this course will replace previous assigned grade and credit obtained in TMGT (TREN) 3P91.

TOUR 3Q93
Vancouver Field Course
(also offered as GEOG 3Q93)
Cultural, historical and tourism geographies of Vancouver. Emphasis on the urban spectacle of the modern city and the contrasting geographies of race and class inequalities through the examination of public space, architecture, tourism spaces, housing and suburbanization, and cultural production.
Restriction: permission of the Department.
Prerequisite(s): two TOUR (TMGT/TREN) credits, two GEOG credits or permission of the instructor.
Note: students are expected to pay their own expenses.

TOUR 3Q97
Events Management
(also offered as COMM 3Q97 and PCUL 3Q97)
Introduction to events management. Topics include event types and contexts; conceptualization, planning and design; marketing and sponsorship; budgeting and financial management; managing human and volunteer resources; staging and logistics; risk management, evaluation and sustainability.
Seminar, 3 hours per week.
Restriction: open to TMGT, TREN, BCMN, COMM, MCMN, FILM (single or combined) and PCUL majors with a minimum of 8.0 overall credits until date specified in Registration guide.
Prerequisite(s): TOUR 2P31 or PCUL 2P20.

TOUR 3V90-3V95
Special Topics in Tourism
Topics selected from year to year on the basis of faculty expertise.

TOUR 3V91
2019-2020: Business Analytics for Tourism Industry
Introduction to business analytics in the context of tourism industry. Analytical and computer skills to understand the emerging role of business analytics in tourism organizations, and the ability to build and interpret analytics models and results for making better business decisions.
Lectures, 3 hours per week.
Prerequisite(s): two TOUR (TMGT/TREN) credits numbered 2*(alpha)*00 to 3*(alpha)*99 or permission of the instructor.

TOUR 4F90
Honours Thesis
(also offered as GEOG 4F90)
Individual research project carried out under the direction of a faculty adviser.
Restriction: open to TMGT, TREN and GEOG (single or combined) majors with a minimum 75 percent in all Year 3 Geography or Tourism courses, approval to year 4 (honours) and permission of the Department.
Note: students contemplating a thesis must consult with a possible Faculty Supervisor in D2 of Year 3. The student must submit a detailed proposal to the possible Faculty Supervisor by March 15 of D3 of Year 3. Regulations governing the thesis may be obtained from the Administrative Co-ordinator.
Completion of this course will replace previous assigned grade and credit obtained in TMGT (TREN) 4F90.

TOUR 4F99
Honours Internship
(also offered as GEOG 4F99)
Internship on a specific geographic or tourism problem or task under either the direction of a faculty member, or in a government or private agency working under the supervision of that agency.
Internship, 8 hours per week for 15 weeks; seminar, 3 hours per week for 9 weeks.
Restriction: open to TMGT, TREN and GEOG (single or combined) majors with approval to year 4 (honours) and permission of the Department

TOUR 4P30
Themes in Tourism Development
Historical, contemporary and future themes in tourism and development theory. Implications of selecting tourism as a development strategy under various tourism development paradigms.
Lectures, 3 hours per week.
Restriction: open to TMGT and TREN majors until date specified in Registration guide. Students must have approval to year 4 (honours).
Prerequisite(s): two TOUR (TMGT/TREN) credits numbered 2*(alpha)*00 to 3*(alpha)*99 or permission of the instructor.
Completion of this course will replace previous assigned grade and credit obtained in TREN 4P10 and TMGT (TREN) 4P90.

TOUR 4P31
Destination Marketing and Management
Tourism destination management, theories, principles and implications of maintaining a sustainable competitive advantage, and best practice examples.
Lectures, 3 hours per week.
Restriction: open to TMGT and TREN majors until date specified in Registration guide. Students must have approval to year 4 (honours).
Prerequisite(s): two TOUR (TMGT/TREN) credits numbered 2*(alpha)*00 to 3*(alpha)*99 or permission of the instructor.
Completion of this course will replace previous assigned grade and credit obtained in TMGT (TREN) 4P13.

* TOUR 4P32
Sustainable Rural Tourism
(also offered as GEOG 4P32)
Socio-economic challenges of rural communities in developed and developing nations. Critical evaluation of rural tourism as an alternative community development tool.
Lectures, 3 hours per week.
Restriction: open to TMGT, TREN, GEOG (single or combined) and GEOG (Honours)/BEd (Intermediate/Senior) majors until date specified in Registration guide. Students must have approval to year 4 (honours).
Prerequisite(s): two TOUR (TMGT/TREN), two GEOG credits numbered 2*(alpha)*00 to 3*(alpha)*99 or permission of the instructor.
Completion of this course will replace previous assigned grade and credit obtained in TMGT (TREN) 4P17 and GEOG 4P63.

TOUR 4P33
Tourism Crisis Management
Planning and implementation of management processes of the adverse effects of crises and disasters on tourism. Focus on crisis management before, during and after the event for tourism destinations and individual tourism businesses and organizations.
Lectures, 3 hours per week.
Restriction: open to TMGT and TREN majors until date specified in Registration guide. Students must have approval to year 4 (honours).
Prerequisite(s): two TOUR (TMGT/TREN) credits numbered 2*(alpha)*00 to 3*(alpha)*99 or permission of the instructor.

TOUR 4P34
The Business of Ecotourism
Building knowledge at the intersection of theory and practice, focusing on the construction of a comprehensive ecotourism program plan through exposure to existing ecotourism businesses.
Lectures, fieldtrip, 3 hours per week.
Restriction: open to TMGT and TREN majors until date specified in Registration guide. Students must have approval to year 4 (honours).
Prerequisite(s): two TOUR (TMGT/TREN) credits numbered 2*(alpha)*00 to 3*(alpha)*99 or permission of the instructor.
Note: experiential learning-based. Active participation on the field trip (Haliburton Sustainable Forest) is mandatory. Students are expected to pay their own expenses.

TOUR 4P35
Managerial Decision Making for Tourism
Theories, concepts and tools of decision making in pursuit of organizational goals in the context of tourism industry. Topics include multiple-criteria decision making, decision making under uncertainty, decision trees and influence diagrams, biases in probability assessment, revising judgments in the light of new information, risk management, group decision-making, resource allocation problems, and scenario planning.
Lecture 3 hours per week.
Restriction: open to TMGT and TREN majors until date specified in Registration guide. Students must have approval to year 4 (honours).
Prerequisite(s): two TOUR (TMGT/TREN) credits numbered 2*(alpha)*00 to 3*(alpha)*99 or permission of the instructor.
Completion of this course will replace previous assigned grade and credit obtained in TREN 3P95 and TMGT (TREN) 4P95.

TOUR 4P83
Research Themes in Water Resources
(also offered as GEOG 4P83)
Major debates and conflicts over water resources and their distribution. Emphasis on patterns of supply and demand, approaches to development and management of the resource, problems, and alternative strategies.
Seminar, 3 hours per week.
Restriction: open to TMGT, TREN, GEOG (single or combined) and GEOG (Honours)/BEd (Intermediate/Senior) majors until date specified in Registration guide. Students must have approval to year 4 (honours).
Prerequisite(s): TOUR 3P83 or permission of the instructor.

CO-OP COURSES

TOUR 0N01
Work Placement I
First co-op work placement (4 months) with an approved employer.
Restriction: open to Tourism Management stream Co-op students.
Completion of this course will replace previous assigned grade and credit obtained in TMGT (TREN) 0N01.

TOUR 0N02
Work Placement II
Second co-op work placement (4 months) with an approved employer.
Restriction: open to Tourism Management stream Co-op students.
Completion of this course will replace previous assigned grade and credit obtained in TMGT (TREN) 0N02.

TOUR 0N03
Work Placement III
Third co-op work placement (4 months) with an approved employer.
Restriction: open to Tourism Management stream Co-op students.
Completion of this course will replace previous assigned grade and credit obtained in TMGT (TREN) 0N03.

TOUR 0N90
Co-op Professional Preparation
Provides students with the tools, resources and skills to maximize co-op employment and professional development opportunities.
Lectures, presentation, site visits, 1.5 hours per week.
Restriction: open to Tourism Management stream Co-op students.
Completion of this course will replace previous assigned grade and credit obtained in TMGT (TREN) 0N90.

TOUR 2C01
Co-op Reflective Learning and Integration I
Provides student with the opportunity to apply what they've learned in their academic studies through career-oriented work experiences at employer sites.
Restriction: open to Tourism Management stream Co-op students.
Note: students will be required to prepare learning objectives, participate in a site visit write a work term report and receive a successful work term performance evaluation.
Completion of this course will replace previous assigned grade and credit obtained in TMGT (TREN) 2C01.

TOUR 2C02
Co-op Reflective Learning and Integration II
Provides student with the opportunity to apply what they've learned in their academics studies through career-oriented work experiences at employer sites.
Restriction: open to Tourism Management stream Co-op students.
Note: students will be required to prepare learning objectives, participate in a site visit write a work term report and receive a successful work term performance evaluation.
Completion of this course will replace previous assigned grade and credit obtained in TMGT (TREN) 2C02.

TOUR 2C03
Co-op Reflective Learning and Integration III
Provides student with the opportunity to apply what they've learned in their academic studies through career-oriented work experiences at employer sites.
Restriction: open to Tourism Management stream Co-op students.
Note: students will be required to prepare learning objectives, participate in a site visit write a work term report and receive a successful work term performance evaluation.
Completion of this course will replace previous assigned grade and credit obtained in TMGT (TREN) 2C03.

Course Additions/Deletions/Revisions

Course Changes (Additions/Deletions/Revisions)

1. Additions to the Course Bank
(To be completed for all new courses, including courses newly cross-listed; one complete submission for each course.) Please ensure that all questions are answered below. Please indicate responses to questions with an "x" (to ensure proper downloading).

