

## 696<sup>th</sup> Meeting of Senate

Wednesday, January 19, 2022 at 3 p.m.

Remote participation MS TEAMS-

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Phone Conference ID: 988 880 860#

### 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	
<b>ACTION ITEMS</b>			
3:05	4.	Reports of Standing Committees	
	4.1	<u>Governance Committee</u>	Approval
<b>DISCUSSION ITEMS</b>			
3:15	5.	<u>Report of the Chair</u>	Information
3:25	6.	<u>Report of the President and Vice-Chancellor</u>	Information/ <b>Approval</b>
	7.	Report of the Provost and Vice-President, Academic ( <i>see President's report</i> )	Information
3:40	8.	<u>Report of the Vice-President, Research</u>	Information
3:50	9.	Two Row Council - oral update	Information
3:55		***** SENATE BREAK*****	
4:05	10.	Generative Discussion - <u>Campus of the Future and New Normal</u>	Discussion
4:50	11.	Other Business	
Approx. 4:55	12.	Adjournment	
<b>CONSENT ITEMS</b>			
	13.	Minutes	
	13.1	<u>695 Meeting of Senate held on December 15, 2021</u>	Approval
	14.	Report of the Academic Colleague - N/A	
	15.	Report of the Actions of the Board of Trustees - N/A	
	16.	Reports of Standing Committees	
	16.1	<u>Academic Review Committee</u>	Approval
	16.2	<u>Graduate Studies Committee</u>	Approval
	16.3	<u>Undergraduate Program Committee</u>	Approval
	16.4	<u>Undergraduate Student Affairs Committee</u>	Information
	16.5	<u>Planning, Priorities and Budget Advisory Committee</u>	Information
	16.6	<u>Teaching and Learning Policy Committee</u>	Information
	16.7	Research and Scholarship Policy Committee - N/A	
	16.8	Information Technology and Infrastructure Committee - N/A	



## Report to Senate #696, January 19, 2022

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

FROM: Jens Coorssen  
Chair, Governance Committee

DATE: January 19, 2022

### ACTION ITEMS

#### 1. Department of Classics Name Change

**MOVED (Coorssen/ )**

THAT Senate approve the request of the Department of Classics for a name change to the Department of Classics and Archaeology as outlined in the Report.

#### RATIONALE

- In 2019 a marketing survey commissioned by the department established that our enrollment of majors is inhibited by:
  - “the fact that a large number of respondents have no clear idea about the Classics major and its offerings; they mixed it up with other fields of studies like history or English literature. Further investigation reveals that students’ interest in the Classics and the desire to gain overseas experience are their primary motivators to study in this area. Meantime, the most significant barriers to major in Classics is the concerns to career opportunities.”
- Over the last 7 years it has become clear from events such as the Ontario Universities Fair and Brock’s own Fall Preview Day and Spring Open House that students applying to Brock do not know that “Classics” focuses on the history, language and archaeology of the Ancient Mediterranean world. There are structural reasons for this; secondary level education at public schools in Ontario exposes students to a minimum of historical education, with grades 9-10 restricted to Canadian only and grades 11-12 offered courses with historical content only as an optional elective. Ancient history rarely available (latest data shows that only 1 private school in Niagara offers a grade 12 course in Classical Civilization). Meanwhile Classical languages programs are steadily eliminated by education cuts within the public school system. The Department

of Classics historically received strong enrollments through Brock's hosting of the Ontario Schools Classics Conference (which has a strong membership drawn from private schools in the GTA) because it allows us to showcase our excellent program and facilities, but COVID has now disrupted that for 2 years.

- Consequently, when students begin thinking of applying to colleges and choosing a major they have no idea what "Classics" is about, even though popular culture promotes a strong general awareness of Ancient Greece, Rome and Egypt. However, the 2019 marketing survey reported that students do recognize "Archaeology" as a term. Archaeology is a significant component of the department program. Our "Ancient Art and Archaeology" stream always has strong enrollments and we are the only department in Ontario able to offer three full-time professors with active field projects. The term itself is more easily connected to a career path (many of our students have gone on to work professionally in related areas) and it capitalizes on students' desire for international opportunities.
- The Department of Classics hopes that by adding "Archaeology" the department will have better name recognition with prospective students applying to Brock and clarify for students within Brock that there are viable career paths in Classics.

### **KEY BACKGROUND**

The name change involved multiple stages of consultation:

- Dec 2, 2019 A Study of Motivating Factors Influencing Students' Choice of Classics Major (Marketing Report prepared by students enrolled in MBAB 5P62 under Dr. Kai-Yu Wang) presented to the Department of Classics.
- Feb 11, 2021 Department Meeting: Marketing Report discussed. Department Name Change Committee struck.
- April 6, 2021 Consultation with Prof. Carol Merriam, Dean of Humanities in support of name change.
- April 15, 2021, Department Meeting: Report of Department Name Change Committee
- April 29, 2021 Undergraduate Program Retreat: Discussion of name change options
- April 30-June 3, 2021 First Round of A Doodle Polling to identify naming options
- Sept 14, 2021 Department Meeting: discussion of Polling results, final options selected
- Sept 20-30, 2021 Second Round of A Doodle Polling to vote on final name choice
- Nov 22, 2021 Department Meeting: Motion presented to change name of department to "Classics and Archaeology". Motion passed unanimously.
- Jan 12, 2022 Governance Committee Meeting: Motion presented to recommend to Senate approval of the name change. Motion passed unanimously.

### **CONSENT ITEMS - FOR APPROVAL**

None.

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**CONSENT ITEMS - FOR INFORMATION**

**1. Appointment to Senate Committee**

**MOVED** (Webber/Elayan)

THAT the Governance Committee appoint Pascal Lupien as full-time Faculty Representative to the Teaching and Learning Policy Committee for a term ending June 2022.

**RATIONALE**

- Under the Faculty Handbook Section II: 9.5.1, the Governance Committee may appoint “individuals to fill mid-term vacancies on Senate committees, including vacancies in the positions of Committee Chair or Vice-Chair, provided that any such appointments are reported to Senate at its next meeting following the appointment, at which point Senate may rescind any such appointment”.
- A vacancy currently exists on the Teaching and Learning Policy Committee for a member of the full-time teaching staff or faculty. Pascal Lupien, a full-time faculty member from the Department of Political Science, has submitted a nomination.

**2. Senate’s Generative Discussion Topic**

The Committee received an update from the Chair of Senate regarding upcoming Generative Discussion Topics. The Committee provided feedback on the potential topics for future Senate meetings.

**3. Senate Election Process Overview**

The Committee presented no objections to the proposed date for the 2022 Senate Election or to a timeline of dates for related key events.

**4. Governance Committee Terms of Reference**

The Committee reviewed and discussed its terms of reference, a task identified as a short-term priority in its 2020/21 annual report to Senate.

**5. Nominations to the Advisory Committee on the Dean, Goodman School of Business**

The Committee recommended a nominee to the Provost and Vice-President, Academic, for appointment to the Advisory Committee on the Dean, Goodman School of Business.

**6. Nominations to the Advisory Committee on the Dean, Faculty of Education**

The Committee recommended several nominees to the Provost and Vice-President, Academic, for appointment to the Advisory Committee on the Dean, Faculty of Education.

**Appendices**

Appendix 1 - Report from Chair of Classics dated January 7, 2022

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## **APPENDIX 1 - REPORT FROM CHAIR OF CLASSICS DATED JANUARY 7, 2022**

FAO: Senate Governance Committee

RE: Department of Classics Name Change

*Report:* On November 22 the Department of Classics voted unanimously to change the name of the Department to the “Department of Classics and Archaeology” to improve student recruitment (see *Rationale*, below). This name change applies ONLY to the Department, not the programme, which remains Classics (CLAS). Multiple stages of consultation were undertaken before this change was proposed and coted upon (see *Process*. below)

*Rationale:* In 2019 a marketing survey commissioned by the department established that our enrollment of majors is inhibited by:

*“the fact that a large number of respondents have no clear idea about the Classics major and its offerings; they mixed it up with other fields of studies like history or English literature. Further investigation reveals that students’ interest in the Classics and the desire to gain overseas experience are their primary motivators to study in this area. Meantime, the most significant barriers to major in Classics is the concerns to career opportunities.”*

Over the last 7 years it has become clear from events such as the Ontario Universities Fair and Brock’s own Fall Preview Day and Spring Open House that students applying to Brock do not know that “Classics” focuses on the history, language and archaeology of the Ancient Mediterranean world. There are structural reasons for this; secondary level education at public schools in Ontario exposes students to a minimum of historical education, with grades 9-10 restricted to Canadian only and grades 11-12 offered courses with historical content only as an optional elective. Ancient history rarely available (latest data shows that only 1 private school in Niagara offers a grade 12 course in Classical Civilisation). Meanwhile Classical languages programs are steadily eliminated by education cuts within the public school system. The Department of Classics historically received strong enrollments through Brock’s hosting of the Ontario Schools Classics Conference (which has a strong membership drawn from private schools in the GTA) because it allows us to showcase our excellent program and facilities, but COVID has now disrupted that for 2 years.

Consequently, when students begin thinking of applying to colleges and choosing a major they have no idea what “Classics” is about, even though popular culture promotes a strong general awareness of Ancient Greece, Rome and Egypt. However, the 2019 marketing survey reported that students do recognise “Archaeology” as a term. Archaeology is a significant component of the department program. Our “Ancient Art and Archaeology” stream always has strong enrollments and we are the only department in Ontario able to offer three full-time professors with active field projects. The term itself is more easily connected to a career path (many of our students have gone on to work professionally in related areas) and it capitalises on students’ desire for international opportunities.

The Department of Classics hopes that by adding “Archaeology” the department will have better name recognition with prospective students applying to Brock, and clarify for students within Brock that there are viable career paths in Classics.

*Process:* The name change involved multiple stages of consultation:

Dec 2, 2019 *A Study of Motivating Factors Influencing Students’ Choice of Classics Major* (Marketing Report prepared by students enrolled in MBAB 5P62 under Dr. Kai-Yu Wang) presented to the Department of Classics.

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KTvS  
Chair of Classics  
January 7, 2022



**To:** Chabriol Colebatch, University Secretariat  
**From:** Don Cyr, Senate Chair  
**Date:** January 12th 2022  
**Re:** **Chair's Report to Senate 696<sup>th</sup> Meeting**

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On behalf of myself and the vice-chair, welcome to the 696<sup>th</sup> Meeting of Senate and the start of a new year. Hoping everyone got a chance to rejuvenate over the holiday period and wishing all a happy and productive New Year.

Sometime after my last chair's report the Council of Ontario Universities (COU) released a report along with additional summaries and documents on a new website page. The report is titled:

*Partnering to Drive Ontario's Recovery through Talent and Innovation*

All can be found here:

<https://ontariosuniversities.ca/driving-ontarios-recovery>

It is obviously meant to inform the provincial government and the public on how important universities are to the health and economy of the province. The main themes are:

- ***Rebuilding a World-Class Health-Care System***

*“Through the training of health-care professionals and leading public health experts, early discovery and gene-mapping of the virus, as well as helping businesses retool to produce PPE, Ontario's universities have been at the forefront of the response to COVID-19. A strong workforce and innovation in health care, life sciences and medical technologies will continue to ensure Ontario has the knowledge and innovation it needs to overcome COVID-19 and be best prepared to face future shocks within the health-care system.”*

- ***Developing Job-Ready Graduates***

*“From increasing STEM enrolment by more than 50 per cent since 2009 to expanding job-ready micro- credential programming, universities have quickly adapted to changing workforce needs, equipping students with the transferrable and high-demand skills employers want.”*

- **Driving Regional Economic Development:**  
*“As large employers and purchasers, Ontario’s universities have a vital role to play in the economic recovery of Ontario’s communities. As these regions look to rebuild and thrive, they will continue to need spaces and institutions that fuel the local workforce and stimulate local economies through employment opportunities, innovation and drawing talent from around the world.”*
- **Supporting a Globally Competitive Economy:**  
*“Ontario’s highly skilled workforce and supportive government policies have been a magnet for business and economic growth. By building on the province’s high-quality talent and innovation, Ontario will be better positioned to respond to the changing needs of the job market, while producing the innovative solutions that will continue to help the province throughout the pandemic and beyond.”*
- **Creating Solutions to Ontario’s Challenges:**  
*“As universities continue to support students, communities and the province through the pandemic and beyond, investing in a high-quality university sector over the long-term will ensure they can continue to make their fullest contribution to a world that is rapidly changing and evolving.”*

### **The primary request in the document**

- ***“It is why in order to fully unleash this potential, Ontario’s universities are asking that the government – through increases to university revenue sources – make critical investments in the university sector today to rebuild a better Ontario for tomorrow.”***

There is much more to it of course; the above is from the Summary Report. The full report is 45 pages and there are other links to further information on the website.

The document clearly stresses the contribution to the economy and a skilled labour force. I personally would have liked to have seen some focus on the contribution of universities to a civil society, diversity, inclusion, sustainability and climate change and fundamental research.

I think back to my time as an Academic Colleague for the past few years and a lot of the discussions of the ACs touched on the above and were conveyed to the Executive Heads (term the COU uses to describe the Presidents) during the two meetings we had with them each year.

A very good report done by HEQCO on the social impacts of higher education:

<https://heqco.ca/pub/issue-paper-no-18-social-returns-assessing-the-benefits-of-higher-education/>

*“Educated individuals are less likely to be incarcerated. Those with more education have lower unemployment rates and fared better during the most recent economic recession. They were less likely to require social assistance and had shorter welfare spells, especially for women.*

*In terms of civic engagement, university graduates are more likely than high school graduates to volunteer and donate money. Higher levels of education also increase the likelihood of voting and other forms of political participation. University graduates tend to rate their physical and mental health higher than those with fewer years of education and are also less likely to smoke. Happiness and life satisfaction also tend to increase with education.*

*HEQCO’s first report on Ontario postsecondary performance indicators, published in April 2013, also examined the social impact of higher education, noting that educated Ontarians (and their fellow Canadians) are more likely to be civically engaged and satisfied with their lives than citizens of other OECD nations.*”

Another issue that comes to my mind is that based on the five bullets above, if I was a ministry official I might ask the question of how this differentiates the universities from the college sector. Keeping in mind the lower cost of funding involved with the college sector.

Some other recent articles that caught my attention and relate to the challenges of defining universities.

Burt, C. (January 7, 2022). Experts Weigh on 2022: Colleges Must Start Operating More Like Business. *University Business*  
[https://universitybusiness.com/experts-weigh-on-2022-colleges-must-start-operating-more-like-businesses/?eml=20220110&oly\\_enc\\_id=313617790701E0X](https://universitybusiness.com/experts-weigh-on-2022-colleges-must-start-operating-more-like-businesses/?eml=20220110&oly_enc_id=313617790701E0X)

Rosenberg, B. (January 7, 2022) Is This the Way the Humanities End? *Academe Today, The Chronicle of Higher Education*.  
[https://www.chronicle.com/article/this-is-the-way-the-humanities-end?utm\\_source=lterable&utm\\_medium=email&utm\\_campaign=campaign\\_3499491\\_nl\\_Academe-Today\\_date\\_20220110&cid=at&source=&sourceid=](https://www.chronicle.com/article/this-is-the-way-the-humanities-end?utm_source=lterable&utm_medium=email&utm_campaign=campaign_3499491_nl_Academe-Today_date_20220110&cid=at&source=&sourceid=)

### **QS University Rankings on Graduate Employability**

Following in an employment vein, the QS University Ranking report came out with the 2022 world rankings of graduate employability.