Course abbreviation, number and title (no description required):

None

2. Course Deletions

Please identify all courses and programs affected by the deletion of course(s) (e.g. prerequisites, program requirements, etc.). Please ensure that consultation has occurred with all departments affected by additions or deletions of courses, to programs. A memo, including signatures of representatives from all departments/programs affected must accompany the hard-copy submission, to verify consultation.

None

3. Course Revisions
Please list (number and title only) all currently existing courses you propose to revise (i.e., change to number, title, or description).

TOUR 3P95 - Visitor Attraction Management
TOUR 3F90 - London Field Course
TOUR 3P37 - Croatia Field Course
TOUR 3F97 - Tourism Field Course
TOUR 3P57 - Human Geography and Tourism Studies Field Course
TOUR 3P91 - Chicago Field Course
TOUR 4F99 - Honours Internship

Consultations and Approvals

Academic Consultation and Results

Please identify consultations with all departments/centres (Faculty as appropriate) affected by these changes and the results of those discussions. Attach copy of all correspondence, verifying agreement of all parties, to the proposed changes.

IT/ET Consultation

Please submit a hard copy of the IT/ET support form for each on-line course added to the course bank (with the exception of cross-listed courses which already exist in another department/centre).

Library Consultation

Please submit a hard copy of the Library Support form for each course added to the course bank (with the exception of cross-listed courses which already exist in another department/centre.

Approvals

Please ensure that a printed copy of this submission is sent to your Dean for collection on **October 31, 2019**.

Submitted by Virginia Wagg on October 21, 2019 at 02:32:30 PM

Submitted by Michael Pisaric on October 23, 2019 at 11:57:00 AM

Rejected by Kate Bezanson on October 30, 2019 at 02:43:30 PM
Hi Virginia and Mike:

Could you please make the following changes to the TOUR and GEOG APC submissions? The first (3F90) is to conform with the language used by the UPC committee. The second is to correct a small typo. The third is a typesetting issue in the TOUR description.

TOUR 3F90
London Field Course
(also offered as GEOG 3F90)
Growth and development of London as a global city, capital of Britain, major metropolitan area and important tourist destination. Examining its major functions, institutions, peoples and internal spatial structures. Major planning issues involved in achieving an enriched urban environment.
Restriction: permission of the Department.
Prerequisite(s): two TOUR (TMGT/TREN) credits, two GEOG credits or permission of the instructor.
Note: students are expected to pay their own expenses.
Completion of this course will replace previous assigned grade and credit obtained in GEOG 3F92.

TOUR
TOUR 4F99
Honours Internship
(also offered as GEOG 4F99)
Internship on a specific geographic or toursim TOURISM IS MISSPELLED problem or task under either the direction of a faculty member, or in a government or private agency working under the supervision of that agency.
Internship, 8 hours per week for 15 weeks; seminar, 3 hours per week for 9 weeks.
Restriction: open to TMGT, TREN and GEOG (single or combined) majors with approval to year 4 (honours) and permission of the Department

In the TOUR submission, there is something wonky with the a sentence in the description. It currently reads: “The University is uniquely positioned on the Niagara Escarpment (a UNESCO Biosphere Reserve) and is minutes away from Niagara Falls, one of the world&rsquo#8217;s premier international tourism destinations.”

Can you amend this please?

Many thanks.

Submitted by Virginia Wagg on October 30, 2019 at 03:16:23 PM

Rejected by Michael Pisaric on October 30, 2019 at 03:31:38 PM
3F97 correction

Submitted by Virginia Wagg on October 30, 2019 at 03:36:52 PM

Submitted by Michael Pisaric on October 30, 2019 at 03:42:16 PM

Rejected by Kate Bezanson on October 31, 2019 at 02:01:24 PM
Changes did not "take" on the system. Let me know if you run into problems, and I will try to problem solve!

Submitted by Virginia Wagg on October 31, 2019 at 02:13:41 PM

Submitted by Michael Pisaric on October 31, 2019 at 02:15:03 PM

Submitted by Kate Bezanson on October 31, 2019 at 02:23:16 PM

Submitted by Tricia MacDonald on October 31, 2019 at 02:41:09 PM

Edited by Tricia MacDonald (on behalf of Tricia MacDonald) on January 24, 2020 at 07:56:24 AM
General Information: As per Tourism Studies - withdrawing revisions to remove BA with Major.

Edited by Tricia MacDonald (on behalf of Tricia MacDonald) on January 24, 2020 at 07:58:07 AM
Tourism Management Stream: As per Tourism Studies - withdrawing revisions to remove BA with Major.

Edited by Tricia MacDonald (on behalf of Tricia MacDonald) on January 24, 2020 at 07:59:06 AM
Tourism and Environment: As per Tourism Studies - withdrawing revisions to remove BA with Major.

Edited by Tricia MacDonald (on behalf of Tricia MacDonald) on January 24, 2020 at 08:01:08 AM
Tourism Management Stream: editorial

Edited by Tricia MacDonald (on behalf of Tricia MacDonald) on January 24, 2020 at 08:02:29 AM
Tourism Management Stream: editorial

Edited by Tricia MacDonald (on behalf of Tricia MacDonald) on January 24, 2020 at 08:03:08 AM
Tourism and Environment: editorial

Edited by Tricia MacDonald (on behalf of Tricia MacDonald) on January 24, 2020 at 08:17:05 AM
Course Title Abbreviations: n/a

"Template" for Calendar Revision Submissions

Department/Centre
Sociology

Program(s)
Sociology

Part A - Program Additions/Terminations

1. Proposal(s) and Effective Date(s)

Please note: The Calendar year runs from May 1 to April 30 and begins with the Spring/Summer sessions.
All new programs being introduced or the termination of programs will be effective beginning Spring Session.
List all new/terminated major/minor/concentration/certificate programs, to be implemented/terminated. Please state the proposal(s) in the form of a motion or series of motions. e.g., "Major in XXXX, be introduced"; "Major in XXXX be terminated"

a) Co-op in Honours Sociology, be introduced.

2. Explanation for Proposed Addition(s)/Deletion(s)

Provide the academic/program reasons for, and implications of, the proposal(s). These should correspond to the proposals in #1 above.

NOTE: If major changes to a program are proposed, the old program must be phased out, as the new program is phased in.

a) Student demand, recruitment and more work-integrated learning opportunities.

Sociology Co-op (Honours Only)
Year 1
- SOCI 1F90
- one Humanities context credit
- one Sciences context credit
- two elective credits

Year 2
- SOCI 0N90, 2P00 and 2P11
- two SOCI credits numbered 2*(alpha)*00 or above
- two elective credits

Year 3- Fall term

- SOCI 3P00 or 3P01
- SOCI 3P11
- SOCI 3P02
- one SOCI credit numbered 2(alpha)90 to 3(alpha)99

Year 3- Winter Term
- SOCI 0N01 and 2C01

Spring/Summer Sessions:
- SOCI 0N02 and 2C02

Year 4
- SOCI 4P00
- SOCI 3P12
- one SOCI credit numbered 3(alpha)90 or above
- one and one-half SOCI credits numbered 4(alpha)00 or above
- one and one-half elective credits

Spring/Summer Sessions:
- SOCI 0N02 and 2C02

Year 5- Fall term
Two and one-half elective credits

3. Required Documentation/Information

If a new program (degree/major) or stream is being proposed, the following documentation must be submitted:

1. Program Structure: A detailed description of the proposed degree/major and the proposed Calendar Entry (as per B.3 below).

General Information:
Over a four year period, the Sociology Co-op program combines training in relevant academic theory with practical application in an off-campus work setting. Prior to the first work placement, students will spend the first two years at Brock studying core Sociology concepts.

Eligibility to continue in the Co-op program is based on the student's major average and non-major average. A student with a minimum 70 percent major average and a minimum 60 percent non-major average will be permitted to continue. A student with a major average lower than 70 percent will not be permitted to continue in the Sociology Co-op program, but may continue in the BA Sociology non Co-op program. If the student subsequently raises his/her average to 70 percent, the student may be readmitted only if approved by the Co-op Admission Committee.

All students in the Co-operative Education program are required to read, sign and adhere to the terms of the Student Regulations Waiver and Co-op Student Manuals (brocku.ca/co-op/current-students/co-op-student-manuals) as articulated by the Co-op Programs Office. In addition, eligibility to continue in the co-op option is based on the student's major average and non-major average, and the ability to demonstrate the motivation and potential to pursue a professional career.

Each four-month co-operative education work term must be registered. Once students are registered in a co-op work term, they are expected to fulfill their commitment. If the placement accepted is for more than one four-month work term, students are committed to complete all terms. Students may not withdraw from or terminate a work term without permission from the Director, Co-op Program Office. In addition to the current fees for courses in academic study terms, Co-op students are assessed an annual administrative fee (See the schedule of Fees).

The Sociology co-op program designation will be awarded to those students who have completed a four-year degree (Honours) and who have successfully completed a minimum of twelve months of Co-op work experience.

Program Requirements:

Sociology Co-op (Honours only)

Year 1

- SOCI 1F90
- one Humanities context credit
- one Sciences context credit
- two elective credits

Year 2

- SOCI 0N90, 2P00 and 2P11
- two SOCI credits numbered 2*(alpha)*00 or above
- two elective credits

Year 3- Fall term

- SOCI 3P00 or 3P01
- SOCI 3P11
- SOCI 3P02
- one SOCI credit numbered 2(alpha)90 to 3(alpha)99

Year 3- Winter Term

- SOCI 0N01 and 2C01

Spring/Summer Sessions:

- SOCI 0N02 and 2C02

Year 4

- SOCI 4P00
- SOCI 3P12
- one SOCI credit numbered 3(alpha)90 or above
- one and one-half SOCI credits numbered 4(alpha)00 or above
- one and one-half elective credits

Spring/Summer Sessions:

- SOCI 0N02 and 2C02

Year 5- Fall term

Two and one-half elective credits

2. Appropriate Nomenclature: Is the name of the degree and/or major appropriate? Are there similar degrees/majors offered at other universities?

There are currently three Ontario Sociology co-op programs: Ottawa, Waterloo and Carleton.

3. Financial Viability: The Costing of New or Significantly Revised Programs form must be completed and included as part of the submission.

If the Sociology co-op program has an intake of at least 70 students, then the program has enough financial, physical and human resources to run the program based on tuition revenue alone. A letter of support from the Co-op,

Career and Experiential Learning office confirms these details and is included in this application

4. Student Demand: Evidence that there is a demand for the new degree/program on the part of potential students (please note that Section C of the Costing form asks for enrolment projections).

With comparable admissions numbers to Psychology, the department of Sociology expects to see similar admissions numbers. In 2018, the Psychology program had 541 regular stream applications (107 total registered) and 746 co-op applications (98 total registered). In 2018, Sociology had 520 applications (79 total registered).

5. Societal Need: Evidence that there is a need for graduates of the proposed degree/major on the part of society (e.g., letters from potential employers or governmental agencies).

6. Academic Integration: An evaluation of the probability that graduates of the proposed program will be strategically advantaged to pursue successful subsequent (second, third or professional cycle etc.,) programs, whether at Brock or other institutions of higher learning and/or research – both in our region and nationally/internationally.

Students will be able to pursue post-graduate programs with this new stream.

7. Duplication: If the proposed degree/major has duplicative similarities to existing programs in Ontario or Canada, reasons for such duplication.

N/A

8. Library Resources: Certification from the Library that adequate Library resources are available to offer the program (please note that Section A of the Costing form asks for information about the potential cost of additional Library resources).

N/A

9. Information Technology: If significant IT resources will be required to offer the new degree/major, certification from the Chief Information Officer that adequate resources will be available is required (please note that Section D of the Costing form asks for information about IT resources).

N/A

10. Decanal/Co-operating Department(s)/Centre(s): The Dean of the appropriate Faculty must certify that the new degree/major is an appropriate and desirable addition to the academic program of the Faculty and any co-operating department(s)/centre(s) must certify that they are prepared to participate in the offering of the new degree/major.

Dean's letter is attached.

NOTE: If a new minor or certificate program is being proposed, and it does not involve the addition of any courses to the course bank, only item 1. (from the above list) is required.

Part B – Program Changes

1. Proposal(s) and Effective Date(s)

Please note: The Calendar year runs from May 1 to April 30 and begins with the Spring/Summer sessions.
All programs being changed will be effective beginning Spring Session.
List all proposals, to be implemented, numerically in the following order:

a) Addition of Trent Newmeyer to Associate Professor listing
b) SOCI 0N01, SOCI 0N02, SOCI 0N03, SOCI 0N90, SOCI 2C01, SOCI 2C02, and SOCI 2C03 be added to the course bank
c) Removal of seminar component for *SOCI 3P45 (#CRIM 3P45, #WGST3P45)
d) Addition of seminar component for *SOCI 2P11(#CRIM 2P11) *SOCI 3P96 (#CRIM 3P96)

2. Explanation of Proposed Change(s)

Provide the academic/program reasons for, and implications of, the proposal(s). These should correspond to the proposals in #1 above.

a) Updating List
b) New Courses to be added to the course bank as a result of the new Sociology Co-op program
c) At the request of the instructor. With the new Critical Criminology degree being launched, the instructor of SOCI 3P45, wants to redesign the courses to offer more in-class time. In the last hour, he plans on grouping the class into small groups and facilitate group discussions with TA support. He has requested, through scheduling, a room that will easily facilitate this.
d) At the request of the instructors. The instructor found in her teaching evaluations that students missed having the seminar component in the course. With her desire to improve student success, the instructor decided to follow through on these requests.

3. Program Changes - Proposed Calendar Copy

Please ensure that all course titles adhere to a maximum 45 characters and all course descriptions adhere to a maximum of 60 words and include all prerequisites, restrictions, course notes, exclusions, course format, and contact hours. Department/Centre/Program information and course information (revised from current calendar) should be inserted here.

If changes in other programs will have an effect on your program(s), please incorporate those changes into your calendar copy below.

a) Addition of Trent Newmeyer to Associate Professor listing.

Chair
Dennis Soron

Professors

Janet Conway, June Corman, Andrea Doucet, Thomas Dunk, Jane Helleiner, Murray Smith, John Sorenson, Michelle Webber

Associate Professors
Kate Bezanson, Jonah Butovsky, Nancy Cook, Lauren Corman, Ifeanyi Ezeonu, Margot Francis, Kevin Gosine, Tamari Kitossa, Trent Newmeyer, Hijin Park, Mary-Beth Raddon, Dennis Soron

Assistant Professor
Katerina Deliovsky

Academic Administrator
Lindsay Shaw

b.) SOCI 0N01, SOCI 0N02, SOCI 0N03, SOCI 0N90, SOCI 2C01, SOCI 2C02, and SOCI 2C03 be added to the course bank

CO-OP COURSES
SOCI 0N01
Work Placement I
First co-op work placement (4 months) with an approved employer.
Restriction: open to SOCI Co-op students.

SOCI 0N02
Work Placement II
Second co-op work placement (4 months) with an approved employer.
Restriction: open to SOCI Co-op students.

SOCI 0N03
Work Placement III
Third co-op work placement (4 months) with an approved employer.
Restriction: open to SOCI Co-op students.

SOCI 0N90
Co-op Professional Preparation
Provides students with the tools, resources and skills to maximize co-op employment and professional development opportunities.
Lectures, presentation, site visits, 1.5 hours per week.
Restriction: open to SOCI Co-op students.

SOCI 2C01
Co-op Reflective Learning and Integration I
Provide student with the opportunity to apply what they've learned in their academic studies through career-oriented work experiences at employer sites.
Restriction: open to SOCI Co-op students.
Prerequisite(s): SOCI 0N90.
Corequisite(s): SOCI 0N01.

Note: students will be required to prepare learning objectives, participate in a site visit, write a work term report and receive a successful work term performance evaluation.

SOCI 2C02
Co-op Reflective Learning and Integration II
Provide student with the opportunity to apply what they've learned in their academic studies through career-oriented work experiences at employer sites.
Restriction: open to SOCI Co-op students.
Prerequisite(s): SOCI 0N90.
Corequisite(s): SOCI 0N02.
Note: students will be required to prepare learning objectives, participate in a site visit, write a work term report and receive a successful work term performance evaluation.

SOCI 2C03
Co-op Reflective Learning and Integration III
Provide student with the opportunity to apply what they've learned in their academic studies through career-oriented work experiences at employer sites.
Restriction: open to SOCI Co-op students.
Prerequisite(s): SOCI 0N90.
Corequisite(s): SOCI 0N03.
Note: students will be required to prepare learning objectives, participate in a site visit, write a work term report and receive a successful work term performance evaluation.

a) Removal of seminar component for *SOCI 3P45 (#CRIM 3P45, #WGST3P45)

* SOCI 3P45
Sociology of African Canadians
(also offered as CRIM 3P45 and WGST 3P45)
Sociological perspectives and issues in the lives of African Canadians. Topics may include contemporary and historical immigration patterns, slavery, criminal justice, family, gender analysis, racism, sexual identity, labour, the civil rights movement, desegregation, Diasporan debates, and contributions in arts and science. Addresses men's and women's issues equally.
Lectures, ~~seminar,~~ 3 hours per week.
Restriction: students must have a minimum of 7.0 overall credits or 2.0 CRIM credits above CRIM 1F90.
Prerequisite(s): CRIM 1F90 or WGST 1F90.

d.) Addition of seminar component for *SOCI 2P11(#CRIM 2P11) *SOCI 3P96 (#CRIM 3P96)
* SOCI 2P11
Introduction to Research Methods
(also offered as CRIM 2P11)
Research techniques employed by sociologists and the formulation of research designs appropriate to various kinds of intellectual problems in the social sciences, including the relationship between social theory and social research, the logic of research design, fundamental techniques of data collection and ethical issues in social research.

Lectures, seminar, 3 hours per week.
Restriction: open to CRIM, SOCI (single or combined) majors, CRIM, CRAS and SOCI minors until date specified in Registration guide.
Prerequisite(s): CRIM 1F90.

* SOCI 3P96
Human Migration in a Globalized World
(also offered as CRIM 3P96)
Examination of histories, political economies, social relations and cultural meanings of global human migration. Topics may include voluntary and forced migration, immigration, refugee issues, tourism, borders, securitization, citizenship, diaspora and transnationalism.
Lectures, seminar, 3 hours per week.
Restriction: Students must have a minimum of 7.0 overall credits or 2.0 CRIM credits above CRIM 1F90.
Prerequisite(s): CRIM 1F90.

Part C - Course Additions/Deletions/Revisions

1. Additions to the Course Bank

(To be completed for all new courses, including courses newly cross-listed; one complete submission for each course.) Please ensure that all questions are answered below. Please indicate responses to questions with an "x" (to ensure proper downloading).

Course abbreviation, number and title (no description required):

SOCI 0N01
Work Placement I
First co-op work placement (4 months) with an approved employer.
Restriction: open to SOCI Co-op students.

1. Is this course cross-listed? Y__ N _x__
   If yes, which department will be financially responsible as the Home department/centre?
   _____

2. If there are additional expenses to be borne by the student, e.g. field trip, please indicate here.

Yes, co-op costs.

3. Does this addition affect program requirements in your department? Y___ N__x__
   If yes, please include details in **Part B, section 2**.