<https://www.qs.com/rankings-revealed-2022-qs-graduate-employability-rankings/>

The ranking involves 650 institutions worldwide in total, with 500 making the rankings of which a number were Canadian schools. QS Rankings are popular in the international student market. From what I could see some slight differences from the typical rankings (note UBC is not there). The rankings are based upon Employer Reputation (30%), Alumni Outcomes (25%), Partnerships with Employers per Faculty (25%), Employer/Student Connections (10%) Graduate Employment Rate (10%). The report indicates how these are measured and how size of institution is accounted for.

Note: MIT is ranked first.

Rank	Institution
21	Toronto
24	Waterloo
43	Western
81	McMaster
99	Alberta
101 - 110	Queen's
131 - 140	Calgary
191 - 200	Montreal
201 - 250	Laval
301 - 500	Carleton
301 - 500	Concordia
301 - 500	Dalhousie
301 - 500	Simon Fraser
301 - 500	Guelph
301 - 500	New Brunswick
301 - 500	UVic
301 - 500	York
301 - 500	Manitoba

It is a long report. Some interesting perspectives in it:

*“Of course, a university’s mission is more than just the production of future employees – this much hardly needs to be expounded on. But in an increasingly marketised and massified higher education landscape, we cannot escape the reality that students expect employment in return for time and fees.”*

*“In our 2021 QS International Student Survey, we asked students which factors were most important to them in choosing where to study. The top answer, with 56 percent of the share, was a high graduate employment rate.”*

QS Employability report (page 8)

### **Microcredentials**

A recent University Affairs article on the state of affairs of microcredentials:

MacDonald, M. (2022). Are Microcredentials the Future of Higher Ed? *University Affairs*, (January-February, 2022 edition)

[https://www.universityaffairs-digital.com/universityaffairs/202201/MobilePagedReplica.action?utm\\_source=newsletter&utm\\_medium=email&utm\\_campaign=TXUAMA220103002&utm\\_content=gtxcel&pm=2&folio=26#pg28](https://www.universityaffairs-digital.com/universityaffairs/202201/MobilePagedReplica.action?utm_source=newsletter&utm_medium=email&utm_campaign=TXUAMA220103002&utm_content=gtxcel&pm=2&folio=26#pg28)

Speaks to the potential value of microcredentials but also talks about the lack of consistency, employer validation and patchwork of programs/initiatives across the country. Some interesting issues around stackability (not really happening) as well. Some thoughts from Ken Steele warning that they might go the way of the MOOC's.

### **Others**

Alcantara, C. (January 10, 2022). Put Action Behind Land Acknowledgements. *Policy Options*.

<https://policyoptions.irpp.org/magazines/january-2022/put-action-behind-land-acknowledgements/>

An interesting opinion piece on Land Acknowledgements reported in *Academica's Top Ten*. Lists several possible ways that universities could contribute to indigenous communities for the use of the land they are located on.

Basken, P. (January 13, 2022) Stanford Marriage Pact finds students keen on romantic assistance. *Times Higher Education*

[https://www.timeshighereducation.com/news/stanford-marriage-pact-finds-students-keen-romantic-assistance?utm\\_source=newsletter&utm\\_medium=email&utm\\_campaign=editorial-daily&mc\\_cid=d6a938a598&mc\\_eid=ea4ed46a32](https://www.timeshighereducation.com/news/stanford-marriage-pact-finds-students-keen-romantic-assistance?utm_source=newsletter&utm_medium=email&utm_campaign=editorial-daily&mc_cid=d6a938a598&mc_eid=ea4ed46a32)

Seems that possibly in light of the pandemic and online delivery, Stanford and several other Ivy League Schools have endorsed an online dating service for students called *Marriage Pact*. The article notes that 2,500 institutions have applied to join.

*“The idea is a version of various online dating services, with the key distinction of providing just a once-a-year survey-driven recommendation of the single best fit for each participant within their campus enrolment.”*

*“The accompanying pitch is that students – especially at the nation’s most competitive institutions – are too busy during their four years of academic studies to seriously assess potential romantic partners and yet will never again live in such an ideal environment to find them.”*

Welcome to the start of a new year.

### **Update on Presidential Search**

The committee met on December 16<sup>th</sup> (the day after our Senate meeting and generative discussion on the presidency) and I provided a summary of the comments during our generative discussion with respect to skills and competencies of candidates for the presidency.

The committee met again on January 13<sup>th</sup>. I conveyed (anonymized) any additional suggestions I received by e-mail. On January 13<sup>th</sup> the committee received an update on the selection of an executive search firm for the position.

Report to Senate of the Provost & Interim President  
January 19, 2022

brocku.ca

Dear colleagues,

Welcome to 2022! I hope you all had the opportunity to rest over the holidays and that you return to Brock refreshed and rejuvenated. While January 1 technically marks the beginning of a new calendar year, it continues to feel much like the previous two, with COVID a primary concern.

Shortly after our last Senate meeting on December 15, Brock announced that instruction for the Fall term would begin online until January 31. While announcements varied slightly across the university sector, with institutions announcing a return to campus anywhere from mid-January to late February, I believe our timeline allows for an appropriate amount of time both to assess the impact of the omicron variant and to provide members of the community with more ample opportunity to get their vaccine booster shots. The campus will remain open during the period of online instruction, as will Brock's residences and other student support facilities. Most kinds of research activities will also continue.

We continue to plan for a return to campus on January 31 to whatever extent is permitted both by public health guidelines and government regulations. If our ability to return to campus is limited, priority will be given as in the past to those courses whose learning outcomes are best achieved on campus, including labs and other courses with on-campus experiential components. For the moment, however, the provincial government has not made any changes to the legislation that governed our return to campus in September, indicating that the same conditions could apply.

#### Revised travel guidance

Given the rise in COVID-19 cases related to the omicron variant both in Canada and abroad, the Government of Canada is now advising against all non-essential travel. Some provinces have also imposed additional restrictions or requirements that limit or complicate inter-provincial travel, while insurers are putting in place provisions that limit existing coverage for incidents related to COVID.

Members of the Brock community are encouraged to abide by all travel restrictions and to limit their international travel to essential activities only. Those who choose to travel outside Canada should check current travel restrictions and entry/exit requirements for both Canada and the country they are visiting. Restrictions are changing quickly and may be imposed by countries with little warning. Please consult the Government of Canada's [travel advisories](#) website for details.

Brock will not be supporting travel expenses from its operating budget, PER, or (internal/external) research funds unless travel is approved as essential by the appropriate SAC member. The Faculty of Graduate Studies also will not be supporting graduate student travel unless prior authorization has been granted by the Vice-Provost, Graduate Studies and the relevant Faculty Dean. Written authorization for international travel should be included with expense claims submitted through Workday.

## GO-VAXX bus visits campus

In order to help members of the Brock community who are looking to get their booster shots, the province's GO-VAXX bus visited campus for the second and third time of the pandemic on January 7 and January 10. The date of the bus' visit was first released to the community before the holidays, with a reminder published in the Brock News shortly after the holiday break.

The bus offered first, second and third doses of Pfizer vaccine by appointment to any member of the community who wanted to attend. The bus has the capacity to offer several hundred doses of vaccine per day.

## Update on senior academic searches

With a number of terms coming to an end later this year, several searches are underway for key senior administrative roles. Shortly before the holidays, the composition of the advisory committees for the Vice-President, Research and the Dean, Faculty of Math & Science appointments were announced, while the committee for the Vice-Provost, Indigenous Engagement was announced in early January. Once the advisory committee for the Dean, Faculty of Education is filled in the coming weeks, all committees will have been constituted and we will be able to move forward with the searches.

I want to thank Senators, and especially members of the Governance Committee, for their cooperation and support during this period of unprecedented search activity at the senior level.

## Academic grading under disruption

MOVED (Wells/ )

THAT Senate extend the enactment of the academic grade alternatives for students during disruptions outlined in FHB III.C.6.9 for the Fall 2021 and Winter 2022 terms, and that these alternatives apply to all undergraduate students at Brock.

I would like to propose today that we extend measures for academic grading under disruption for undergraduate students through the 2021-22 academic year to include the Fall 2021 and Winter 2022 terms.

FHB III.C.6.9 stipulates that, during disruptions of academic activities lasting more than five working days, in addition to making modifications to the teaching term and/or academic schedule, the Provost and Vice-President, Academic may recommend to Senate the enactment of academic grade alternatives, where students will be permitted to request, within three weeks of the posting of final grades, adjustment of grades by one of the following three options:

- i. Maintain the grade assigned for the course (the default option);
- ii. Replace the numeric grade with a designation of Credit/No Credit Grades During Disruption. In this case, the final mark will not be included on the transcript and the designation will have no impact on the student's academic average; or
- iii. Replace the numeric grade with a special Withdrawal During Disruption (WDD) code without academic penalty and which will have no impact on the student's academic average.

A request to introduce this motion was presented by undergraduate student senators at the last Senate meeting. At the time, I did not consider it wise to implement these measures. However, since that time, the rise in COVID-19 cases related to the omicron variant has forced us to begin the Winter 2022 term online, clearly 'disrupting' the term using the definitions that we have previously applied throughout the pandemic.

With the Winter 2022 term disrupted, there is no clear value to me in maintaining traditional grading for the Fall 2021 term, framing it as a single 'undisrupted' term among almost three years of disruption. Thus, I propose including the Fall 2021 term as well.

The more important conversation which I think we should begin to look towards is about whether some form of alternative grading might become a permanent fixture of our academic environment at Brock. I note that several Canadian universities, for example, allow undergraduate students to take a set number of courses outside their specialist area with 'pass/fail' grading. This conversation fits appropriately within the context of another discussion we are currently having with Senate committees about how Brock might develop a more flexible and compassionate policy around medical notes.

Finally, in considering this motion I remind Senators that safeguards have already been put in place limiting the number of credits a student can take pass/fail to maintain the integrity of our undergraduate degrees. The safeguards would continue to apply if this motion is passed today.

Sincerely,

Lynn Wells  
Interim President and Vice-Chancellor  
Provost and Vice-President, Academic

January 11, 2021

brocku.ca

Report to Senate  
January 19, 2022

Happy New Year, colleagues, and welcome back after what I hope was an enjoyable holiday season. It was surely on many minds that the pandemic has pitched another curveball, to which all universities in Canada are responding. The high case counts and foreseeable public health consequences are of course serious, and are being treated seriously; yet I also look ahead with some optimism to moving past this surge and resuming more normal activities when conditions and public health orders permit. May we get there soon.

#### 1. Canada Research Chair appointments announced

I am delighted to note that Brock University has had five Canada Research Chair appointments confirmed, four of them new appointments and one a reappointment.

**Brock University's newly** announced CRC appointments are:

- Dr. Matthew Kwan, Child and Youth Studies (Youth Mental Health and Performance, Tier II CIHR)
- Dr. Paula Duarte-Guterman, Psychology (Behavioural Neuroscience, Tier II NSERC)
- Dr. Danielle Sirianni Molnar, Child and Youth Studies (Adjustment and Well-Being in Children and Youth, Tier II SSHRC); and
- Dr. Newman Sze, Health Sciences (Mechanisms of Health and Disease, Tier I CIHR)
- Dr. Michael Holmes, Kinesiology (Neuromuscular Mechanics and Ergonomics, reappointed to Tier II NSERC)

All new applicants were moreover awarded funding through the CFI-JELF (Affiliated) program. Congratulations to these colleagues on this excellent news!

An additional Brock University Canada Research Chair nomination has moreover been submitted to the CRCP, while three further Chair positions are in the recruitment phase, with another internal call noted below.

#### 2. Canada Research Chair CFP: NSERC Tier I

An [internal call for proposals](#) was launched in December for a Tier I Canada Research Chair (NSERC). Proposals are invited from all academic units, and are due from Faculties, along with internal rankings, by March 14, 2022.

### 3. Amended Brock Stage 2

**On January 3, Ontario's provincial government moved to a [modified version of Step Two](#) of its Roadmap to Reopen, in response to surging infections of the Omicron variant.**

In response to this change and related public health advice, Brock University has temporarily returned to an [amended Stage Two](#) (opens a .pdf) of its pandemic operating guidelines. For the research enterprise, this primarily means the reinstatement of an authorization process for international and inter-provincial travel, and of the research activity review process that was employed prior to September 2021. Access to facilities will continue to prioritize program completion for graduate students in research degrees. Detailed information is found in the Research section of the Brock Coronavirus [FAQ page](#).

### 4. Canada Foundation for Innovation CFP: JELF (Unaffiliated)

**A call for applications to the Unaffiliated stream of CFI's John Evans Leadership Fund (JELF) was launched in December.**

The Unaffiliated stream of the CFI-JELF program provides individuals or small groups (up to three researchers) with the necessary infrastructure to conduct their research program, under the [JELF program criteria](#). The Affiliated stream of JELF is drawn from the same institutional envelope, and is dedicated to applications from incoming Canada Research **Chairs. Brock's proportionally large expansion in its CRC cohort has placed some pressure** on its existing JELF allocation, as noted above in item (1) of this report.

We anticipate making up to \$260,000 **of Brock's JELF envelope available for this** call. Applications of any value ranging from a minimum of \$40,000 up to a maximum of \$260,000 are permissible. These are envelope amounts, and thus reflect 40% of the total supported project costs under the CFI 40-40-20 funding model.

### 5. Responsible Conduct of Research: Federal framework and Brock policy update

In December 2021, the Tri-Agencies released the five-year update of the federal Responsible Conduct of Research [framework](#). **A review of Brock's 2018 RCR policy will** shortly commence in the Office of the VPR, beginning with an assessment of any changes to **Brock's policy necessitated by revisions to the federal framework.**

Changes to Brock RCR policy, if any, would be enacted by Senate at the recommendation of the Research and Scholarship Policy Committee. R&SPC will also be consulted in the drafting process over the coming weeks and months, among a number of other consultations important for a policy of this kind.