4. Does this addition affect program requirements in other departments? Y___ N__x_
   If yes, please ensure that consultation has occurred with all departments/centers affected by additions or deletions of courses, to programs. Signature of a representative from each department/centre affected by this change must accompany the hard-copy submission, to verify consultation.

5. Does this addition have any impact on future admission requirements to Brock?
   Y ____ N __x__

6. Will this course be delivered on-line? Is this a new modality (ie formerly delivered face to face)
   Y ____ N __x___

7. Does this course result from the splitting of course(s) currently or formerly in the course bank?
   Y___ N__x_ (If yes, please identify.)

8. Does this course result from the joining of two or more courses? Y___ N__x_
   (If yes, please identify.)

9. Does this course result from the renumbering of another (current or previously offered) course? Y___ N__x__
   (If yes, please identify.)

Additions to the Course Bank

(To be completed for all new courses, including courses newly cross-listed; one complete submission for each course.) Please ensure that all questions are answered below. Please indicate responses to questions with an "x" (to ensure proper downloading).

Course abbreviation, number and title (no description required):

SOCI 0N02
Work Placement II
Second co-op work placement (4 months) with an approved employer.
Restriction: open to SOCI Co-op students.

1. Is this course cross-listed? Y__ N _x__
   If yes, which department will be financially responsible as the Home department/centre?
   _____

2. If there are additional expenses to be borne by the student, e.g. field trip, please indicate here.

Yes, co-op costs.

3. Does this addition affect program requirements in your department? Y___ N__x__
   If yes, please include details in **Part B, section 2**.

4. Does this addition affect program requirements in other departments? Y___ N__x_
   If yes, please ensure that consultation has occurred with all departments/centers affected by additions or deletions of courses, to programs. Signature of a representative from each department/centre affected by this change must accompany the hard-copy submission, to verify consultation.

5. Does this addition have any impact on future admission requirements to Brock?
   Y ____ N __x__

6. Will this course be delivered on-line? Is this a new modality (ie formerly delivered face to face)
   Y ____ N __x___

7. Does this course result from the splitting of course(s) currently or formerly in the course bank?
   Y___ N__x_ (If yes, please identify.)

8. Does this course result from the joining of two or more courses? Y___ N__x_
   (If yes, please identify.)

9. Does this course result from the renumbering of another (current or previously offered) course? Y___ N__x__
   (If yes, please identify.)

Additions to the Course Bank

(To be completed for all new courses, including courses newly cross-listed; one complete submission for each course.) Please ensure that all questions are answered below. Please indicate responses to questions with an "x" (to ensure proper downloading).

Course abbreviation, number and title (no description required):

SOCI 0N03
Work Placement III
Third co-op work placement (4 months) with an approved employer.
Restriction: open to SOCI Co-op students.

1. Is this course cross-listed? Y__ N _x__
   If yes, which department will be financially responsible as the Home department/centre?
   _____

2. If there are additional expenses to be borne by the student, e.g. field trip, please indicate here.

Yes, co-op costs.

3. Does this addition affect program requirements in your department? Y___ N__x__
   If yes, please include details in **Part B, section 2**.

4. Does this addition affect program requirements in other departments? Y___ N__x_
   If yes, please ensure that consultation has occurred with all departments/centers affected by additions or deletions of courses, to programs. Signature of a representative from each department/centre affected by this change must accompany the hard-copy submission, to verify consultation.

5. Does this addition have any impact on future admission requirements to Brock?
   Y ____ N __x__

6. Will this course be delivered on-line? Is this a new modality (ie formerly delivered face to face)
   Y ____ N __x___

7. Does this course result from the splitting of course(s) currently or formerly in the course bank?
   Y___ N__x_ (If yes, please identify.)

8. Does this course result from the joining of two or more courses? Y___ N__x_
   (If yes, please identify.)

9. Does this course result from the renumbering of another (current or previously offered) course? Y___ N__x__
   (If yes, please identify.)

Additions to the Course Bank

(To be completed for all new courses, including courses newly cross-listed; one complete submission for each course.) Please ensure that all questions are answered below. Please indicate responses to questions with an "x" (to ensure proper downloading).

Course abbreviation, number and title (no description required):

SOCI 0N90
Co-op Professional Preparation
Provides students with the tools, resources and skills to maximize co-op employment and professional development opportunities.
Lectures, presentation, site visits, 1.5 hours per week.
Restriction: open to SOCI Co-op students.

1. Is this course cross-listed? Y__ N _x__
   If yes, which department will be financially responsible as the Home department/centre?
   _____

2. If there are additional expenses to be borne by the student, e.g. field trip, please indicate here.

Yes, co-op costs.

3. Does this addition affect program requirements in your department? Y___ N__x__
   If yes, please include details in **Part B, section 2**.

4. Does this addition affect program requirements in other departments? Y___ N__x_
   If yes, please ensure that consultation has occurred with all departments/centers affected by additions or deletions of courses, to programs. Signature of a representative from each department/centre affected by this change must accompany the hard-copy submission, to verify consultation.

5. Does this addition have any impact on future admission requirements to Brock?
   Y ____ N __x__

6. Will this course be delivered on-line? Is this a new modality (ie formerly delivered face to face)
   Y ____ N __x___

7. Does this course result from the splitting of course(s) currently or formerly in the course bank?
   Y___ N__x_ (If yes, please identify.)

8. Does this course result from the joining of two or more courses? Y___ N__x_
   (If yes, please identify.)

9. Does this course result from the renumbering of another (current or previously offered) course? Y___ N__x__
   (If yes, please identify.)

Additions to the Course Bank

(To be completed for all new courses, including courses newly cross-listed; one complete submission for each course.) Please ensure that all questions are answered below. Please indicate responses to questions with an "x" (to ensure proper downloading).

Course abbreviation, number and title (no description required):

SOCI 2C01
Co-op Reflective Learning and Integration I
Provide student with the opportunity to apply what they've learned in their academic studies through career-oriented work experiences at employer sites.
Restriction: open to SOCI Co-op students.
Prerequisite(s): SOCI 0N90.
Corequisite(s): SOCI 0N01.
Note: students will be required to prepare learning objectives, participate in a site visit, write a work term report and receive a successful work term performance evaluation.

1. Is this course cross-listed? Y__ N _x__
   If yes, which department will be financially responsible as the Home department/centre?
   _____

2. If there are additional expenses to be borne by the student, e.g. field trip, please indicate here.

Yes, co-op costs.

3. Does this addition affect program requirements in your department? Y___ N__x__
   If yes, please include details in **Part B, section 2**.

4. Does this addition affect program requirements in other departments? Y___ N__x_
   If yes, please ensure that consultation has occurred with all departments/centers affected by additions or deletions of courses, to programs. Signature of a representative from each department/centre affected by this change must accompany the hard-copy submission, to verify consultation.

5. Does this addition have any impact on future admission requirements to Brock?
   Y ____ N __x__

6. Will this course be delivered on-line? Is this a new modality (ie formerly delivered face to face)
   Y ____ N __x___

7. Does this course result from the splitting of course(s) currently or formerly in the course bank?
   Y___ N__x_ (If yes, please identify.)

8. Does this course result from the joining of two or more courses? Y___ N__x_
   (If yes, please identify.)

9. Does this course result from the renumbering of another (current or previously offered) course? Y___ N__x__

Additions to the Course Bank

(To be completed for all new courses, including courses newly cross-listed; one complete submission for each course.) Please ensure that all questions are answered below. Please indicate responses to questions with an "x" (to ensure proper downloading).

Course abbreviation, number and title (no description required):

SOCI 2C02
Co-op Reflective Learning and Integration II
Provide student with the opportunity to apply what they've learned in their academic studies through career-oriented work experiences at employer sites.
Restriction: open to SOCI Co-op students.
Prerequisite(s): SOCI 0N90.
Corequisite(s): SOCI 0N02.
Note: students will be required to prepare learning objectives, participate in a site visit, write a work term report and receive a successful work term performance evaluation.

1. Is this course cross-listed? Y__ N _x__
   If yes, which department will be financially responsible as the Home department/centre?
   _____

2. If there are additional expenses to be borne by the student, e.g. field trip, please indicate here.

Yes, co-op costs.

3. Does this addition affect program requirements in your department? Y___ N__x__
   If yes, please include details in **Part B, section 2**.

4. Does this addition affect program requirements in other departments? Y___ N__x_
   If yes, please ensure that consultation has occurred with all departments/centers affected by additions or deletions of courses, to programs. Signature of a representative from each department/centre affected by this change must accompany the hard-copy submission, to verify consultation.

5. Does this addition have any impact on future admission requirements to Brock?
   Y ____ N __x__

6. Will this course be delivered on-line? Is this a new modality (ie formerly delivered face to face)
   Y ____ N __x___

7. Does this course result from the splitting of course(s) currently or formerly in the course bank?
   Y___ N__x_ (If yes, please identify.)

8. Does this course result from the joining of two or more courses? Y___ N__x_
   (If yes, please identify.)

9. Does this course result from the renumbering of another (current or previously offered) course? Y___ N__x__

Additions to the Course Bank

(To be completed for all new courses, including courses newly cross-listed; one complete submission for each course.) Please ensure that all questions are answered below. Please indicate responses to questions with an "x" (to ensure proper downloading).

Course abbreviation, number and title (no description required):

SOCI 2C03
Co-op Reflective Learning and Integration III
Provide student with the opportunity to apply what they've learned in their academic studies through career-oriented work experiences at employer sites.
Restriction: open to SOCI Co-op students.
Prerequisite(s): SOCI 0N90.
Corequisite(s): SOCI 0N03.
Note: students will be required to prepare learning objectives, participate in a site visit, write a work term report and receive a successful work term performance evaluation.

1. Is this course cross-listed? Y__ N _x__
   If yes, which department will be financially responsible as the Home department/centre?
   _____

2. If there are additional expenses to be borne by the student, e.g. field trip, please indicate here.

Yes, co-op costs.

3. Does this addition affect program requirements in your department? Y___ N__x__
   If yes, please include details in **Part B, section 2**.

4. Does this addition affect program requirements in other departments? Y___ N__x_
   If yes, please ensure that consultation has occurred with all departments/centers affected by additions or deletions of courses, to programs. Signature of a representative from each department/centre affected by this change must accompany the hard-copy submission, to verify consultation.

5. Does this addition have any impact on future admission requirements to Brock?
   Y ____ N __x__

6. Will this course be delivered on-line? Is this a new modality (ie formerly delivered face to face)
   Y ____ N __x___

7. Does this course result from the splitting of course(s) currently or formerly in the course bank?
   Y___ N__x_ (If yes, please identify.)

8. Does this course result from the joining of two or more courses? Y___ N__x_
   (If yes, please identify.)

9. Does this course result from the renumbering of another (current or previously offered) course? Y___ N__x__

2. Course Deletions

Please identify all courses and programs affected by the deletion of course(s) (e.g., prerequisites, program requirements, etc.). Please ensure that consultation has occurred with all departments/centers affected by additions or deletions of courses, to programs. Signatures of a representative from each department/centers affected by this deletion must accompany the hard-copy submission, to verify consultation.

3. Course Revisions

Please list (**number and title only**) all currently existing courses you propose to revise (i.e., change to number, title, or description).

Part D - Consultation and Approvals

Academic Consultation and Results
Please identify consultations with all departments/centers (Faculty as appropriate) affected by these changes and the results of those discussions. Attach copy of all correspondence, verifying agreement of all parties, to the proposed changes.

IT/ET Consultation
Please submit a hard copy of the IT/ET support form for each on-line course added to the course bank (with the exception of cross-listed courses which already exist in another department/centre). Click here for the IT/ET Support form.

Library Consultation
Please submit a hard copy of the Library Support form for each course added to the course bank (with the exception of cross-listed courses which already exist in another department/centre). Click here for the Library Support form.

Approvals
Please ensure that a printed copy of this submission is sent to your Dean for collection on **October 31.**

Chair — Date: Jan 22 /20

Lindsay Shaw — Departmental Contact for Questions | x3135 — Telephone | lshaw2@brocku.ca — E-Mail Address

Dean — Date: January 23, 2020

Faculty of Social Sciences
Office of the Dean

Niagara Region
1812 Sir Isaac Brock Way
St. Catharines, ON
L2S 3A1 Canada
T 905 688 5550 x3425
F 905 641 5076

brocku.ca

MEMORANDUM

FROM: Ingrid Makus, Dean, Faculty of Social Sciences

TO: Members of the Academic Review Committee

DATE: October 8, 2019

RE: **Major Modification to the Sociology Honours program**

I support of the major modification request to add a co-op component to the Sociology Honours program. This is a desirable change that promotes Faculty and University-wide strategic objectives.

IM/fn

Brock University

Co-op, Career & Experiential Education

New Co-op Program Proposal

This form is to be used by academic units seeking to introduce a co-op program to its new or existing degree program at either the Undergraduate or Graduate level. The New Co-op Program Proposal is to be completed by the academic unit with a full consultation with the Co-op Education Office prior to submitting the Statement of Intent (SOI).

The purpose of this form is to help assess the viability of the new co-op program based on the following areas:

1. The learning outcome of the proposed new co-op program;
2. The employer demand and student interest of such a co-op program;
3. The lead time and additional resources (both financial and staffing) would be required to undertake and maintain the quality and viability of the new co-op program.

Co-op Program Proposal for

[Sociology]

Proponent	Academic*	Co-op Education
Name:	Lindsay Shaw	Julia Zhu
Title & Unit:	Academic Advisor, Department of Sociology	Associate Director, Co-op Education - CCEE
Email:	Lshaw2@brocku.ca	jzhu@brocku.ca

*Note: The Academic Proponent will be the support person within the academic unit who will act as an academic support to the Co-op Education Office to assist in decision making, communication and upholding the quality and associated requirements of the co-op program. The Academic Proponent may not necessarily be the same lead as the lead member for the PPB process in the academic unit.

1. Program objective and structure

How does the co-op program contribute to the educational goals of the degree program?

Co-operative education combines traditional undergraduate academic programming and relevant work experience in alternating terms. The work term experiences are designed to prepare students for their transition from university to the professional community. Academic degree programs with co-op enable students to not only acquire experience in their areas of career interest and also gain skills, knowledge in career development and confidence necessary for their future career goals. The practical experiences and academic studies complement one another.

Is the proposed program structure able to support a three-semester system with year-round supply of co-op students?

- ✓ YES
- ☐ NO

Please list your proposed work/study sequence:

- Year 2 Fall: SOCI 0N90 (Co-op Professional Preparation Course)
- Year 3 Winter: SOCI 0N01 and 2C01 (Work term 1)
- Year 3 SS: SOCI 0N02 and 2C02 (Work term 2)
- Year 4 SS: SOCI 0N03 and 2C03 (Work term 3)

Co-op stream students will graduate in 4.5 years.

2. Employment market demand

Are there co-op programs of a similar nature offered by other post-secondary institutions that may/will provide competition to this proposed co-op program?

- ✓ YES
- ☐ NO

There are currently three PSEs in Ontario that offer Sociology Co-op programs (Ottawa, Waterloo and Carleton). All three offer diversified concentrations, some including a business option and in French.

Is there any projected impact of existing Brock programs on co-op employment for proposed co-op program?

- ✓ YES
- ☐ NO

If "YES", please list programs that will be impacted:

Going through the academic training in the program, our Sociology major students can develop many transferable skills including critical and analytical thinking, research and project development, communication and writing, and organizational skills. Hence, we expect that some existing co-op employer partners will consider hiring Sociology major students as they share similar fundamental skills mentioned above with students from our Business, Psychology, History, Public Administration and Labor Studies co-op programs.

Does the academic unit feel there is a strong demand for students with the skill being taught by the proposed degree program?

- ✓ YES
- ☐ NO

Please list examples of positions available in the employment market:

Sample Jobs Duties

- Analyzing social, economic and political issues
- Designing promotional material for the public
- Data or program analysis
- Fundraiser
- Human Resources duties and conducting interviews
- Interpreting study results
- Marketing of products or services
- Researching and designing solutions for social problems
- Policy analyst
- Organizing conferences and special events
- Writing strategic communication plans
- Writing research reports
- Youth Services Worker

What is the geographic scope of the employer need?

- ✓ Local
- ✓ Regional
- ✓ Provincial
- ✓ National
- ☐ International

Please list examples of employer prospects from selected location above:

Many opportunities will likely be in government or the not-for-profit sector. We anticipate that there will be many opportunities in Ottawa and Toronto which will require students to be mobile.

- Canada Border Services Agency
- Canadian Security Intelligence Services
- Center for Rural and Northern Health Research
- Employment and Social Development Canada
- Family and Children Services Niagara
- Global Affairs Canada
- Home Suite Hope
- John Howard Society of Niagara
- Law Offices
- Metis Nation of Ontario- Thorold
- Mercy for Animals
- Niagara Regional Native Centre
- Ontario Human Rights Commission
- Pathstone Mental Health
- Pets Alive Niagara
- Precima
- Public Health Agency of Canada
- Red Hill Research Consultancy
- Salvation Army
- Statistics Canada
- Therapy Tails Ontario
- The RAFT- Niagara Resource Service for Youth
- YMCA Employment & Immigrant Services

3. Resources

Will Co-op Education require additional staffing resources to be hired to support this program?

- ✓ YES
- ☐ NO

If "YES", please provide details:

The Department expects that Sociology co-op program will have a similar enrolment percentage comparing to Psychology (PSYC) Co-op program. In 2019 Fall, 48% of year 1 PSYC students are co-op students. 116 year 1 Sociology students were admit into the program this year and therefore, we project that our first cohort of Sociology co-op students in Fall 2020 would be around 60 which will bring in an immediate additional revenue of $48,000 (60 X $800) from the co-op entry fee along and in a year, there would be approximately another $32,550 (40 X $775) from the 0N90 Co-op Professional Preparation Course factoring in 30% attrition rate from year 1 to 2 due to academic performance. A projected total revenue for the University in first year of launching the Sociology co-op program would be $80,550.

It was agreed that Sociology major students have much broader career paths/options which will require more in-depth individual coaching and guidance to help students narrow down what they would like to do for their co-op and what is realistic for them to do based on their skill sets. Hence, the Co-op Education Office will require additional staffing support (i.e. a Student Talent Performance Consultant) to manage the new program. The projected total revenue will cover the additional staffing cost.

Will Co-op Education require an increase in budget allotment resulted from the proposal?

- ✓ YES
- ☐ NO

If "YES", please provide details:

We anticipate increase in investment in employer development (i.e. on-site visits, industry conferences) due to the employer cross overs with other existing co-op programs listed in Section 2. The cost of technology in resume writing will go up because it is based on usage. Our printing cost will increase as well for our 0N90 workbooks, handouts and employer specific collaterals. We estimate $3000 increase in operational expense in first year of launching the program.

Department Signatures:

Dennis Soron
Chair, Department of Sociology

Cara Krezek
Director, Co-op, Career & Experiential Education

"Template" for Calendar Revision Submissions

Department/Centre
Sociology

Program(s)
Critical Criminology

Part A - Program Additions/Terminations

1. Proposal(s) and Effective Date(s)

Please note: The Calendar year runs from May 1 to April 30 and begins with the Spring/Summer sessions.
All new programs being introduced or the termination of programs will be effective beginning Spring Session.
List all new/terminated major/minor/concentration/certificate programs, to be implemented/terminated. Please state the proposal(s) in the form of a motion or series of motions. e.g., "Major in XXXX, be introduced"; "Major in XXXX be terminated"

2. Explanation for Proposed Addition(s)/Deletion(s)

Provide the academic/program reasons for, and implications of, the proposal(s). These should correspond to the proposals in #1 above.