T. Kenyon, Vice-President, Research



(Circulated Prior to Approval)

Senate

MINUTES OF MEETING #695 (2021-22)

SENATE

WEDNESDAY, DECEMBER 15, 2021, 3:00 PM

REMOTE PARTICIPATION VIA MICROSOFT TEAMS

PRESENT: **Chair:** Senator Don Cyr, **Vice-Chair:** Senator Larry Savage

**Ex-officio Members:** Senators Ejaz Ahmed, Mark Arthur, Robyn Bourgeois, Ken Chan, Suzanne Curtin, Andrew Gaudes, Austin Hurley, Geraldine Jones, Tim Kenyon, Ingrid Makus, Carol Merriam, Hayley Myatt, Michael Owen, Brian Power, Mark Robertson, Camille Rutherford, Peter Tiidus, Lynn Wells, Thomas Winger

**Elected Members:** Senators Lynn Arner, Michael Ashton, Kate Bezanson, Irene Blayer, Alison Braley-Rattai, Christene Carpenter-Cleland, Rosemary Condillac, Maureen Connolly, Jens Coorssen, Andrew Dane, Sheng Deng, Tim Dun, Joan Dundas, Fayez Elayan, Bareket Falk, Amy Friend, Arti Freeman, Ash Grover, Omer Gul, Nicholas Hauck, Yasmine Hejazi, David Hutchison, Ben Johnson, Daniel Krowchuk, Kelli-an Lawrance, Jingyu Li, Francine McCarthy, Cheryl McCormick, Richard Mitchell, Tim Murphy, Syed Nawal, Roberto Nickel, Unyong Pyo, Monica Rettig, Tim Ribaric, Ian Ritchie, Moksh Sharma, Kirsty Spence, Tek Thongpapanl, Francine Vachon, Terrance Wade, Michelle Webber, Shannon Welbourn, Debbie Zimmerman

REGRETS: Senators Michael Bidochka, Ria Choksi, Sheng Deng, Amy Friend, Dawn Good, Anna Lathrop, James O'Brien, Hilary Pearson

RESOURCE: Chabriol Colebatch (University Secretary and General Legal Counsel), Margaret Thompson (Associate Secretary to the University)

ALSO

PRESENT: Other members of the Brock University community

1. Call to Order

The Chair called the meeting to order and provided a land acknowledgement.

2. Approval of Agenda

The Chair referred members to the Agenda, including consent items. A request was made to lift item 13.1 - Minutes of the Previous Meeting.

With respect to the minutes of the previous meeting held on November 17, 2021, it was suggested that an additional sentence be inserted on page 5, Item 10 - Report of the

Planning, Priorities and Budget Advisory Committee, to provide further clarification. The Chair confirmed that there were no objections to the change. The Secretariat will ensure the addition is made.

The Chair further noted that an action item will be presented later in the meeting during the Report of the Interim President and Vice-Chancellor and that Senator Hurley will be presenting an item during Other Business.

MOVED (Mitchell/Coorssen)

THAT the Agenda, including consent items, be approved as amended.

CARRIED

3. Business Arising from the Minutes - None

4. Reports of Standing Committees

4.1 Governance Committee

[The Report of the Governance Committee dated December 15, 2021 had been posted with the meeting materials.]

Senator Coorssen presented the Report of the Governance Committee

**a) Presentations at Senate by Non-Senators**

MOVED (Coorssen/Webber)

THAT Senate approve the amendments to Faculty Handbook Section II: 7.5 (Open and Private meetings) regarding presentations at Senate by non-Senators as outlined in the Report.

During discussion, Senator Coorssen responded to questions raised. Of note, it was clarified that the allocated time for presentations by non-Senators to Senate will be limited to ten minutes in keeping with the speaking time allocated for Senators in FHB: II: 7.2.4.

CARRIED

4.2 Undergraduate Program Committee

[The Report of the Undergraduate Program Committee dated December 1, 2021 had been posted with the meeting materials.]

Senator Dane presented the Report of the Undergraduate Program Committee. He noted that the action item in the Report regarding proposed amendments to the Faculty Handbook with respect to non-credit certificate programs will not be presented to Senate today. He confirmed that the Committee had no objections to this change in plan, and related that, in response to a concern raised, the Committee will be further considering the role of Senate in the approval process of non-credit certificate programs.

***Amendments to Faculty Handbook Section III: A. 7.10 - Pattern of Integrated Studies Program***

MOVED (Dane/Murphy )

THAT Senate approve the revisions to the Faculty Handbook Section III:A.7.10 - Pattern of Integrated Studies Program as outlined in the Report.

CARRIED

4.3 Planning, Priorities and Budget Advisory Committee

[The Report of the Planning, Priorities and Budget Advisory Committee dated December 8, 2021 had been posted with the meeting materials.]

Senator Hutchison presented the Report of the Planning, Priorities and Budget Advisory Committee.

***a) 2022-23 Undergraduate International Student Tuition Rate***

MOVED (Hutchison/Murphy)

THAT Senate recommends for the 2022-23 undergraduate international student tuition rate, a flat increase of 8% (years 1, 2 &3) and an increase of 5% (years 4&5).

CARRIED

5. Report of the Chair

[The Report of the Chair dated December 8, 2021 had been posted with the meeting.]

The Chair provided an overview of his Report for the information of Senate. During discussion, the Chair received comments and responded to questions raised regarding international student enrolment.

6. Report of the President and Vice-Chancellor

[The Report of the Interim President and Vice-Chancellor / Provost and Vice-President Academic dated December 15, 2021 had been posted with the meeting materials.]

Dr. Wells referred members to her Report and highlighted several matters for the information of Senate.

With respect to the delivery of the Winter 2022 term, Dr. Wells noted that Senate's consideration of a time-sensitive action item was required. The Chair, noting that the unanimous consent of Senate is required in order to waive the five-day rule and consider the action item, asked if there were any objections. Noting no objections, the Chair confirmed that the unanimous consent from Senate was received. The following proposed motion was shown on the screen:

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MOVED (Wells/Owen)

THAT Senate approve that:

- the Interim President and Provost & Vice-President, Academic be authorized to mandate that the Winter 2022 term begin online if the public health situation requires it, and to extend this online period if needed; and
- that the University Registrar be authorized to adjust restrictions or programming for the Winter 2022 term as needed, without modifying the Academic Calendar, related to the following items:
  - contact hours;
  - notes referencing the delivery mode (i.e., onsite, online, or blended learning);
  - prerequisite requirements as they relate to year 1 courses and sequencing; and
  - experiential education components of courses;

provided that such adjustments be undertaken in consultation with Departments, Centres and Programs, as coordinated by the respective Faculty Deans.

During Senate's consideration, Dr. Wells expanded on the emerging developments related to COVID-19 and the omicron variant and responded to questions raised. For the record, Dr. Wells confirmed that the extension of the on-line period, as referred to within the first bullet of the motion, will not go past the end date of the Winter 2022 term, and hopefully will only be for a short period of time.

Discussion ensued during which feedback was presented related to alternative grading, and potential implications to students of on-line delivery in certain courses and programs.

The Chair referred members to the motion on the floor and confirmed that there were no further questions or comments.

QUESTION on the motion

CARRIED

7. Report of the Provost and Vice-President, Academic

The Report had been included within the Report of the President & Vice-Chancellor (Agenda Item 6).

8. Report of the Vice-President, Research

[The Report of the Vice-President, Research dated December 7, 2021 had been posted with the meeting materials.]

The Vice-President, Research presented the Report and expanded on several items for

the information of Senate.

9. Two Row Council

On behalf of the Two Row Council, Senator Bourgeois provided an oral update on activities from the meeting held on December 6, 2021. Included in the update was information regarding Indigenous self-identification in academia, the development of a plan for the Tecumseh Centre, the provision of a letter of support for Black Cluster Hire, the development of guidance regarding the land acknowledgement.

10. Generative Discussion

[An introduction to the Generative Discussion "Presidential Search" dated December 8, 2021 had been posted with the meeting materials.]

For the record, Dr. Wells, Interim President and Vice-Chancellor, recused herself from the meeting for the discussion.

The Chair referred members to his introductory memo to today's generative discussion. In keeping with section 1.4.1.6 of the Policy on the Appointment and Reappointment of the President and Vice-Presidents, the Advisory Committee on the Presidency is consulting with Senate to assist in identifying the issues and challenges facing the University in the ensuing decade and what characteristics/attributes a President should possess in that context.

During the generative discussion, the Chair received and recorded feedback from Senators. Prior to the close of the discussion, the Chair confirmed with Senate the information he had captured from the discussion was accurate. The feedback will be presented to the Advisory Committee on the Presidency at its meeting on December 16, 2021.

***Secretary's Note: The summary document of the information received from Senate and presented to the Advisory Committee on the Presidency is attached to the minutes as appendix 1 as requested by the Senate Chair.***

Following the conclusion of the generative discussion, Dr. Wells re-joined the meeting.

11. Other Business

The Chair noted that there is one additional item to present to Senate. Noting that the allocated time for the meeting was coming to an end, he asked if Senate would like to extend the meeting for an additional ten minutes.

MOVED (Dun/Krowchak)

THAT the meeting be extended for an additional ten minutes.

CARRIED

Senator Hurley addressed Senate with respect to a request that alternative grading for the fall 2021 term continue. During his remarks, he expanded on the rationale for the

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request, noting that that students have demonstrated their support of continuing alternative grading through a survey and a signed petition.

MOVED (Hurly/Krowchuk)

BE it resolved that Senate extend the enactment of the academic grade alternatives for students during disruptions outlined in FHB III.C.6.9 for the Fall 2021 term, and that these alternatives apply to all undergraduate students at Brock.

The Chair noted that a motion to waive the five day rule to consider an action item is required and the unanimous consent of Senate must be received.

During the ensuing discussion, concerns were raised that the motion is not in order as FHB III: 6.9 includes that it is the responsibility of the Provost and Vice-President, Academic to recommend to Senate the enactment of academic grade alternatives and FHB III: 6.5 includes that the Senate Governance Committee will meet to discuss the recommendation of the Provost regarding remedial action following the end of disruption of academic activities of more than five working days, including extensions to the academic term. It was suggested that it would be beneficial for the Provost to further consider the matter with the Governance Committee and bring forward any proposed recommendations to Senate in January 2022.

The Chair asked if there were any objections to waiving the five-day rule to consider the motion. Noting the objections raised by Senators, the Chair confirmed that the motion to waive the five-day rule is DEFEATED.

12. Adjournment

The meeting adjourned at 5:19 p.m.

**CONSENT ITEMS**

The following items had been received and/or approved by consent:

13. Minutes of Previous Meetings  
[The Minutes of the 694<sup>th</sup> meeting of Senate held on November 17, 2021 had been posted with the meeting materials.]

The item had been lifted and Senate approved the Minutes of the 694<sup>th</sup> meeting of Senate held on November 17, 2021 as amended.

14. Report of the Academic Colleague - N/A

15. Report of the Actions of the Board of Trustees  
[The Report of the Actions of the Board of Trustees from the meeting of the Board held on December 9, 2021 had been posted with the meeting materials.]

Senate received the Report by consent.

16. Reports of Standing Committees

16.1 Academic Review Committee

[The Report of the Academic Review Committee dated December 8, 2021 had been posted with the meeting materials.]

Senate approved the following motions by consent:

THAT the Codicil to the IQAP (Institutional Quality Assurance Processes) be approved as a transitional measure, until the IQAP is revised to fully adhere to the new Quality Assurance Framework and to address the results of an upcoming 2022/23 Quality Council audit.

THAT the Final Assessment Report for the cyclical review of the graduate and undergraduate programs in the Department of Geography and Tourism Studies be approved.

THAT the Request for Major Modification to change the name of the BA in Political Science (Public Administration) Co-op to BA in Political Science (Public Policy and Administration) Co-op be approved.

16.2 Graduate Studies Committee

[The Report of the Graduate Studies Committee dated December 15, 2021 had been posted with the meeting materials.]

Senate approved by consent the proposed 2022-23 Graduate Academic Calendar Submissions as outlined in the Report.

16.3 Undergraduate Program Committee

[The Report of the Undergraduate Program Committee dated December 1, 2021 had been posted with the meeting materials.]

Senate approved by consent the proposed changes to the Undergraduate Calendar as outlined in the Report.

16.4 Undergraduate Student Affairs Committee

[The Report of the Undergraduate Student Affairs Committee dated December 6, 2021 had been posted with the meeting materials.]

Senate received the Report for information by consent.

16.5 Teaching and Learning Policy Committee

[The Report of the Teaching and Learning Policy Committee dated December 6, 2021 had been posted with the meeting materials.]

Senate received the Report for information by consent.



**To:** Chabriol Colebatch, University Secretariat

**From:** Don Cyr, Senate Chair

**Date:** December 16<sup>th</sup>, 2021

**Re: SUMMARY: PRESIDENTIAL SEARCH: Consultation with Senate**

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At the 695<sup>th</sup> meeting of Senate (December 15<sup>th</sup>, 2021) Senate was consulted on the challenges the University may face and what characteristics might be desired in a president. The following provides a point form summary with no ranking in terms of importance. These were the various points raised by individuals during the consultation.

**What does Senate perceive to be the issues and challenges facing the University in the ensuing decade?**

- Increasing competitive environment in terms of student recruitment
- Brock faces significant reputational challenges
- Need to develop programs that are attractive to students
- Changing demographics (aging) and potential impact on programming
- Authentic engagement with EDI – hiring, programming etc.
- Navigating freedom of speech challenges
- Resource disparity in terms of students with disabilities
- Mental health support for students, faculty and staff
- Technology potentially changing the nature of education/learning
- Need for stronger relationship and value proposition to government and public
- Focus on metrics for reporting on the progress and success
- Increased pressure to conform to neoliberal corporatization of the institution
- Need to put greater focus on graduate training and reputation

**What characteristics/attributes does Senate believe next President should possess in that context?**

- Recognize the humanity of the university and to be a fair, consistent and equitable leader
- Transparent leader

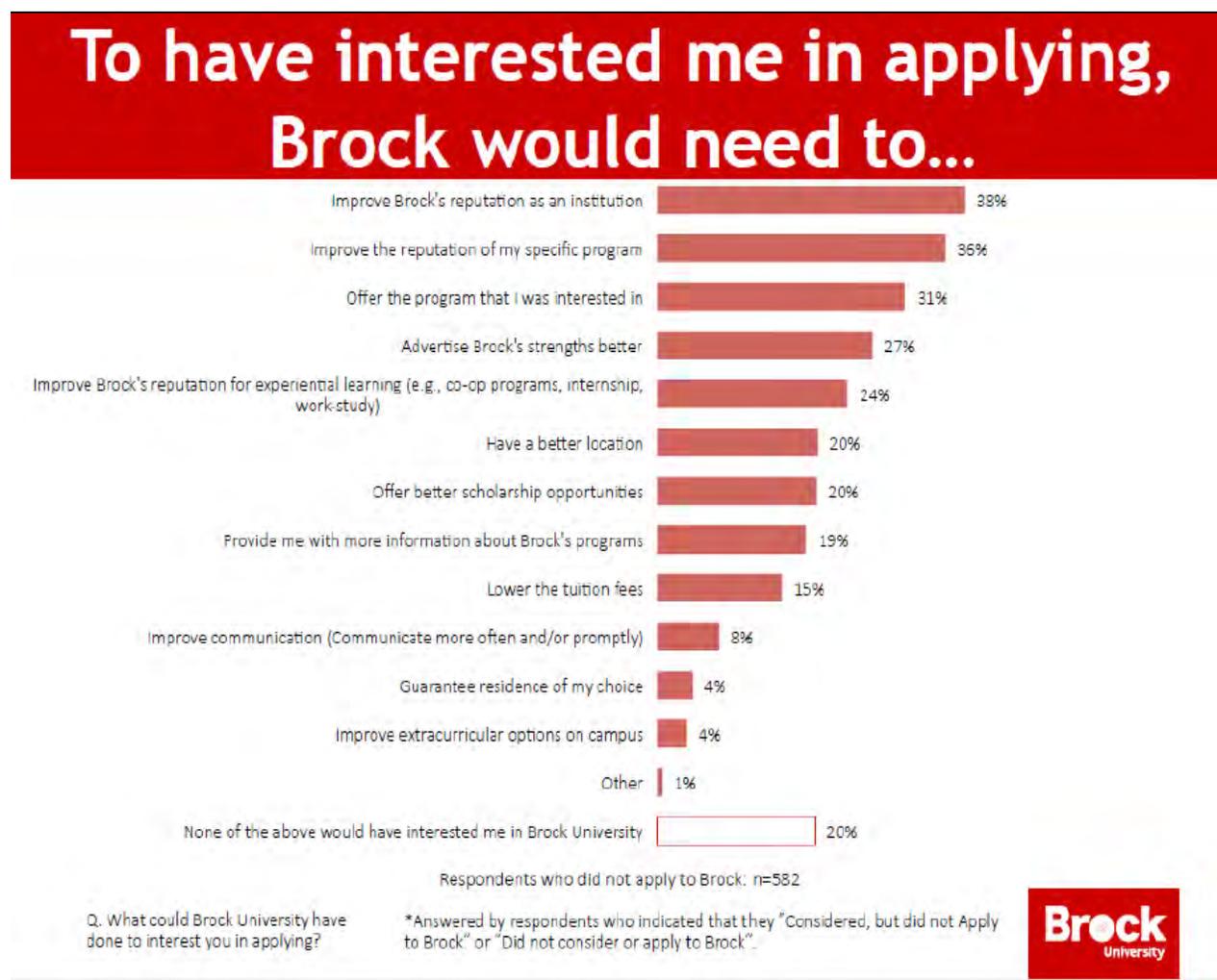
- Capacity for fundraising (ie chaired professorships) and positive relationships with government – ability to promote the interests of the institution.
- Exhibits evidenced based decisions and strategic planning
- Adaptability - capacity to deal with complexity and difficult challenges
- Engagement with BIPOC community authentically and encourages EDI in representation in senior administration.
- Servant Leader -sees themselves as “first among equals” – a focus on the needs and growth of individuals within the organization.

## Appendix: Materials

The Senate was provided by the Chair with the following materials prior to the consultation.

Some possibly useful information (my own thoughts)

From a survey in 2015



You may not have had the chance to read the document I provided for reflection.

Rupp, D. E., Batz, C., Keith, M., Ng, V., Saef, R., & Howland, A. (2016). Competencies for state college and university presidents. American Association of State Colleges and Universities.

The summary of the study:

### **Management Competencies**

1. **Knowledge of the Academic Enterprise:** Possesses knowledge of and appreciation for the state college/university (its past, present, and future), its culture (e.g., shared values and traditions), its context (e.g., social, political, legal), and its students.
2. **Business Enterprise Management:** Applies business and financial knowledge to proactively create, develop, and secure resources from various sources using established (e.g., campaigns, fundraising) and innovative methods in an effort to grow the state college/university. This includes demonstrating an understanding of pertinent financial considerations; possessing the ability to identify, recognize, assess, and capitalize on opportunities; taking calculated risks and tolerating ambiguity; and developing partnerships that will secure financial and non-financial resources. Demonstrates ability to recognize opportunities in various parts of the system (e.g., technological, enrollment management, legal issues, and personnel)
3. **Resource Development and Stewardship:** Manages (i.e., distribution and creative utilization of) financial, technological, human capital, enrollment, physical property, and other resources. This includes an appreciation of shared governance (e.g., faculty, administrators) in the management and allocation of resources. Involves leading institutional change and consideration of interdependent organizational systems, each of which requires sufficient resources to carry out its work.

### **Interpersonal Competencies**

4. **Formal and Informal Communication:** Communicates in an effective and authentic way in both formal and informal settings using various methods appropriate for the message (e.g., public statements, social media), as well as demonstrating comfort and confidence in writing, speaking in public, and using information technology to communicate. Actively listens and understands the needs and concerns of internal and external stakeholders.
5. **Positively Engaged:** Maintains a visible and active presence and an appropriate level of involvement with both external and internal stakeholders at all levels of the institution (e.g., students, parents, faculty, trustees, community)
6. **Relationship Development and Maintenance:** Develops and maintains purposeful interpersonal connections and relationships throughout the college/ university and among individuals in the local, state, national, and international communities,

in order to advance the institutional mission. This includes working and communicating with internal and external stakeholders (e.g., faculty, staff, students, alumni, parents, prospective students, donors, government, local organizations, community leaders, trustees) in both collaborative and supportive capacities; managing synergies among these relationships; and maintaining this network of relationships in order to promote continued and collaborative stewardship.

7. Climate Creation and Maintenance: Intentionally shapes a campus climate (e.g., fostering and reinforcing shared beliefs and values) that fits the growing needs of the university. Maintains and fosters a welcoming, diverse, and inclusive campus environment, as well as engages in collaboration and entrepreneurship within and across units (and beyond).

### **Personal Characteristics**

8. Integrity: Behaves in a way that is ethical, trustworthy, transparent, consistent, accountable, honest, committed, and socially responsible, thus setting high standards for staff, faculty, students, and the community.
9. Servant Leader: Engages with stakeholders (e.g., faculty, staff, and especially students) in a way that conveys empathy and primary concern for and commitment to increasing their well-being, achievement, and success.
10. Continuous Self-Development: Maintains self-awareness and attention to continuous self-improvement and growth. This includes knowledge acquisition, professional development/skill building, and maintenance of emotional and physical health.
11. Resilience: Demonstrates strength in the face of adversity (i.e., determination, perseverance, tenacity) and the capacity to recover quickly from challenges and difficulties without dwelling on failures or setbacks.

### **Leadership Competencies**

12. Problem-Solving: Applies systems-level thinking in order to define problems, gather and integrate relevant quantitative and qualitative information, generate and identify potential solutions, and evaluate the best course of action against identified criteria with an integrated systems- and results-oriented focus.
13. People and Team Development: Effectively supervises and delegates (i.e., defines tasks, sets goals, and drives performance toward attainment/fulfillment of goals); selects, builds, and develops diverse and cohesive groups of individuals who can work together to achieve the institutional mission.
14. Strategic Vision: Develops, articulates, advocates, and executes a clear vision for the state college/university's future that others will accept, support, and advance.

This includes orchestrating effective change management via short- and long-term strategic thinking.

15. Adversity Leadership: Manages, identifies, addresses, and responds to emergencies, crises, social issues, and controversies on campus in a prompt and effective manner. This involves an understanding and continuous monitoring of relevant issues.

### **Additional Traits**

In addition to the preceding behaviorally defined competencies, our research revealed a number of relevant personality traits that underlie these behavioral competencies, and that are necessary for success in a leadership position. These include:

16. Traits that support and exemplify positive expectations of success (i.e., hope, optimism, self-efficacy, confidence).
17. Traits indicative of an achievement orientation (i.e., needs for achievement, autonomy, personal growth and development).



**To:** Chabriol Colebatch, University Secretariat  
**From:** Don Cyr, Senate Chair  
**Date:** January 12, 2022  
**Re:** **GENERATIVE DISCUSSION: Campus of the Future and New Normal**

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## **Introduction**

Two topics for generative discussion were submitted from Senate Committees (TLPC and USAC) that were presented to Governance and it was felt they were related enough to form one Generative Discussion Topic. The submissions are provided below:

1. **Campus of the Future** (Teaching and Learning Policy Committee)  
*During the Teaching and Learning Policy Committee meeting on October 7th, discussion proceeded on the new standing agenda item of Generative Discussion topic ideas. The idea that I forward to you from the committee is "Campus of the Future". There have been several articles written discussing this topic and the committee feels it a good topic for a full discussion in Senate. Below are links to a couple articles for background information to share. (Christene Carpenter-Cleland, Chair, TLPC)*

The Hybrid Campus: Three Major Shifts for the Post-COVID University, *The Deloitte Centre for Higher Education Excellence*

Among our main findings:

- The hybrid campus, as we're calling the concept, transcends our current idea of blended education into a more holistic vision for delivering *everything* an institution offers, from academic advising to courses to career services.
- This approach, which sits between the physical and digital worlds, is what students (and prospective students) have come to expect outside of the college campus. Because it meets the students where they are, it can create brand loyalty and better outcomes.
- A hybrid approach can make an institution more accessible by a broader range of students, thus breaking down barriers to access and reaching a broader, more diverse population of students.
- A fully hybrid campus can help institutional leaders better manage costs and pedagogical demands while personalizing the campus experience.
- The approach encourages innovation in teaching and learning.
- A hybrid campus can employ analytics to shape support services and academic programs.

## 2021 FORESIGHT REPORT: The Hybrid Futures

<https://www.ecampusontario.ca/wp-content/uploads/2021/09/The-Hybrid-Futures-EN.pdf>

### **2. The New Normal** (Undergraduate Student Affairs Committee)

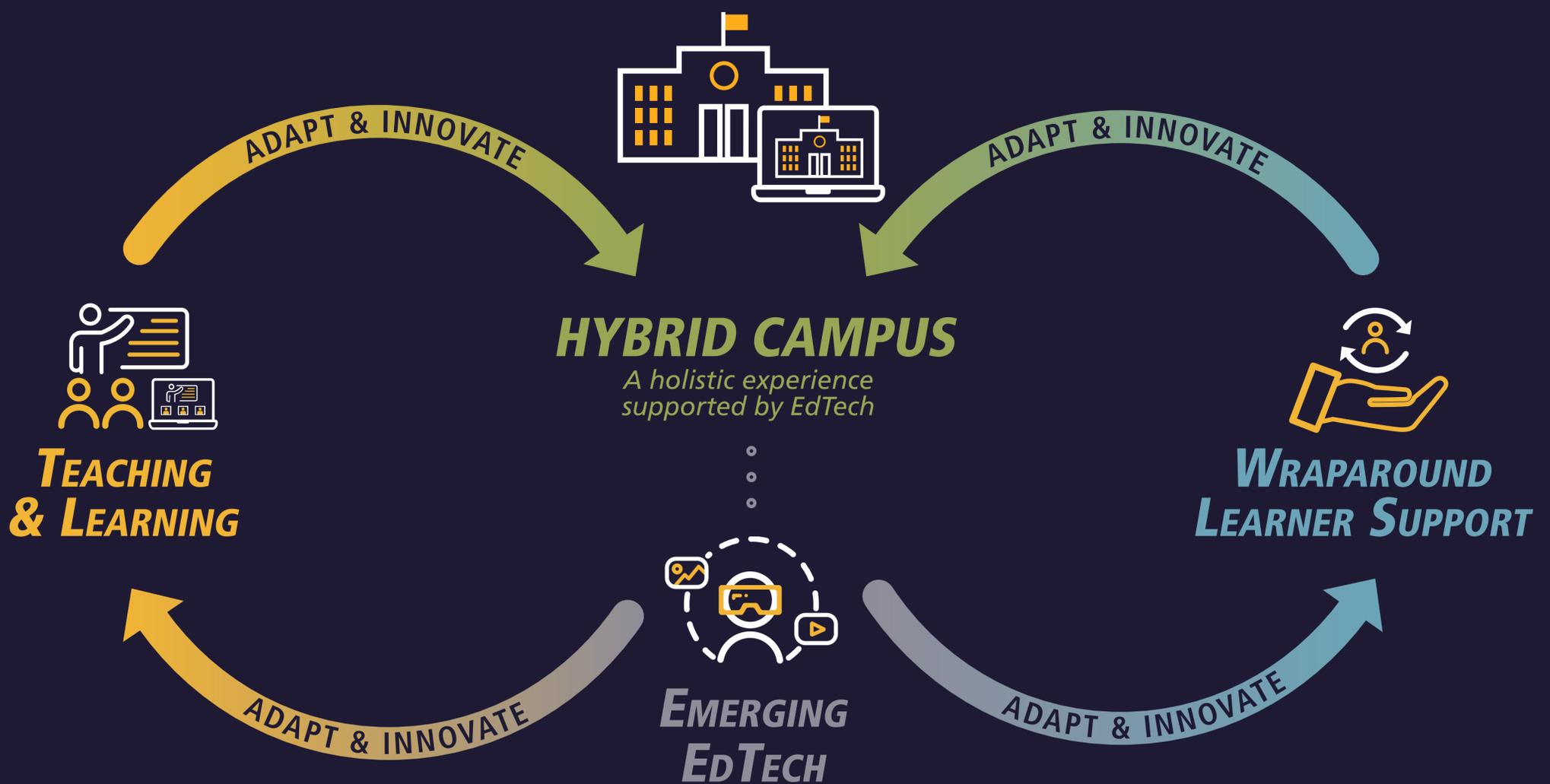
*Both precedent and the university administration appear to tell us that the 22/23 AY will be a return to normal, following the current transitional year. However, some practices at the university may be difficult to return to pre-pandemic norms. For example, having taught on-line for many semesters, some faculty members may be reluctant to go back to in-person instruction. In short, we suspect that there is a gulf between different members of the university community, a difference which could be directly addressed through open discussion at Senate. Greater clarity and communication in formulating a complete reopening strategy would provide for a smoother transition for all University stakeholders. The Committee expressed some urgency in addressing this item. (Tim Dun, Chair, USAC).*

# The Hybrid Futures

*This report explores:*

## Building a Hybrid Campus

A vibrant hybrid campus uses educational technology (EdTech) to enhance teaching & learning and wraparound learner supports through iterative adaptation and innovation.



# The Hybrid Futures

## Why do we use futures instead of future?

In foresight practice, we refer to the future in plural.

As we cannot predict the future, there is no definite image or vision of it. Thus, the future will always be an infinite range of possible outcomes rather than a single destination.

## The *Virtual Learning Strategy (VLS)* is preparing Ontario postsecondary institutions for Hybrid Futures

The VLS is supporting ongoing and future virtual learning needs at all Ontario Indigenous Institutes, colleges, and universities.

The *VLS* ([link here](#)) is built on three key pillars:



Being the Future



Being a Lifelong Learner



Being a Global Leader

By applying strategic foresight approaches, the Ontario postsecondary sector can co-create hybrid futures by monitoring maturing trends and identifying future possibilities. This work aligns with the VLS pillar of *Being the Future*.

## What is a *Foresight Report*?

Foresight reports are tools to support the navigation of uncertain and complex futures. Using strategic foresight (i.e., a research-driven, systematic exploration of possible futures), Foresight Reports help inform present-day decision-making by identifying patterns of change that may have significant lasting impacts for digital-by-design futures.

## How do I *use* this Foresight Report?

This foresight report is a high-level overview of maturing trends within the postsecondary education sector. We recommend readers to use this report as a map for further exploration. Readers can click on the links provided to learn more about topics of interest. At the end of this report, readers will find a conversation guide to spark futures-facing conversations and explore gradients of possibility.