NOTE: If major changes to a program are proposed, the old program must be phased out, as the new program is phased in.

3. Required Documentation/Information

If a new program (degree/major) or stream is being proposed, the following documentation must be submitted:

1. Program Structure: A detailed description of the proposed degree/major and the proposed Calendar Entry (as per B.3 below).

2. Appropriate Nomenclature: Is the name of the degree and/or major appropriate? Are there similar degrees/majors offered at other universities?

3. Financial Viability: The Costing of New or Significantly Revised Programs form must be completed and included as part of the submission.

4. Student Demand: Evidence that there is a demand for the new degree/program on the part of potential students (please note that Section C of the Costing form asks for enrolment projections).

5. Societal Need: Evidence that there is a need for graduates of the proposed degree/major on the part of society (e.g., letters from potential employers or governmental agencies).

6. Academic Integration: An evaluation of the probability that graduates of the proposed program will be strategically advantaged to pursue successful subsequent (second, third or professional cycle etc.,) programs, whether at Brock or other institutions of higher learning and/or research – both in our region and nationally/internationally.

7. Duplication: If the proposed degree/major has duplicative similarities to existing programs in Ontario or Canada, reasons for such duplication.

8. Library Resources: Certification from the Library that adequate Library resources are available to offer the program (please note that Section A of the Costing form asks for information about the potential cost of additional Library resources).

9. Information Technology: If significant IT resources will be required to offer the new degree/major, certification from the Chief Information Officer that adequate resources will be available is required (please note that Section D of the Costing form asks for information about IT resources).

10. Decanal/Co-operating Department(s)/Centre(s): The Dean of the appropriate Faculty must certify that the new degree/major is an appropriate and desirable addition to the academic program of the Faculty and any co-operating department(s)/centre(s) must certify that they are prepared to participate in the offering of the new degree/major.

NOTE: If a new minor or certificate program is being proposed, and it does not involve the addition of any courses to the course bank, only item 1. (from the above list) is required.

Part B – Program Changes

1. Proposal(s) and Effective Date(s)

Please note: The Calendar year runs from May 1 to April 30 and begins with the Spring/Summer sessions.
All programs being changed will be effective beginning Spring Session.
List all proposals, to be implemented, numerically in the following order:

a) Removal of seminar component for *CRIM 2P62 (#SOCI 2P62)

2. Explanation of Proposed Change(s)

Provide the academic/program reasons for, and implications of, the proposal(s). These should correspond to the proposals in #1 above.

b) At the request of the instructor. With the new Critical Criminology degree being launched, the instructor of CRIM 2P62 wants to redesign the courses to offer more in-class time. In the last hour, he plans on grouping the class into small groups and facilitate group discussions with TA support. He has requested, through scheduling, a room that will easily facilitate this.

3. Program Changes - Proposed Calendar Copy

Please ensure that all course titles adhere to a maximum 45 characters and all course descriptions adhere to a maximum of 60 words and include all prerequisites, restrictions, course notes, exclusions, course format, and contact hours. Department/Centre/Program information and course information (revised from current calendar) should be inserted here.

a) Removal of seminar component for *CRIM 2P62 (#SOCI 2P62)

* CRIM 2P62
Sociology of Criminal Justice
(also offered as SOCI 2P62)
Inequality in the creation and enforcement of law in the administration and operation of the Canadian criminal legal system. Critical perspective on the social construction of law, role of courts, problematics of policing and enforcement, crime and criminalization, and issues in punishment and imprisonment.
Lectures, ~~seminar~~, 3 hours per week.
Restriction: open to CRIM, SOCI (single or combined) majors, CRIM, CRAS and SOCI minors until date specified in Registration guide.
Prerequisite(s): CRIM 1F90.

If changes in other programs will have an effect on your program(s), please incorporate those changes into your calendar copy below.

Part C - Course Additions/Deletions/Revisions

1. Additions to the Course Bank

(To be completed for all new courses, including courses newly cross-listed; one complete submission for each course.) Please ensure that all questions are answered below. Please indicate responses to questions with an "x" (to ensure proper downloading).

Course abbreviation, number and title (no description required):

1. Is this course cross-listed? Y__ N___
   If yes, which department will be financially responsible as the Home department/centre?
   _____

2. If there are additional expenses to be borne by the student, e.g. field trip, please indicate here.

3. Does this addition affect program requirements in your department? Y___ N___
   If yes, please include details in **Part B, section 2**.

4. Does this addition affect program requirements in other departments? Y___ N___
   If yes, please ensure that consultation has occurred with all departments/centers affected by additions or deletions of courses, to programs. Signature of a representative from each department/centre affected by this change must accompany the hard-copy submission, to verify consultation.

5. Does this addition have any impact on future admission requirements to Brock?
   Y ____ N ____

6. Will this course be delivered on-line? Is this a new modality (ie formerly delivered face to face)
   Y ____ N _____

7. Does this course result from the splitting of course(s) currently or formerly in the course bank?
   Y___ N___ (If yes, please identify.)

8. Does this course result from the joining of two or more courses? Y___ N___
   (If yes, please identify.)

9. Does this course result from the renumbering of another (current or previously offered) course? Y___ N___
   (If yes, please identify.)

2. Course Deletions

Please identify all courses and programs affected by the deletion of course(s) (e.g., prerequisites, program requirements, etc.). Please ensure that consultation has occurred with all departments/centers affected by additions or deletions of courses, to programs. Signatures of a representative from each department/centers affected by this deletion must accompany the hard-copy submission, to verify consultation.

3. Course Revisions

Please list (**number and title only**) all currently existing courses you propose to revise (i.e., change to number, title, or description).

Part D - Consultation and Approvals

Academic Consultation and Results
Please identify consultations with all departments/centers (Faculty as appropriate) affected by these changes and the results of those discussions. Attach copy of all correspondence, verifying agreement of all parties, to the proposed changes.

IT/ET Consultation
Please submit a hard copy of the IT/ET support form for each on-line course added to the course bank (with the exception of cross-listed courses which already exist in another department/centre). Click here for the IT/ET Support form.

Library Consultation
Please submit a hard copy of the Library Support form for each course added to the course bank (with the exception of cross-listed courses which already exist in another department/centre). Click here for the Library Support form.

Approvals
Please ensure that a printed copy of this submission is sent to your Dean for collection on **October 31.**

Chair — Date: Jan 22 / 20

Lindsay Shaw — Departmental Contact for Questions | x 3135 — Telephone | lshaw2@brocku.ca — E-Mail Address

Dean — Date: January 23, 2020

"Template" for Calendar Revision Submissions

Department/Centre
Department of Educational Studies

Program(s) Bachelor of Early Childhood Education (Honours only)

Part A - Program Additions/Terminations

1. Proposal(s) and Effective Date(s)

Please note: The Calendar year runs from May 1 to April 30 and begins with the Spring/Summer sessions.
All new programs being introduced or the termination of programs will be effective beginning Spring Session.
List all new/terminated major/minor/concentration/certificate programs, to be implemented/terminated. Please state the proposal(s) in the form of a motion or series of motions. e.g., "Major in XXXX, be introduced"; "Major in XXXX be terminated"

2. Explanation for Proposed Addition(s)/Deletion(s)

Provide the academic/program reasons for, and implications of, the proposal(s). These should correspond to the proposals in #1 above.

3. Required Documentation/Information

If a new program (degree/major) or stream is being proposed, the following documentation must be submitted:

1. Program Structure: A detailed description of the proposed degree/major and the proposed Calendar Entry (as per B.3 below).

2. Appropriate Nomenclature: Is the name of the degree and/or major appropriate? Are there similar degrees/majors offered at other universities?

3. Financial Viability: The Costing of New or Significantly Revised Programs form must be completed and included as part of the submission.

4. Student Demand: Evidence that there is a demand for the new degree/program on the part of potential students (please note that Section C of the Costing form asks for enrolment projections).

5. Societal Need: Evidence that there is a need for graduates of the proposed degree/major on the part of society (e.g., letters from potential employers or governmental agencies).

6. Academic Integration: An evaluation of the probability that graduates of the proposed program will be strategically advantaged to pursue successful subsequent (second, third or professional cycle etc.,) programs, whether at Brock or other institutions of higher learning and/or research - both in our region and nationally/internationally.

7. Duplication: If the proposed degree/major has duplicative similarities to existing programs in Ontario or Canada, reasons for such duplication.

8. Library Resources: Certification from the Library that adequate Library resources are available to offer the program (please note that Section A of the Costing form asks for information about the potential cost of additional Library resources).

9. Information Technology: If significant IT resources will be required to offer the new degree/major, certification from the Chief Information Officer that adequate resources will be available is required (please note that Section D of the Costing form asks for information about IT resources).

10. Decanal/Co-operating Department(s)/Centre(s): The Dean of the appropriate Faculty must certify that the new degree/major is an appropriate and desirable addition to the academic program of the Faculty and any co-operating department(s)/centre(s) must certify that they are prepared to participate in the offering of the new degree/major.

NOTE: If a new minor or certificate program is being proposed, and it does not involve the addition of any courses to the course bank, only item 1. (from the above list) is required.

Part B - Program Changes

1. Proposal(s) and Effective Date(s)

Please note: The Calendar year runs from May 1 to April 30 and begins with the Spring/Summer sessions.
All programs being changed will be effective beginning Spring Session.
List all proposals, to be implemented, numerically in the following order:

1. Add EDUC 3P45 as an elective in the Bachelor of Early Childhood Education Program.

2. Explanation of Proposed Change(s)

Provide the academic/program reasons for, and implications of, the proposal(s). These should correspond to the proposals in #1 above.

1. With the need to ensure language development is addressed across the early years, adding this elective can provide students with the option of delving more into the foundations of reading for children and provide an experiential opportunity to strengthen their skills in both supporting and monitoring/reporting young readers.

3. Program Changes - Proposed Calendar Copy

Please ensure that all course titles adhere to a maximum 45 characters and all course descriptions adhere to a maximum of 60 words and include all prerequisites, restrictions, course notes, exclusions, course format, and contact hours. Department/Centre/Program information and course information (revised from current calendar) should be inserted here.

If changes in other programs will have an effect on your program(s), please incorporate those changes into your calendar copy below.

Bachelor of Early Childhood Education (Honours only)

This program does not lead to an Ontario Teacher Certificate.

Years 1 and 2 taken at College

- Completion of Early Childhood Education diploma

Year 3

- INDG 2F95
- EDUC 3F02, 3P50, 3P51, 3P53 and 3P85
- one credit from EDUC 3F01, 3P00, 3P40, 3P45, 3P70, 3P91, 4P03, 4P46, 4P62, 4P70, ADED 2F90, 2F91

EDUC 3P45
Reading and Literacy Development
Overview of the reading process, acquisition of reading and writing skills and evidence-based instruction. Focus on cognitive, linguistic and sociocultural influences.
Lectures, seminar, 3 hours per week.
Restriction: open to CHYS BA (Honours)/BEd (Primary/Junior), BA Integrated Studies (Honours)/BEd (Junior/Intermediate), BA Interactive Arts and Science (Honours)/BEd (Junior/Intermediate), BSc Integrated Studies (Honours)/BEd (Junior/Intermediate), BPhEd (Honours)/BEd (Junior/Intermediate) majors and BECE majors with a minimum of 6.0 overall credits until date specified in Registration guide.
Note: optional practicum may be available. Students require a current police record check, with a vulnerable sector screening.

Part C - Course Additions/Deletions/Revisions

1. Additions to the Course Bank

(To be completed for all new courses, including courses newly cross-listed; one complete submission for each course.) Please ensure that all questions are answered below. Please indicate responses to questions with an "x" (to ensure proper downloading).

Course abbreviation, number and title (no description required):

1. Is this course cross-listed? Y__ N__
If yes, which department will be financially responsible as the Home department/centre?

_____

2. If there are additional expenses to be borne by the student, e.g. field trip, please indicate here.
Y _____ N ____

3. Does this addition affect program requirements in your department? Y___ N___
If yes, please include details in **Part B, section 2.**

4. Does this addition affect program requirements in other departments?
Y___ N___
If yes, please ensure that consultation has occurred with all departments/centers affected by additions or deletions of courses, to programs. Signature of a representative from each department/centre affected by this change must accompany the hard-copy submission, to verify consultation.

5. Does this addition have any impact on future admission requirements to Brock?
Y ____ N ___

6. Will this course be delivered on-line? Is this a new modality (ie formerly delivered face to face)
Y ____ N ____

7. Does this course result from the splitting of course(s) currently or formerly in the course bank?
Y___ N___ (If yes, please identify.)

8. Does this course result from the joining of two or more courses? Y___ N___
(If yes, please identify.)

9. Does this course result from the renumbering of another (current or previously offered) course? Y___ N___
(If yes, please identify.)

2. Course Deletions

Please identify all courses and programs affected by the deletion of course(s) (e.g., prerequisites, program requirements, etc.). Please ensure that consultation has occurred with all departments/centers affected by additions or deletions of courses, to programs. Signatures of a representative from each department/centers affected by this deletion must accompany the hard-copy submission, to verify consultation.

3. Course Revisions

Please list (**number and title only**) all currently existing courses you propose to revise (i.e., change to number, title, or description).

Part D - Consultation and Approvals

Academic Consultation and Results
Please identify consultations with all departments/centers (Faculty as appropriate) affected by these changes and the results of those discussions. Attach copy of all correspondence, verifying agreement of all parties, to the proposed changes.

IT/ET Consultation
Please submit a hard copy of the IT/ET support form for each on-line course added to the course bank (with the exception of cross-listed courses which already exist in another department/centre). Click here for the IT/ET Support form.

Library Consultation
Please submit a hard copy of the Library Support form for each course added to the course bank (with the exception of cross-listed courses which already exist in another department/centre). Click here for the Library Support form.

Approvals
Please ensure that a printed copy of this submission is sent to your Dean for collection on **October 31.**

Chair — Date: 01/27/2020

Mary-Louise Vanderlee	4066	mvanderlee@brocku.ca
Departmental Contact for Questions	Telephone	E-Mail Address

Dean — Date: 01/27/2020

Faculty of Social Sciences editorial revisions:

LING 2P93
Language and Power
Relations between language use and the attainment of power in society. Topics may include examining differences in language related to age, gender, race, politics, news and social media. ~~Through analysis of language practices, students will become more conscious of how language shapes thought and social structures.~~
Lectures, seminar, 3 hours per week.

CHYS 3V92
2020-2021: Executive Functions in Children and Youth
~~Executive functions in the~~ Self-regulation of behaviour in the context of typical and atypical development, emphasizing assessment, intervention and prevention. Topics may include the development of executive functions from infancy through early adulthood and their impact on educational achievement, daily life, mental health and wellness.
Lectures, seminar, 3 hours per week.
Restriction: open to CHYS (single or combined), CHYS BA (Honours)/BEd (Primary/Junior) and CHLH majors until date specified in Registration guide. Students must have a minimum of 8.0 overall credits.
Prerequisite(s): CHYS 2P10 or 2P35.

PSYC 3P20
Human Memory
Current theories and research on human memory from cognitive psychology and cognitive neuroscience~~. How people encode, store, and retrieve~~ Encoding, storing, and retrieving memories in different time scales and/or systems of memory (e.g., short-term memory, working memory, longterm memory, prospective memory).
Lectures, seminar, 3 hours per week.
Restriction: open to PSYC (single or combined) majors and minors until date specified in Registration guide. Students must have a minimum of 8.0 overall credits or 3.0 PSYC credits above PSYC 1F90.
Prerequisite(s): PSYC 1F90 and 2P20.
Note: may be offered on-site or online

SOCI 2Q94
Sociology of Veganism
Examination of consumption of animal products and exploitation. Philosophical and political contours of veganism, ~~considering~~ consideration of historical aspects and contemporary representations in the media, literature and industry propaganda. Links between animal
agriculture and climate change, environmental destruction, biodiversity loss, pollution, violence, labour exploitation, and human health problems.
Lectures, seminar, 3 hours per week.
Prerequisite(s): SOCI 1F90

SOCI 4P03
Collaborative Prison Education
(also offered as CRIM 4P03)
Collaborative study between prisoners and non-prisoners through Walls to Bridges~~. Program of study~~ Links the prison and punishment to sociological issues not limited to capitalism, environmentalism, gender and sexuality, history, race and racism, public education and war and peace.
Seminar, experiential learning activities, 3 hours per week.
Restriction: open to CRIM majors until date specified in Registration guide. Students must have approval to year 4 (honours).
Prerequisite(s): one of SOCI 2P33, 2P61, 2P62.
Note: ~~T~~ this course will be offered off-site at Grand Valley Institution for Women. Transportation and additional costs may be the
student's responsibility. Students are required to submit an application by March 31. For more information contact the Department Administrator.

Faculty of Education editorial Revisions

* EDUC 2F95
Indigenous Culture and Early Childhood Education
(also offered as INDG 2F95)
~~Introducing early childhood educators to the culture of a selected Indigenous Society~~. Introduction of the culture of a selected Indigenous Society to early childhood educators.
Lectures, seminar, 3 hours per week.
Restriction: open to BECE majors.
Completion of this course will replace previous assigned grade and credit obtained in ABST 2F96.

MPCE 6Q96
Experiential Learning in Education
~~Students learn, apply, and reflect~~ Learning, application, and reflection on educational work and learning in the Canadian educational context. Students connect theory to practice in a workplace setting.
Lectures, discussion, 3 hours per week.
Note: Students are expected to cover all expenses associated with the experiential learning course.

"Template" for Calendar Revision Submissions

Department/Centre
Child and Youth Studies

Program(s)
_____
_____

Part A - Program Additions/Terminations

1. Proposal(s) and Effective Date(s)

Please note: The Calendar year runs from May 1 to April 30 and begins with the Spring/Summer sessions.
All new programs being introduced or the termination of programs will be effective beginning Spring Session.
List all new/terminated major/minor/concentration/certificate programs, to be implemented/terminated. Please state the proposal(s) in the form of a motion or series of motions. e.g., "Major in XXXX, be introduced"; "Major in XXXX be terminated"

1. Child and Youth Worker – Durham College program be removed.

2. Explanation for Proposed Addition(s)/Deletion(s)

Provide the academic/program reasons for, and implications of, the proposal(s). These should correspond to the proposals in #1 above.

NOTE: If major changes to a program are proposed, the old program must be phased out, as the new program is phased in.

1. Durham College is making significant changes to their Child and Youth Care (formerly Child and Youth Worker) program. Accordingly, program renewal cannot be processed at this time. There are currently no students registered in this program.

Part B – Program Changes

1. Proposal(s) and Effective Date(s)

Please note: The Calendar year runs from May 1 to April 30 and begins with the Spring/Summer sessions.
All programs being changed will be effective beginning Spring Session.
List all proposals, to be implemented, numerically in the following order:

1. General Information – Child and Youth Worker be deleted.
2. Program Note 13 be deleted.
3. Brock/Colleges Articulation Agreement: Child and Youth Worker-Durham College be deleted.
4. All references to Program Note 14 be changed to Program Note 13

2. Explanation of Proposed Change(s)

Provide the academic/program reasons for, and implications of, the proposal(s). These should correspond to the proposals in #1 above.