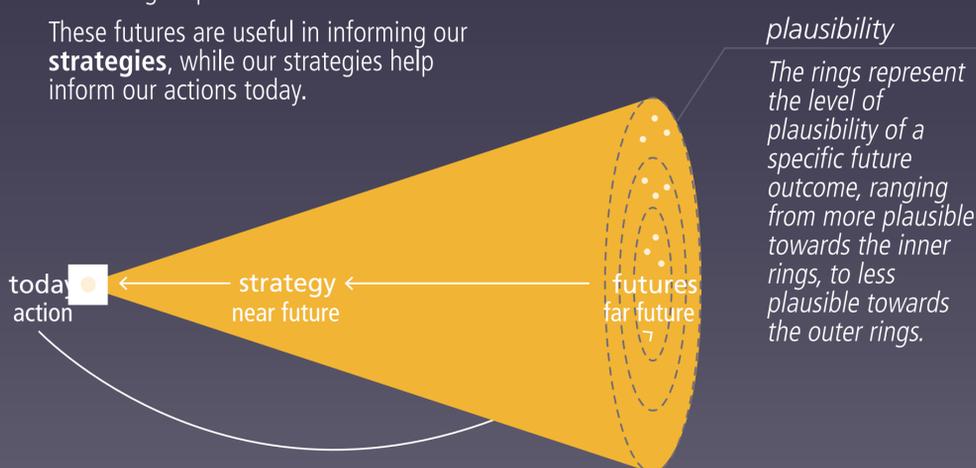
## Why is Strategic Foresight *important* to Ontario postsecondary education?

The COVID-19 pandemic and the shift to emergency remote teaching amplified challenges across the Ontario postsecondary system. Strategic foresight supports institutions in navigating transformation by building awareness of some possible forces of change. Strategic foresight can help address immediate and short-term challenges, while articulating long-term visions for systems level evolution.

### FUTURES INFORMING STRATEGIES OF TODAY

Emerging or maturing trends **today** allow us to imagine possible **futures**.

These futures are useful in informing our **strategies**, while our strategies help inform our actions today.



Adapted from [Joseph Voros, The Futures Cone](#)

## REPORT OUTLINE



### Hybrid Campus

The learning delivery spectrum  
Building a hybrid campus

3



### Emerging EdTech

Extended reality  
Artificial intelligence  
Ethics & equity considerations

4



### Teaching & Learning

Learner-centered approaches (UDL, HyFlex)  
Hybrid teaching & learning methods

5



### Wraparound Learner Support

Hybrid learner support services

6



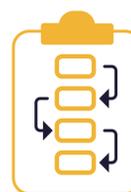
### Conversation Guide

6



### References

7



### PLANNING FOR FALL 2021

Hybrid approaches support continuity of education amidst constant disruption to in-person teaching and learning. As of August 2021, 11% of Indigenous Institutes, 58% of colleges, and 45% of universities in Ontario had announced plans for a hybrid Fall 2021 semester. This report provides valuable insights about future opportunities and challenges to support the on-going development of an antifragile and resilient hybrid campus.

## FURTHER READING

1

[What is Futures Literacy and Why Is It Important?](#)  
Medium

2

[What is Foresight?](#)  
Organization for Economic Co-operation & Development

# Hybrid Campus

## From emergency remote teaching & learning...

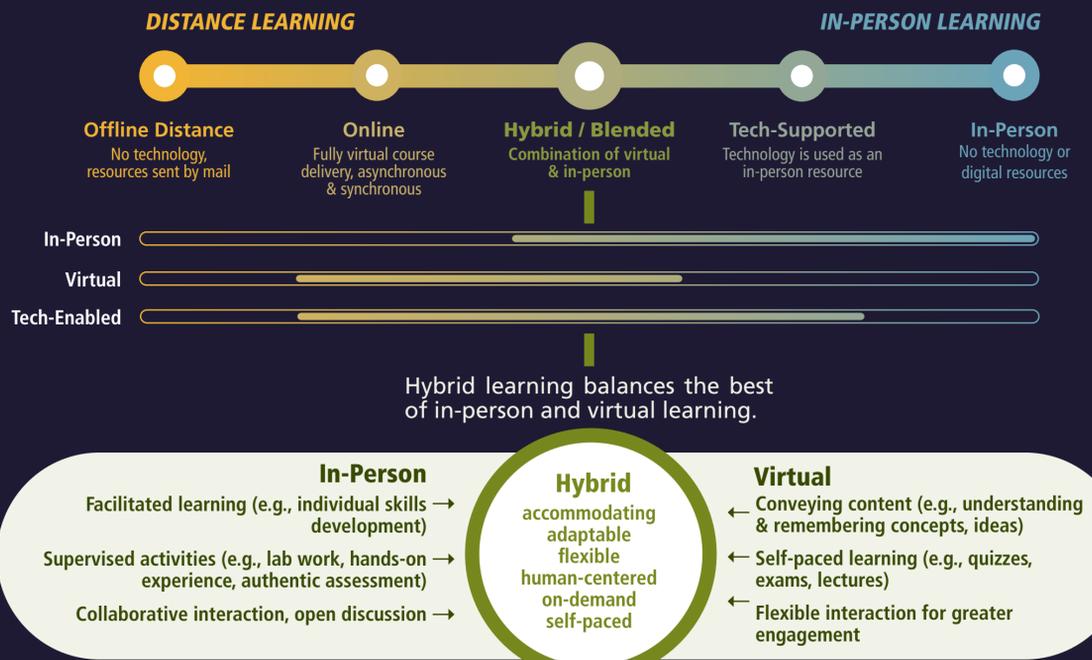
Postsecondary education experienced a significant shift as of March 2020. With the onset of the global pandemic, institutions across Ontario adapted to emergency remote teaching & learning by relying on digital technologies to bring in-person courses into a virtual space.

## ...to hybrid-by-design.

As we move closer to a post-pandemic future, many institutions are considering a hybrid or blended approach. This approach has the potential to harness the best of both worlds: in-person and virtual learning and supports. A hybrid campus can meet varying learner needs and backgrounds while leveraging the flexibility of EdTech.

## THE LEARNING DELIVERY SPECTRUM

The Canadian Digital Learning Research Association (CDLRA) defines five modes of learning, each with various uses of digital technology. [Link here](#) for more information.



## BUILDING A HYBRID CAMPUS

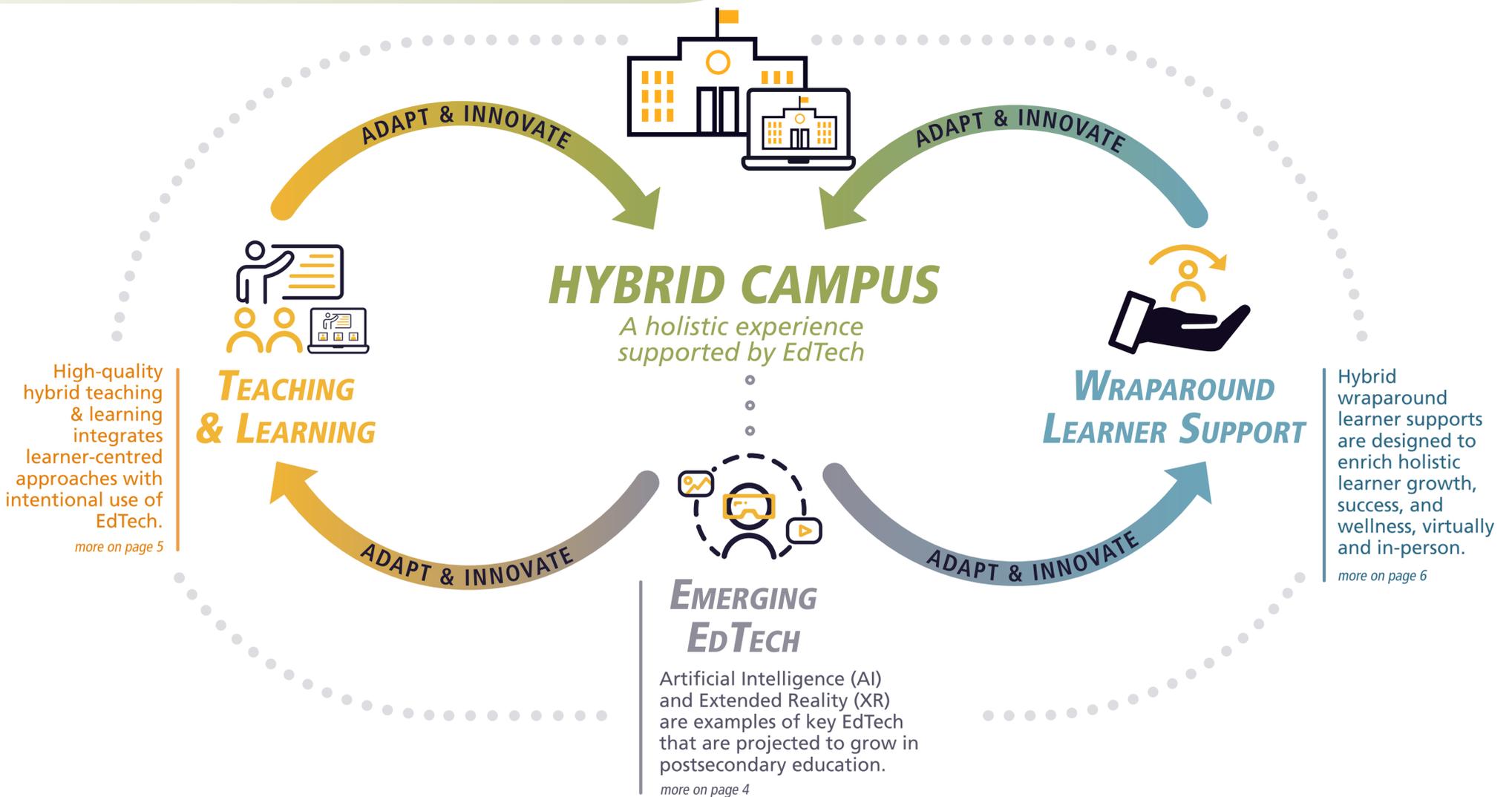
Building a hybrid campus is an iterative process of adaptation and innovation where EdTech enhances hybrid approaches to teaching & learning and wraparound learner supports (e.g., career preparation, community development, and co-curricular experiences). A vibrant hybrid campus provides holistic experiences for all learners.

The postsecondary education sector will continue to face changing learning environments, evolving learner preferences and needs, and shifting external factors, such as climate change. Hybrid campuses can build resilience in the postsecondary ecosystem by enhancing agility in constantly evolving contexts.

### HyFlex (Hybrid + Flexible)

HyFlex models prioritize choice and autonomy. Learners select day-to-day how they will engage in their hybrid learning (i.e., in-person or virtual). [Link here](#) for more information.

more on page 5



## FURTHER READING

1 **The Hybrid Campus**  
Deloitte Insights

2 **The Acceleration of Hybrid Learning in Higher Education**  
Educause Review

3 **Hybrid Learning and Ubiquitous Learning**  
International Hybrid Learning Society

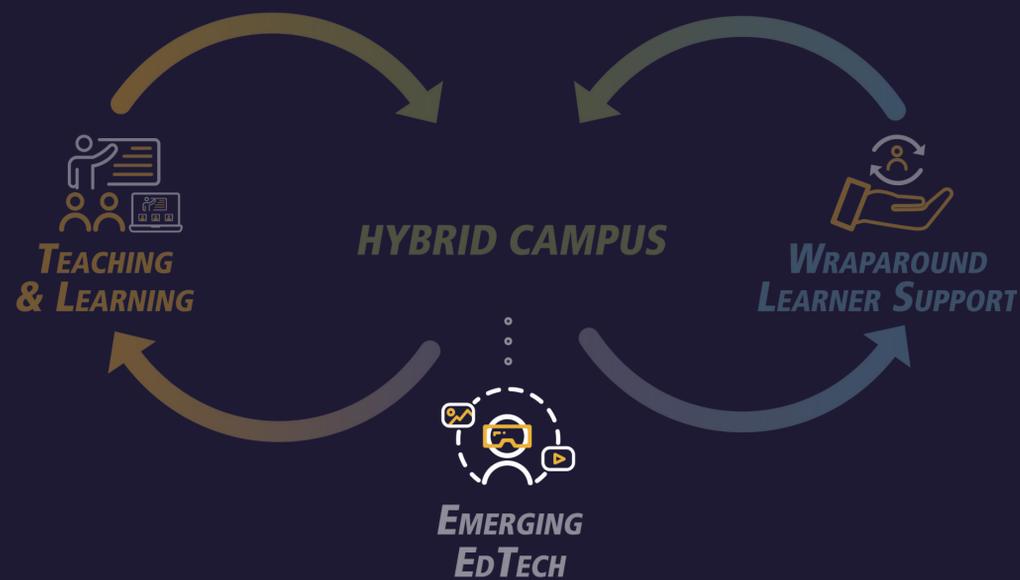
# Emerging EdTech

## A hybrid campus is ubiquitous, immersive...

XR allows for learning from anywhere, at any time, in simulated real-world contexts. XR is a key technological solution to providing effective hybrid experiential learning grounded in ubiquitous immersion. XR technologies can create immersive teaching & learning experiences and wraparound learner supports across a hybrid campus.

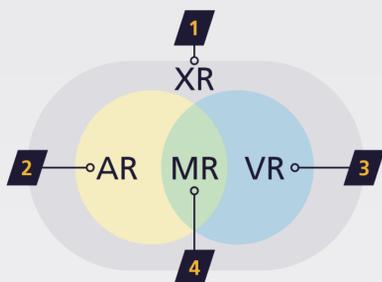
## ...and personalized.

Diverse learners have diverse needs. Applying AI strategically throughout a hybrid campus facilitates personalization to ensure learning experiences that resonate with learners' needs. AI can provide tailored support and guidance to learners throughout their hybrid journeys.



## TECH-TERMINOLOGY REVIEW

As technology continues to push the boundaries of reality and the digital world, definitions are emerging and evolving. Please refer to the diagram and definitions below to learn more about some key immersive technologies and their relationship to postsecondary education.



### 1 Extended Reality (XR)

An emerging umbrella term for all the immersive technologies, such as AR, VR, and MR.

### 2 Augmented Reality (AR)

An enhanced version of physical reality with overlaid digital information through a digital device (such as a smartphone camera).

### 3 Virtual Reality (VR)

An experience taking place within fully simulated and immersive environments. Applications of virtual reality can include entertainment (e.g., gaming) and educational purposes (e.g., medical or military training).

### 4 Mixed Reality (MR)

A blend of physical and digital worlds that includes computer videographical processing. This new reality is based on advancements in computer vision, graphical processing, display technologies, input systems, and cloud computing.

## EXTENDED REALITY

### Opportunities for experiential learning

XR technologies provide learners with hands-on experiential learning at a relatively low physical risk. XR can be used for apprenticeships (e.g., electrician) and preparing learners for complex, real-world situations (e.g., health care).

### Benefits of XR

- Increase engagement and motivation
- Enable exploratory and contextualized learning
- Improve accessibility
- Trigger empathic response
- Maintain interactivity while being remote and flexible
- Support career readiness



The VLS is investing \$6.6 million into 60+ projects that are developing simulations, serious games, or XR experiences. These will be available for use across the Ontario postsecondary sector in 2022.