1. Program under review, not able to renew at this time.
2. Program under review, not able to renew at this time.
3. Program under review, not able to renew at this time.
4. Related to deletion of Program Note 13: Current Program Note 14 will become Program Note 13.

3. Program Changes - Proposed Calendar Copy

Please ensure that all course titles adhere to a maximum 45 characters and all course descriptions adhere to a maximum of 60 words and include all prerequisites, restrictions, course notes, exclusions, course format, and contact hours. Department/Centre/Program information and course information (revised from current calendar) should be inserted here.

If changes in other programs will have an effect on your program(s), please incorporate those changes into your calendar copy below.

~~**Child and Youth Worker**~~
~~The Child and Youth Worker program involves courses offered through Brock and Durham College of Applied Arts and Technology. This five-year program combines courses and training in a variety of community settings at Durham College with an Honours degree in Child and Youth Studies at Brock. The program caters to individuals who wish to have a career working with children and adolescents and their families in a variety of settings such as the Children's Aid Society, group homes for young offenders, children's mental health centres, and schools and day programs for distressed children and youth. The program allows students to gain both solid applied skills and training, and a strong theoretical knowledge about a variety of topics in Child and Youth Studies. Students who successfully complete the requirements for this program will be granted both an Honours degree in Child and Youth Studies from Brock, and a Child and Youth Worker diploma from Durham College. Gaining both an Honours degree and this diploma would ordinarily involve attending post-secondary institutions for seven years, but the Brock and Durham program combines the two in a single integrated package that can be completed in only five years. Students will normally apply for admission to the program following the~~

~~successful completion of Year 1 courses, as specified below. Applicants must have a minimum 75 percent Brock University overall average to be considered for admission to the program. Volunteering experience and attainment of the Brock Leadership Skills Certificate programs are considered assets. Successful applicants must maintain a minimum 70 percent CHYS major average during Years 2 and 3, and meet other program requirements to continue in the program. Enrolment in this program is limited. Admission to the program is not guaranteed by attainment of the minimum requirements. Applicants for the Child and Youth Worker program must submit a Child and Youth Studies departmental application form (available at brocku.ca/social-sciences/departments-and-centres/child-and-youth-studies) to the Child and Youth Studies office by May 1 in addition to the University Declare or Change Major Application form (available at brocku.ca/webfm_send/1400). New applications to the Child and Youth Worker program are accepted in Year 2 only. Late applications will not be accepted.~~

Program Notes

~~**13.** CHYS/Durham College Child and Youth Worker students will be required to do supplemental reading during the summer preceding Year 3 of articles provided by the CHYS 4F80 course instructor.~~

~~14.~~ **13.** In 20 credit Honours degree programs a maximum of eight credits may be numbered 1*(alpha)*00 to 1*(alpha)*99; at least three credits must be numbered 2*(alpha)*90 or above; at least three credits must be numbered 3*(alpha)*90 or above; and the remaining credits must be numbered 2*(alpha)*00 or above.
In this 20 credit BA with Major degree programs a maximum of eight credits may be numbered 1*(alpha)*00 to 1*(alpha)*99; at least four and one-half credits must be numbered 2*(alpha)*90 or above and at least one and one-half credits must be numbered 3*(alpha)*90 or above; and the remaining credits must be numbered 2*(alpha)*00 or above.
In 15 credit degree programs a maximum of eight credits may be numbered 1*(alpha)*00 to 1*(alpha)*99; at least three credits must be numbered 2*(alpha)*90 or above; and the remaining credits must be numbered 2*(alpha)*00 or above.
In some circumstances, in order to meet university degree and program requirements, more than 15 or 20 credits may be taken.

~~**Brock/Colleges Articulation Agreement**~~

~~**Child and Youth Worker-Durham College**~~

~~*Year 1*~~
- ~~CHYS 1F90~~
- ~~PSYC 1F90~~
- ~~SOCI 1F90~~
- ~~one Humanities context credit~~
- ~~one Sciences context credit~~

~~*Year 2*~~
- ~~CHYS 2F15, 2P10, 2P35, 2P38, 2P51 and 2P52~~
- ~~one-half CHYS credit from Cluster A~~
- ~~one-half CHYS credit from Cluster B~~
- ~~one-half CHYS credit from Cluster C~~

~~*Year 3*~~
- ~~CHYS 3P10, 3P15 and 4F80 (see program note 6 and 13)~~

- ~~one CHYS credit numbered 3*(alpha)*90 to 3*(alpha)*99~~
- ~~one CHYS credit numbered 4*(alpha)*00 or above~~
- ~~one elective credit (see program notes 1, 2, 10 and 14)~~

~~*Year 4*~~
- ~~taken at Durham College~~

~~*Year 5*~~
- ~~taken at Durham College~~

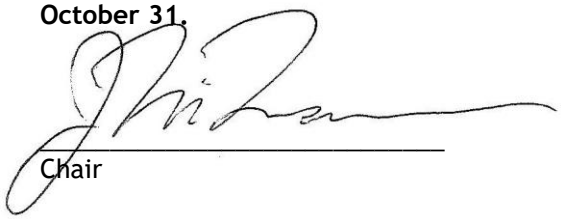
Part D - Consultation and Approvals

Academic Consultation and Results
Please identify consultations with all departments/centers (Faculty as appropriate) affected by these changes and the results of those discussions. Attach copy of all correspondence, verifying agreement of all parties, to the proposed changes.

IT/ET Consultation
Please submit a hard copy of the IT/ET support form for each on-line course added to the course bank (with the exception of cross-listed courses which already exist in another department/centre). Click here for the IT/ET Support form.

Library Consultation
Please submit a hard copy of the Library Support form for each course added to the course bank (with the exception of cross-listed courses which already exist in another department/centre). Click here for the Library Support form.

Approvals
Please ensure that a printed copy of this submission is sent to your Dean for collection on **October 31.**



Chair — January 9, 2020 Date

Danny Tarulli	4513	dtarulli@brocku.ca
Departmental Contact for Questions	Telephone	E-Mail Address

_____ _____
Dean Date

Sent: December-17-19 10:45 AM
To: Alison Lahn <alahn@brocku.ca>
Cc: Nicole Gilkes <Nicole.Gilkes@durhamcollege.ca>; John McNamara <jmcnamara@brocku.ca>; Donato Tarulli <dtarulli@brocku.ca>; Bev Neblett <Bev.Neblett@durhamcollege.ca>; Judeline Innocent <Judeline.Innocent@dc-uoit.ca>
Subject: RE: RENEWAL OF COLLABORATIVE PROGRAM 2020 with Child and Youth Studies (Brock University) AND Child and Youth Care Program (Durham College)

Hello Alison,

The Dean of the School of Health and Community Services, Judeline Innocent, has recommended that we postpone signing this document for now as the program will be undergoing significant changes. Once the program changes have occurred, Durham College will then update the documents and submit for review.

Please let me know if you have any questions or concerns regarding this matter.

All the best,

Alexandra Bursey
Pathways and Student Recruitment Assistant
Strategic Enrolment Services
Durham College
2000 Simcoe Street North
Oshawa, Ontario
L1G 0C5

T: 905.721.2000 ext 7646
E: alexandra.bursey@durhamcollege.ca

To: Chabriol Colebatch, University Secretary & General Counsel, Brock University

From: Tim Ribaric
Chair, Information, Technology and Infrastructure Committee

Date: February 4, 2020

Report to Senate 677, February 12, 2020

INFORMATION

1) The IT&I Committee met on January 22 and reviewed several Major Capital Projects from Facilities Management. A demonstration of the Microsoft Teams product was given to members from staff in ITS. Lastly, the Committee received the final report for the OCUL Collaborative Futures Project. Congratulations to the Library and ITS for a successful rollout of the OMNI Academic Search Engine.

Details on each project can be found in the reports linked on IT&I's Agenda.

SENATE

To: Chabriol Colebatch, University Secretary &
General Counsel

From: Professor Nota Klentrou
Chair, Senate Planning, Priorities and
Budget Advisory Committee

DATE: February 3, 2020

Report to Senate 677, February 12, 2020

Information

At its meeting on January 29, PPBAC received the preliminary budget, and the plan is to consult on its effectiveness with the deans.

To: Chabriol Colebatch,
University Secretariat & General Legal Counsel

From: Tim Murphy
Chair, Teaching and Learning Policy Committee

Date: February 3, 2020

Report to Senate 677, February 12, 2020

INFORMATION

1. Skills and Competencies

Senate had directed that "the matter regarding skills and competencies and proficiency of Brock students be referred to the Teaching and Learning Policy Committee for further examination, and that the Committee report back to Senate with its recommendations prior to the end of Senate's 2019-20 academic year".

At its meeting on January 13, the Committee formed a Sub-Committee of T&LPC to review skills and competencies at Brock. The Sub-Committee will investigate the current status of issues around skills and competencies internal to Brock University, and report back to the Teaching and Learning Policy Committee.

Composition of the Sub-Committee: Brian Power, (Vice-Provost & Associate Vice-President, Academic), Cara Krezek (Director, Co-op, Career & Experiential Education), Madelyn Law (Director of CPI), Nicholas Dion (Chief of Staff), Don Cyr (Chair of Senate), Christene Carpenter-Cleland (Senior Lab Demonstrator, Biological Sciences).

2. Student Course Experience Survey Procedures and Policy

Last year Senate had approved a guidelines report based on the Student Course Experience Survey and requested that the report be formatted as a policy document.

The Committee is in the process of reviewing the policy and will soon forward a recommendation to Senate.

3. Indigenization, decolonization and reconciliation

The Committee received an update from the VP Indigenous Engagement regarding initiatives that are underway in moving forward with indigenization.