[Learn more here](#)

## ARTIFICIAL INTELLIGENCE

### Current uses of AI



#### Learning support:

Chatbots  
Learning Management Systems (LMS)  
Intelligent tutoring systems



#### Learner assessment:

Learning analytics  
Plagiarism checking  
e-Proctoring

### Benefits of AI

- Anticipate learner needs & provide resources
- Support learners & increase engagement
- Support educators & staff in managing task load
- Assist in the development of new teaching strategies with evidence-based information

*"Technology gives learners greater ownership over **what** they learn, **how** they learn, **where** they learn, and **when** they learn." - OECD, 2021*

## ETHICS & EQUITY CONSIDERATIONS

Prioritizing ethics and equity in design, decision-making, and implementation of EdTech ensures all learners and educators can thrive on a hybrid campus.

### Tech Integration

Digital transformation is about talent as much as technology. It is important to continue defining AI, educator, and staff roles as tech integration increases. Professional roles will necessarily evolve with the addition of technologies. Designing intentional human-machine partnerships will be key to building a hybrid campus.

### Tech Bias

Technology is designed by humans and can therefore perpetuate human biases. Applying principles of equity, diversity, decolonization, inclusion, and accessibility in the design, implementation, and use of EdTech will ensure all learners and educators are seen, safe, and affirmed across a hybrid campus.

### Tech Equity

On a hybrid campus, all learners and educators need access to affordable and reliable:

- 1) hardware (e.g., computer, XR headset)
- 2) software (e.g., LMS)
- 3) high speed internet connection

Tech equity allows all educators and learners to participate and engage in teaching, learning, and wraparound supports.

## FURTHER READINGS

1

[Augmented and virtual reality are helping colleges up their tech game](#)

Maclean's

2

[Exploring the Future of Extended Reality in Higher Education](#)

Educause Review

3

[Software that monitors students during tests perpetuates inequality and violates their privacy](#)

MIT Technology Review

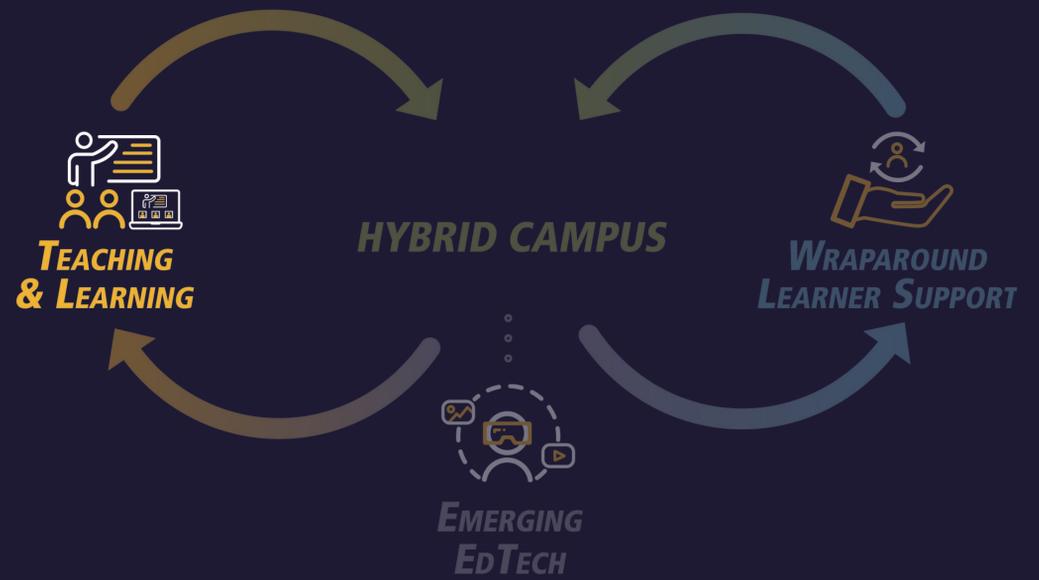
# Teaching & Learning

## A hybrid campus is learner-centered...

High-quality teaching & learning meets the diverse needs and experiences of each learner. Universal Design for Learning (UDL) engages learners through meaningful learning materials and activities. HyFlex models prioritize learner choice and autonomy.

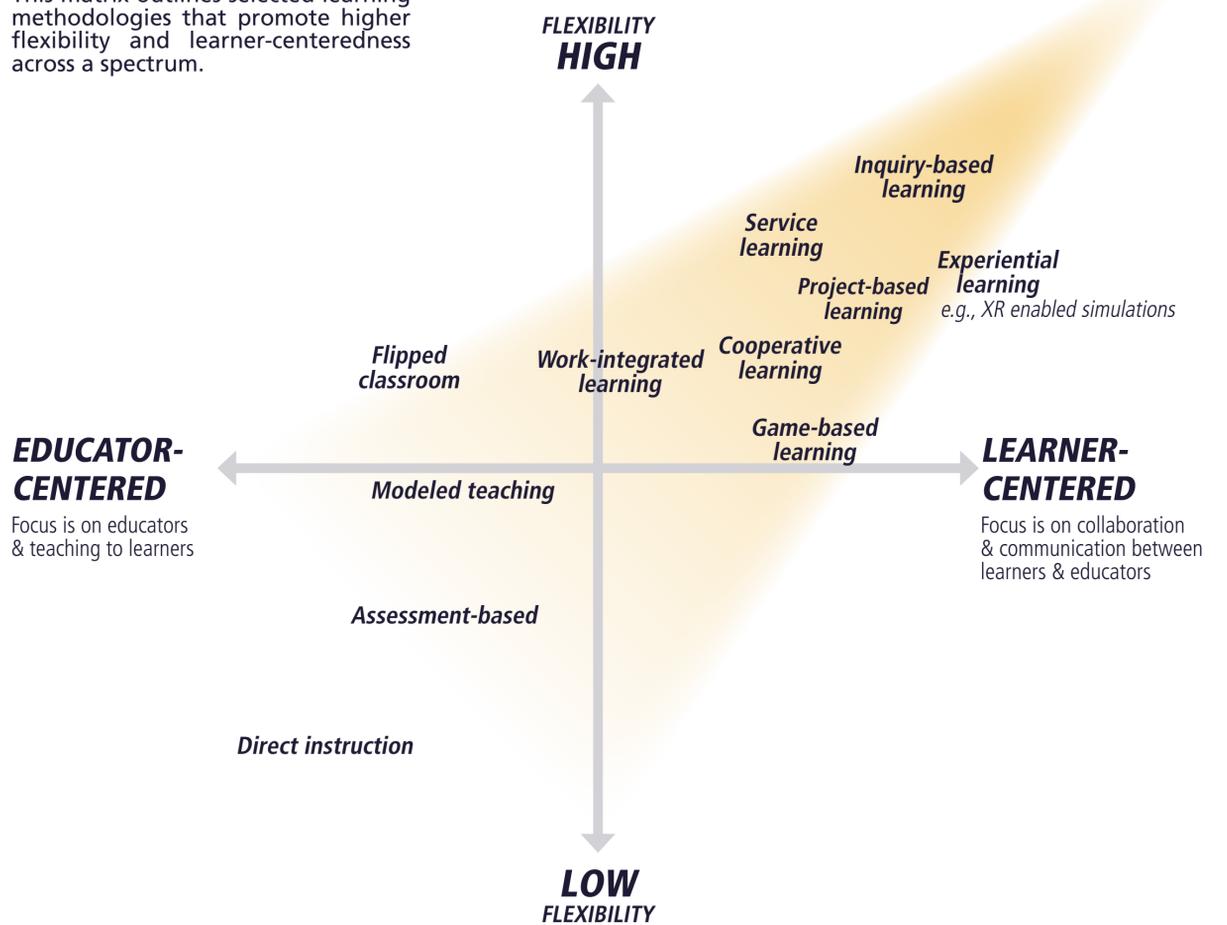
## ...& embraces variety.

Educators pragmatically employ a variety of teaching & learning methods to support a learner-centered education experience. For example, experiential learning facilitated by XR is a highly flexible, learner-centered hybrid method of teaching and learning.



## HYBRID TEACHING & LEARNING METHODS

This matrix outlines selected learning methodologies that promote higher flexibility and learner-centeredness across a spectrum.



## LEARNER-CENTERED APPROACHES

### Universal Design for Learning (UDL)

UDL is a learner-centered approach which champions engaging ways of learning (e.g., visual materials, channels of communication, group work, reflections, evenly distributed course load).

UDL supports the intersectionality of learner identities in **three** ways:

- Engage learners in a meaningful way**  
Personal & goal-building
- Represent & incorporate diverse learners**  
Alternative material, transcripts for videos
- Encourage action & expression**  
Various ways to demonstrate learning & knowledge

[Learn more here](#)

### HyFlex (Hybrid + Flexible)

The four core principles informing HyFlex instructional design are: learner choice, equivalence, reusability, and accessibility.  
[Link to learn more.](#)

In HyFlex models, learners can choose how they want to participate in their learning on a daily basis.

- In-person synchronous**  
Attend an in-person classroom session in real time
- Virtual synchronous**  
Join a virtual class session in real time
- Virtual asynchronous**  
Participate in a virtual class on demand

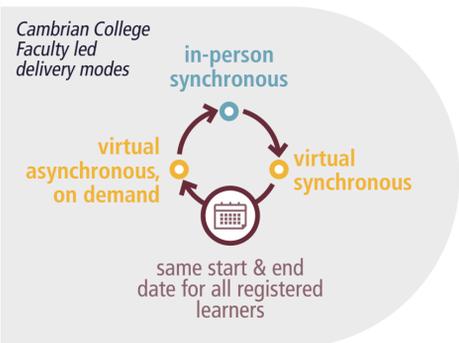
**CASE STUDY: HYFLEX LEARNING AT CAMBRIAN COLLEGE**

*"To align with the way that students live, work, and learn today, Cambrian College is investing in the creation and delivery of HyFlex courses. The aim of this delivery mode is to offer students the maximum amount of choice possible within a formal learning program."*

**Design with Empathy**  
Consider the learners' journey for all three delivery modes.

**Institutional support**  
Prioritize learner needs and implement necessary supports for the transition and application of HyFlex learning.

[Link here](#) for more information.



## EDUCATOR & STAFF DEVELOPMENT: A KEY FACTOR

Current and near-future educators, staff, and leaders seek professional development opportunities to support evidence-informed decisions about EdTech and hybrid pedagogy. Investing in professional development is essential to building a hybrid campus and delivering high-quality and learner centered experiences.

Ontario Extend empowers educators to explore a range of emerging technologies and pedagogical practices for effective online and technology-enabled teaching & learning.  
[Link here](#) for more information.

**Empowered Educator**

*"Educators can be designers, knowledge brokers, system thinkers, talent maximizers, and bridge builders in the transformation of education."* -Berry et al. 2013

## FURTHER READINGS

- 1 Innovative Pedagogies of the Future**  
Frontiers in Education
- 2 The UDL Guidelines**  
CAST
- 3 Reimagining higher education as a student-centered experience**  
Microsoft

# Wraparound Learner Support

## Holistic hybrid supports for learners...

On a hybrid campus, wraparound learner supports complement the in person and virtual campus experience. These support all aspects of the learner experience. Research demonstrates a strong positive correlation between engagement, retention, and graduation rates.

## ...prioritize wellbeing.

Wraparound learner supports prioritize wellbeing and foster a healthy balance between life, work, and education using a wellness-first approach. They also strengthen communication and ensure meaningful connection with learners to identify and address specific learner needs.



The VLS is investing approximately \$1 million into 2 projects developing wraparound learner support services, with collaboration from more than 15 colleges and universities.

[Learn more here](#)



## HYBRID CAMPUS



Oshki-Wenjack beading package



**OSHKI-WENJACK**  
OSHKI-PIMACHE-O-WIN  
THE WENJACK EDUCATION INSTITUTE

### CASE STUDY: LEARNER SUPPORT

Oshki-Wenjack mailed out beading packages and invited learners and their families to participate in a virtual beading session with their Elder-on-Campus.

#### Elders Program

Giving learners and their families a comfortable place to enjoy cultural practices, such as smudging, praying, or just relaxing.

#### Full Spectrum Support

Provide support at all levels of learner life (e.g., academic, professional, personal), so learners feel welcomed, respected, and supported throughout their learning journey.

[Link here for more information.](#)

## HYBRID LEARNER SUPPORT SERVICES

### Learner supports can include:



#### Virtual communities

Create academic and social spaces where learners can meet and network with other learners, educators, and staff.



#### Health & wellness

Enhance health and wellness by providing both in-person and virtual health (including mental health and counseling) services for learners.



#### Virtual orientation

Support learner transitions through hybrid social, academic, and advising events to help orient them before courses begin.



#### Hybrid-Career Services

Coordinate alumni and mentors to provide virtual career fairs and career advising sessions for current learners and recent graduates.



#### Additional services

Financial aid; bursaries; academic support & guidance; housing & food security aid



FACULTY OF  
**ENGINEERING AND  
APPLIED SCIENCE**



Clark Hall on QUCraft

### CASE STUDY: MINECRAFT CAMPUS

"Queen's students may not be able to visit campus physically, but now, thanks to a group of engineering students, they can experience it virtually through a popular online game: Minecraft."

The goal of the project is to provide prospective students and the public with the experience of visiting the Queen's Campus using Minecraft and creating conversations through Discord, a virtual space to connect and share ideas.

#### Enhance the Public Experience

Creating a virtual meeting place that is open to serendipity.

#### Building Community

Building relationships with the public and answering questions as they are navigating the virtual campus.

[Link here for more information.](#)

## CONVERSATION GUIDE



We invite you to select one or more trends from this report and use the questions provided to spark conversations across your institution.

Remember, this report is simply the beginning.

Please use the additional links and reading resources provided to help guide and support your futures-focused journey.



### Reach Out to Us!

For additional guidance, questions, or to share your work, please contact [research@ecampusontario.ca](mailto:research@ecampusontario.ca).

## QUESTIONS TO FACILITATE FUTURES THINKING

- WHAT**

  - What new opportunities and challenges could arise from this trend?
  - What are the ethical implications of this trend?
  - What resources are needed to implement this trend (e.g., human, financial)?
- WHY**

  - Why are hybrid futures important to our community (including learners)?
  - Why is this trend important to building hybrid futures?
- WHO**

  - Who needs to be involved in shaping hybrid futures that include this trend?
  - Who will be impacted (positively and/or negatively) by this trend?
- HOW**

  - How do we enhance capacity to facilitate the implementation of this trend?
  - How does this trend impact equity, decolonization, diversity, and inclusion efforts?
  - How can we build this trend to be sustainable?
- WHERE & WHEN**

  - Where do we go from here (i.e., what are next steps)?
  - When can we take action?
  - When can explore this trend further?

## CO-CREATE HYBRID FUTURES WITH eCAMPUSONTARIO

1

### Ontario Extend Program

Join a micro-credentialed professional learning program to explore a range of emerging technologies and pedagogical practices for effective online and technology-enabled teaching and learning.

2

### Remote Teaching & Learning Resources

Find resources, tools, and conversations to support your transition to remote teaching.

3

### VLS Website

Explore how the Virtual Learning Strategy investment is contributing to hybrid futures.

4

### Open Library

Access free and openly-licensed educational resources to support your hybrid teaching and learning experience.

5

### VLS Community of Practice

eCampusOntario is hosting an interactive forum to connect peers across the Ontario postsecondary sector to share new ideas and learn from each other.

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The Hybrid Futures Report is the first in a series of five Foresight Reports that expand on the VLS pillar of Being the Future by exploring maturing trends in the Ontario postsecondary sector and situating the VLS in the futures of virtual learning.

Foresight Reports are accompanied by a series of five Focus Reports, that tell data-driven stories about the VLS investment.

### 2021-22 VLS Reports Outline

- Focus Report    ● Foresight Report

  
Launching  
the VLS

  
Connecting  
to Create

  
**The Hybrid  
Futures**



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

FROM: Brian Power  
Vice-Chair, Senate Academic Review Committee

DATE: January 10, 2022

REPORT TO SENATE 696, January 19, 2022

ACTION ITEMS (N/A)

DISCUSSION ITEMS (N/A)

CONSENT ITEMS - FOR APPROVAL

1. Master of Applied Disability Studies (MADS) and Master of Arts in Applied Disability Studies (MA) - Specializations in Applied Behaviour Analysis Major Modification

That the Request for Major Modification, to change course/exam requirements in the Master of Applied Disability Studies (MADS) and Master of Arts in Applied Disability Studies (MA) programs, be approved.

Rationale: ARC has considered the proposed major modification to the Master of Applied Disability Studies (MADS) and Master of Arts in Applied Disability Studies (MA) - Specializations in Applied Behaviour Analysis, and herewith submits the Request (see Appendix A) for the approval of Senate.

2. BA International Political Economy Program Discontinuation

THAT the Request for Program Discontinuation of the BA in International Political Economy, offered by the Departments of Economics and Political Science, be approved.

Rationale: ARC has considered the proposed request to discontinue the BA in International Political Economy and herewith submits the Request (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:	Specializations in Applied Behaviour Analysis (ABA) in the Master of Arts in Applied Disability Studies (MA) and Master of Applied Disability Studies (MADS)
Academic Unit housing the Program:	Applied Disability Studies
Date modification to become effective:	MA (Sept 2022) MADS (Sept 2023)
Name of person submitting:	Rosemary Condillac
Email of person submitting:	Rcondillac@brocku.ca
Date of Submission:	November 9, 2021
Short Description of Modification:	Change Course/Exam requirements

**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.

**ADS currently has two Master’s Programs within the Applied Behaviour Analysis (ABA) Specialization.** Both programs within this specialization were designed to train graduate students in ABA. The ABA courses were designed to meet the requirements of the Behavior Analyst Certification Board (BACB) to meet the coursework requirements for the Board Certified Behavior Analyst Credential (BCBA) and have continued to evolve since our inception in 2006 to meet the changing certification requirements. For many years, the BACB was responsible to approve our ABA course sequence as meeting their detailed content requirements. BACB course sequences can exist within a degree (as in our MADS and MA) or stand alone (as in our Graduate Diploma). In 2018, BACB shifted that responsibility to the Association for Behaviour Analysis International (ABAI) who were already internationally recognized for accrediting research-based graduate programs in ABA. Since 2018, our ABA course content has been verified annually by ABAI to maintain our status as an ABAI Verified Course Sequence (VCS). Graduates from ABAI VCS programs are recognized as meeting the BACB certification requirements when they apply for BCBA certification.

The proposed modifications were designed to update and align the allocation of content and course objectives of some core ABA courses that are taken by both MADS and MA students, and to differentiate the MA program content from the MADS

by modifying the MA to meet the ABAI Accreditation Standards for research-based programs, while maintaining ABAI VCS status for our MADS program.

### Master of Arts (MA) Modification

Our goal is for our MA (research-based program) to meet criteria for accreditation by the Association for Behavior Analysis International (ABAI). There are a number of benefits of ABAI accreditation for students, including:

- ABAI Accreditation creates the impetus for relevancy and currency of faculty, programs, and courses to best serve students.
- The pursuit of accreditation enhances the ability to serve students by assuring a focus on quality performance.
- ABAI Accredited status requires an ongoing effort to provide excellent equipment, software, and learning resources for students.
- ABAI Accredited status reaffirms the commitment to effective student services.
- Students refer to ABAI accreditation status on resumes and in employment interviews.
- ABAI Accredited programs have academic freedom to refine the specific content covered within each course, while still allowing students to qualify for Behavior Analysis Certification Board certification as Board Certified Behavior Analysts.

ABAI Accreditation also has benefits for Brock University and the Department of Applied Disability Studies (ADS):

- The pursuit of ABAI accreditation reinforces a commitment to continuous improvement, innovation, and scholarship.
- The process of preparing an ABAI accreditation self-study enhances the focus on quality of student learning and renews a commitment to the educational mission.
- The recognition of effective behavior analysis programs through ABAI accreditation contributes to a more positive review by regional accreditors, as specialized accreditation is a confirmation of quality programming in specific divisions.
- An ABAI accredited status creates greater visibility for the institution locally and internationally.
- ABAI Accreditation provides prestige and credibility when seeking funding resources from donors, foundations, and governments.
- ABAI Accreditation leads to more successful articulation of behavior analysis credits.
- The ABAI Accredited institution is provided with considerable marketing and recruitment opportunities through the ABAI website, mailing lists, conferences, etc.
- ABAI Accredited status may be printed in the university catalog.
- ABAI Accredited status may be printed on business cards.
- ABAI Accredited status may be posted on the university website.
- ABAI Accreditation provides a sense of pride within the institution.

While pursuing accreditation for the MA program, ADS is required to maintain its requirements as an ABAI Verified Course Sequence (VCS) to allow the MA students to apply for board certification upon graduating. This major modification addresses

the transitional period (about 5 years) between our MA program being a VCS to being accredited.

#### Master of Applied Disability Studies (MADS) & MA Modification

Our goal is to reorganize our ABA curriculum based on faculty and student feedback. We are proposing to redistribute the course objectives and content across 3 courses taken by the MADS & MA students. These changes will more closely align our courses with both the ABAI VCS requirements (MADS) and the ABAI accreditation requirements (MA).

#### A Detailed Description of the Proposed Changes

##### Proposed Changes for MA and MADS (Applied Behaviour Analysis [ABA] Specialization)

ADST 5P71 - **The course name will change from “ABA Fundamental Elements, Concepts, & Principles I” to “Concepts and Principles of Behaviour Analysis”.** The modified course will have content realigned to focus on the concepts and principles of ABA. Previously 45 instructional hours of concepts and principles were distributed across ADST 5P71, ADST 5P72, and ADST 5V71/72/73. Course objectives, readings, and assessment have been adjusted accordingly (see attached syllabus). No change to pre-requisites for these courses.

ADST 5P72- **The course name will change from “ABA Fundamental Elements, Concepts, & Principles II” to “Philosophical Underpinnings of Behaviour Science”.** The modified course will have content realigned to focus on the philosophical foundation of ABA. Previously 45 instructional hours of philosophical underpinnings content was distributed across ADST 5P71, ADST 5P72, and ADST 5V71/72/73. Course objectives, readings, and assessment have been adjusted accordingly (see attached syllabus). No change to pre-requisites for these courses.

ADST 5V71/72/73 - **The course name (e.g., Special Topics: Diverse Applications of ABA)** The modified course will have content realigned to focus on the diverse applications of ABA including assessment, behavior-change procedures, and selecting and implementing interventions. Previously 45 hours of this content was distributed across ADST 5P72, and ADST 5V71/72/73. Course objectives, readings, and assessment have been adjusted accordingly (see attached syllabus). No change to pre-requisites for these courses.

##### Proposed Changes for MA Program Only

ADST 5P78 - This course will combine content from ADST 5P74 (Ethics and Professional Conduct I) and ADST 5P76 (Ethics and Professional Conduct II) into a single course providing 45 instructional hours, **titled “Ethics & Professional Conduct**

in Research and Practice in the Behavioural Sciences”. This modified course will focus on ethics in ABA, and related fields. This half-credit course and will be taught bi-weekly during D13 (September - April). Course objectives, readings, and assessment have been adjusted accordingly (see attached syllabus).

ADST 5P77 - This new course will be **titled, “Introduction to Experimental Analysis of Behaviour” and will** provide 45 instructional hours focused on the experimental foundation of ABA, primarily introducing students to basic and translational research in behavior analysis. This half-credit course and will be taught bi-weekly during D13 (September - April). Course objectives, readings, and assessment have been designed to meet this aim (see attached syllabus).

The above proposed modifications to the MA program (i.e., replacing ADST 5P74 & 5P76 with ADST 5P77 & 5P78) would further aid to differentiate the MA and MADS programs. These half-credit courses and will be taught during D13 (September - April) opposite each other in the timetable (alternating weekly).

The course sequence for MA Applications who were previously MADS students (i.e., **“MADS conversions”**) **would change from** current requirements - Must take ADST 5P10, ADST 5F60, and an elective, to Must take ADST 5P10, ADST 5F60, ADST 5P77 and an elective. Note that students converting a MADS degree to an MA would not need to take the new 5P78 course because that content would have been covered through ADST 5P74 & ADST 5P76 taken in their MADS degree.

Revised Calendar Descriptions are found in Appendix A

#### The Pedagogical Rationale for the Proposed Changes

The changes to ADST 5P71, ADST 5P72, and ADST 5V71/72/73 will allow both MA and MADS students to focus on specific areas of the discipline in each of the three courses rather than the more integrated approach that we have been using. These changes were based on the feedback of the faculty who are now charged with teaching those courses as well as faculty who teach the subsequent upper year courses. This modification allows for each of these core courses to be more focused, potentially leading to a better understanding of content in each course.

The addition of ADST 5P77 a unique course on the experimental analysis of behaviour for our MA students would enhance their knowledge of basic scientific underpinnings of behaviour analysis, which were removed from our curriculum in 2012 to meet certification requirements. However, given that ABAI accreditation

requires students to be taught on basic experimental foundations of behaviour analysis, we are excited to re-introduce this content into our MA program to expand their knowledge of basic research and better prepare them for doctoral training in ABA, which typically includes advanced training in this area.

Revised Syllabi are attached in Appendix B

#### Impact of Changes on Students

##### MA Program

Changes to the MA would positively impact students by aligning their research-based degree with international standards, by increasing their preparedness for doctoral studies and by increasing the prominence of their MA degree if the ADS MA (ABA Specialization) were accredited by ABAI. Course load and cost of degree would not be impacted.

##### MADS Program

Changes to the MADS would positively impact students for pedagogical reasons, based on student and instructor feedback. Course load and cost of degree would not be impacted.

#### Details of Resource Implications

Describe any new or re-distributed resource implications (human, physical and budgetary) as a result of the proposed change.

##### MA Program

MA students would take 2 Half Credit Equivalent (HCE) courses that are not currently offered, resulting in an increase of cost of 2 HCE (CUPE or BUFA Overload) to our current offerings. Both of these additional courses will have increased enrollment should our MA and Doctoral program proposal briefs be approved (PPBs submitted or in progress).

We would also discuss with the Dean of grad studies the possibility for MADS conversion students to receive an extra term of funding to meet their coursework and research obligations. They are presently funded for 4 terms to complete the additional coursework and thesis.

##### MADS Program

The change to the MADS course sequence would not result in increased cost of delivery.

Explain how the revised program would fit with the [Brock University Institutional Strategic Plan 2018-2025](#).

The proposed changes will allow our program to apply for ABAI Accreditation for our MA program. If successful, Brock would earn the distinction of having the first and only program in Canada accredited by the Association for Behavior Analysis international. This status would support our students to become highly competitive employees post-graduation and more attractive doctoral candidates. It would also further our university's efforts to offer globally oriented learning opportunities and help to build awareness of Brock as a centre of research excellence.

With the addition of a course that focuses on the experimental analysis of behaviour, **the program will help support Brock's goal of nurturing a culture of** research and creative excellence, which could potentially attract more applicants to the program. This course would be the first offered by any behaviour analysis or disability studies graduate program in Ontario. The addition of this course is also **consistent with the plan's goal of delivering** high-quality programs that meet the interests and needs of students.

Given that the modification better aligns with the logical progression of learning outcomes in ADS, and realignment of specific course learning objectives, we may be better able to recruit excellent graduate students by altering how we advertise our program. For example, given that we will now have discipline-focused courses, we will describe this as a strength of our program in public communication.

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.

N/A

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.

See attached letters from the Dean, Faculty of Social Sciences, and Dean, Graduate Studies.



Faculty of Social Sciences  
Office of the Dean

Niagara Region  
1812 Sir Isaac Brock Way  
St. Catharines, ON  
L2S 3A1 Canada  
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## MEMORANDUM

**FROM:** Ingrid Makus, Dean, Faculty of Social Sciences

**TO:** Brian Power, Vice-Provost and Associate Vice-President (ARC)

**cc:** Rosemary Condillac, Chair, Applied Disability Studies

**DATE:** November 2, 2021

**RE:** Major Modification – MA & MADS ABA Specializations

I am in support of the proposed major modifications to the two Master's programs currently within the Applied Behaviour Analysis (ABA) Specialization, i.e. **Masters of Arts (MA)** and **Master of Applied Disability Studies (MADS)**. The proposed modifications are in line with the strategic goal of improving the student experience by better aligning course content with accreditation requirements of the *Association for Behavior Analysis International (ABAI)*.

A handwritten signature in black ink, appearing to read "I. Makus", enclosed in a thin black rectangular border.

IM/fn



# Memo

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

To: Rosemary Condillac, PhD, Graduate Program Director

Copies: Brian Power, Vice-Provost and Associate Vice-President, Academic, and members of Academic Review Committee (ARC)

From: Suzanne Curtin, Vice Provost & Dean Graduate Studies

Date: Nov 15, 2021

Subject: Major Modification

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I am writing in support of the Major Modification to the MA & MADS ABA Specializations submitted by the Department of Applied Disability Studies. The proposed changes are requested to satisfy and ultimately gain ABAI Accreditation for the MA program, and to help to differentiate the MA and MADS programs. The accreditation will be attractive to prospective students as will clarifying the two programs.

The modification states that there is no increase to course load or cost to students. There is a note about discussing with the Dean of FGS whether those MADS student who later decide to move into the MA program will be eligible for an additional term of funding. This is a conversation I am willing to engage in, however, a clearly defined time to completion will be required and a broader conversation about funding for students who switch between program is needed.

## Appendix A Calendar Entries

### ADST 5P71 Concepts and Principles of Behavior Analysis

Course provides graduate-level exposure to the fundamental concepts and principles of the science of behaviour and corresponding procedures, interventions, research, and applications of behaviour analysis. This course may be a blend of classroom and on-line instruction.

**Pre/Corequisite: ADST 5P70**

### ADST 5P72 Philosophical Underpinnings of Behavior Science

Course provides graduate-level exposure to the history and philosophy of behaviorism. Special emphasis will be placed on the basic concepts and theories of Radical Behaviorism and its application to various domains of behavior science.

Prerequisite: ADST 5P71

### ADST 5P77 Introduction to the Experimental Analysis of Behaviour

A graduate-level introduction to basic behavioural research and conceptual issues. This course surveys seminal and current research in the experimental analysis of behaviour and relates this work to practice and theory in applied behaviour analysis.

Prerequisite(s): ADST 5P72

### ADST 5P78 Ethics & Professional Conduct in Research and Practice in the Behavioural Sciences

This course includes both classroom and practicum hours. In class, students will discuss ethical issues relevant to research and practice in the behavioural sciences considering different ethical codes, standards of practice, and legislation related to research and practice. Practicum focuses on developing skills in assessment, intervention planning, implementation, and monitoring, that are conceptually consistent with ethical and professional practice in behavioural sciences. Students are required to secure their own practicum site with a qualified supervisor and may complete additional practicum hours within applied research contexts on approval.

Prerequisite(s): ADST 5P72

Corequisite(s): ADST 5P73 & ADST 5P75

### ADST 5V70-5V79 Topics in Applied Behaviour Analysis

Course provides graduate level exposure to various topics in ABA (e.g., Diverse Applications, Autism & ABA, Genetic Syndromes and ABA), which expand on the foundational material covered in other courses. This course may be a blend of classroom and on-line instruction.

Prerequisite(s): ADST 5P72

## Appendix B

### Course Outlines/ Revised Syllabi

ADST 5P71: Concepts and Principles of Behaviour Analysis  
Department of Applied Disability Studies (ADS), Brock University  
Section 2 Syllabus

**Course Instructor:**

**Teaching Assistant:**

**Academic Administrator: Hania Halwani**

Office: TH 146K  
Phone: 905-688-5550 ext. 5395  
Email: ads@brocku.ca

**Administrative Assistant: Brandy Sokoloski**

Office: TH 146B  
Phone: 905-688-5550 ext. 5987  
Email: bsokoloski@brocku.ca

**ADS Liaison Librarian: Colleen MacKinnon**

Email: cmackinnon@brocku.ca

ADS library site: <http://researchguides.library.brocku.ca/ADST>

Library research guides: <http://researchguides.library.brocku.ca/profile.php?uid=57021>

Interlibrary Loan: <http://www.brocku.ca/library/ill>

**Class Dates:**

**Classes:** Saturday: 9:00am – 4:00pm; Sunday: 9 am – 12:00pm

**Class Location:**

### GOALS AND OBJECTIVES

The goal of this course is for students to develop a graduate-level understanding and appreciation of the fundamental concepts and principles of the science of behavior, as well as the procedures, interventions, research, and applications of behavior analysis - the scientific application of learning principles to solve a wide range of socially significant issues facing humans. Students will become versed in the development of this science and will be guided to think critically about the tenets of behavior analysis. The required readings will represent the basic, applied, and conceptual domains of behaviour analysis and evidence of students' learning will be based on acceptable grades on assignments, in-class evaluations, and the final oral examination.

The objectives of the course are:

1. Increase understanding of the principles and processes of behavior analysis as evidenced by acceptable grades on in-class evaluations, and final oral examination.
2. Increase appreciation for behavior as evidenced by demonstrated comprehension, application and critical thinking about behavior analysis.
3. Apply behavioral principles and processes as evidenced by in class exercises and discussion, presentations, and completion of a critical analysis of applications described in peer-reviewed journals.

### READINGS

**Required Materials:**

Students are required to bring completed flashcards, loose-leaf paper, pen/pencil, the textbook(s), and a printed/e-copy version of the required readings **to every class**.

Please create flashcards for the terms provided in the SCC folder on Sakai (filename: SCC TERMS FOR FIRST CLASS) and bring to the first-class meeting. The term should be written on one side of the flashcard and the definition written on the other side. Use these exact definitions for all terms.

**Required Texts:**

Publication Manual of the American Psychological Association (7<sup>th</sup> ed.)

Pierce, W. D., & Cheney, C. D. (2016). *Behavior analysis and learning: A biobehavioral approach* (6<sup>th</sup> Ed.). Psychology Press. (Available through the Brock University Library)

Skinner, B. F. (1965). *Science and human behavior*. Simon and Schuster.  
(Free PDF version available at: <http://www.bfskinner.org/product/science-and-human-behavior-pdf/>)

**Required Readings:**

Bannerman, D. J., Sheldon, J. B., Sherman, I. A., & Harchik, A. E. (1990). Balancing the rights to habilitation with the right to personal liberties: The rights of people with developmental disabilities to eat too many doughnuts and take a nap. *Journal of Applied Behavior Analysis*, 23, 79-89.

Michael, J. (1993) Establishing operations. *The Behavior Analyst*, 16, 191-206.

Phelps, B. J. (2007). Why we are still not cognitive psychologists: A review of why I am not a cognitive psychologist: A tribute to B. F. Skinner. *The Behavior Analyst*, 30, 217-226.

Skinner, B. F. (1977). Why I am not a cognitive psychologist. *Behaviorism*, 5, 1-10.

Van Houten, R., Axelrod, S., Bailey, J. S., Favell, J. E., Foxx, R., Iwata, B. A., & Lovaas, O. I. (1988). The right to effective behavioral treatment. *Journal of Applied Behavior Analysis*, 18, 381-384.

**Additional Readings (as assigned):**

Throughout the course, additional readings will be assigned at the discretion of the instructor.

**Additional Support:**

Miltenberger, R. G. (2015). *Behavior modification: Principles and procedures* (6<sup>th</sup> Ed.). Thomson/Wadsworth

COURSE OUTLINE			
Date	Topics	Readings	Assignment
Lecture 1	Syllabus Review  Introduction to the Standard Celeration Chart & Assignment Review  <b>TASK LIST ITEMS COVERED:</b>  <ul style="list-style-type: none"> <li>• N/A</li> </ul>	1. Standard Celeration Chart – Chart Book 2. Hively – Standard Celeration Chart	Bring completed flashcards to class for terms listed in the <i>SCC terms for first class</i> document on Sakai

<p>ONLINE TUTORIAL: “Radical Behaviorism, Part 1” by John Malone (1 hr)  <a href="https://www.sqab.org/Tutorial.html?index=32">https://www.sqab.org/Tutorial.html?index=32</a></p>			
<p>ONLINE TUTORIAL: “Radical Behaviorism, Part 2” by John Malone (1 hr)  <a href="https://www.sqab.org/Tutorial.html?index=39">https://www.sqab.org/Tutorial.html?index=39</a></p> <p><b>TASK LIST ITEMS COVERED:</b></p> <ul style="list-style-type: none"> <li>A-3 Describe and explain behavior from the perspective of radical behaviorism (I)</li> </ul>			
<p><b>Lecture 2</b></p>	<p>Experimental Analysis of Behavior</p> <p>Applied Behavior Analysis</p> <p><b>TASK LIST ITEMS COVERED:</b></p> <ul style="list-style-type: none"> <li>B-1 Define and provide examples of behavior, response, and response class (I/P)</li> <li>B-2 Define and provide examples of stimulus and stimulus class (I/P)</li> <li>B-4 Define and provide examples of positive and negative reinforcement contingencies (I)</li> <li>B-11 Define and provide examples of discrimination, generalization, and maintenance</li> <li>B-12 Define and provide examples of motivating operations (I)</li> </ul>	<p>1. Pierce &amp; Cheney: Ch. 2.</p> <p>2. Pierce &amp; Cheney: Ch. 13</p>	<p>Online Tutorial Questions #1</p>
	<p>ONLINE TUTORIAL: “The Scientist/Practitioner in Behavior Analysis: A Case Study” by Murray Sidman (1 hr)  <a href="https://www.sqab.org/Tutorial.html?index=20">https://www.sqab.org/Tutorial.html?index=20</a></p> <p><b>TASK LIST ITEMS COVERED:</b></p>		

<ul style="list-style-type: none"> <li>• A-1 Identify the goals of behavior analysis as a science (i.e., description, prediction, control) (I/P)</li> <li>• A-2 Explain the philosophical assumptions underlying the science of behavior analysis (e.g., selectionism, determinism, empiricism, parsimony, pragmatism) (I/P)</li> <li>• A-3 Describe and explain behavior from the perspective of radical behaviorism (I)</li> </ul>			
Lecture 3	<p>Reflexive Behavior &amp; Respondent Conditioning</p> <p><b>TASK LIST ITEMS COVERED:</b></p> <ul style="list-style-type: none"> <li>• B-1 Define and provide examples of behavior, response, and response class (I/P)</li> <li>• B-2 Define and provide examples of stimulus and stimulus class (I/P)</li> <li>• B-3 Define and provide examples of respondent and operant conditioning (I/P)</li> </ul>	<p>1. Pierce &amp; Cheney: Ch. 3</p>	<p>Online Tutorial Questions #2</p>
Lecture 4	<p>Reinforcement &amp; Extinction of Operant Behavior</p> <p><b>TASK LIST ITEMS COVERED:</b></p> <ul style="list-style-type: none"> <li>• B-4 Define and provide examples of positive and negative reinforcement contingencies (I/P)</li> <li>• B-9 Define and provide examples of operant extinction (I/P)</li> </ul>	<p>2. Pierce &amp; Cheney: Ch. 4</p> <p>3. Catania Ch. 8 (pp. 103-104): <i>The Ambiguous Distinction between Positive &amp; Negative Reinforcement</i> (this reading is in the Readings folder on Sakai)</p>	

<p><b>Lecture 5</b></p>	<p>Schedules of Reinforcement</p> <p><b>TASK LIST ITEMS COVERED:</b></p> <ul style="list-style-type: none"> <li>• B-5 Define and provide examples of schedules of reinforcement (I/P)</li> <li>• B-4 Define and provide examples of positive and negative reinforcement contingencies (P)</li> </ul>	<p>1. Pierce &amp; Cheney: Ch. 5</p>	<p>Quiz #1</p>
<p><b>Lecture 6</b></p>	<p>Conditioned Reinforcement</p> <p><b>TASK LIST ITEMS COVERED:</b></p> <ul style="list-style-type: none"> <li>• B-4 Define and provide examples of positive and negative reinforcement contingencies (P)</li> <li>• B-8 Define and provide examples of unconditioned, conditioned, and generalized reinforcers and punishers (I/P)</li> </ul>	<p>1. Pierce &amp; Cheney: Ch. 10</p>	<p>Standard Celeration Chart #2</p> <p>Application Exercise #1</p>
<p>ONLINE TUTORIAL: “Aversive Events and Behavior” by Philip Hinline (1 hr)  <a href="https://www.sqab.org/Tutorial.html?index=51">https://www.sqab.org/Tutorial.html?index=51</a></p> <p><b>TASK LIST ITEMS COVERED:</b></p> <ul style="list-style-type: none"> <li>• B-6 Define and provide examples of positive and negative punishment contingencies (I/P)</li> <li>• B-7 Define and provide examples of automatic and socially mediated contingencies (I/P)</li> <li>• B-8 Define and provide examples of unconditioned, conditioned, and generalized reinforcers and punishers (I/P)</li> </ul>			

<p><b>Lecture 7</b></p>	<p>Aversive Control of Behavior</p> <p><b>TASK LIST ITEMS COVERED:</b></p> <ul style="list-style-type: none"> <li>• B-6 Define and provide examples of positive and negative punishment contingencies (I/P)</li> <li>• B-7 Define and provide examples of automatic and socially mediated contingencies (I/P)</li> <li>• B-8 Define and provide examples of unconditioned, conditioned, and generalized reinforcers and punishers (I/P)</li> </ul>	<ol style="list-style-type: none"> <li>1. Pierce &amp; Cheney: Ch. 6</li> <li>2. Catania: Ch. 8 (pp. 100-111) (this reading is in the Readings folder on Sakai)</li> </ol>	<p>Online Tutorial Questions #3</p>
<p>ONLINE TUTORIAL: “Pavlovian Conditioning Part 1” by Peter Balsam (1 hr)  <a href="https://www.sqab.org/Tutorial.html?index=67">https://www.sqab.org/Tutorial.html?index=67</a></p>			
<p>ONLINE TUTORIAL: “Pavlovian Conditioning Part 2” by Peter Balsam (1 hr)  <a href="https://www.sqab.org/Tutorial.html?index=72">https://www.sqab.org/Tutorial.html?index=72</a></p> <p><b>TASK LIST ITEMS COVERED:</b></p> <ul style="list-style-type: none"> <li>• B-3 Define and provide examples of respondent and operant conditioning (I/P)</li> </ul>			
<p><b>Lecture 8</b></p>	<p>Operant-Respondent Interrelationships: The Biological Context of Conditioning</p> <p><b>TASK LIST ITEMS COVERED:</b></p> <ul style="list-style-type: none"> <li>• B-3 Define and provide examples of respondent and operant conditioning (I/P)</li> </ul>	<ol style="list-style-type: none"> <li>1. Pierce &amp; Cheney: Ch. 7</li> </ol>	<p>Online Tutorial Questions #4</p> <p>Standard Celeration Chart #3</p>

<p>ONLINE TUTORIAL: “Behaviorism” by Mitch Fryling (1 hr)  <a href="https://brocku-my.sharepoint.com/:v:/g/personal/vsaini_brocku_ca/EYralxIJC_tPvxi2vGwihlUBygth2goW1ISXrL9MaUIDpg?e=UPSCbU">https://brocku-my.sharepoint.com/:v:/g/personal/vsaini_brocku_ca/EYralxIJC_tPvxi2vGwihlUBygth2goW1ISXrL9MaUIDpg?e=UPSCbU</a></p> <p><b>TASK LIST ITEMS COVERED:</b></p> <ul style="list-style-type: none"> <li>• A-1 Identify the goals of behavior analysis as a science (i.e., description, prediction, control) (I/P)</li> <li>• A-2 Explain the philosophical assumptions underlying the science of behavior analysis (e.g., selectionism, determinism, empiricism, parsimony, pragmatism) (I/P)</li> <li>• A-3 Describe and explain behavior from the perspective of radical behaviorism (I)</li> </ul>			
Lecture 9	<p>Stimulus Control</p> <p><b>TASK LIST ITEMS COVERED:</b></p> <ul style="list-style-type: none"> <li>• B-2 Define and provide examples of stimulus and stimulus class (I/P)</li> <li>• B-10 Define and provide examples of stimulus control (I/P)</li> <li>• B-11 Define and provide examples of discrimination, generalization, and maintenance (I/P)</li> </ul>	1. Pierce & Cheney: Ch. 8	<p>Online Tutorial Questions #5</p> <p>Application Exercise #2</p>
<p>ONLINE TUTORIAL: “Stimulus Control” by Robert Cook (1 hr)  <a href="https://www.sqab.org/Tutorial.html?index=63">https://www.sqab.org/Tutorial.html?index=63</a></p> <p><b>TASK LIST ITEMS COVERED:</b></p> <ul style="list-style-type: none"> <li>• B-2 Define and provide examples of stimulus and stimulus class (I/P)</li> <li>• B-10 Define and provide examples of stimulus control (I/P)</li> <li>• B-11 Define and provide examples of discrimination, generalization, and maintenance (I/P)</li> </ul>			
Lecture 10 (NEW CONTENT)	Correspondence Relations: Imitation & Rule-Governed Behavior	1. Pierce & Cheney: Ch. 11	<p>Online Tutorial Questions #6</p> <p>Quiz #3</p>

	<p><b>TASK LIST ITEMS COVERED:</b></p> <ul style="list-style-type: none"> <li>• B-10 Define and provide examples of stimulus control (P)</li> <li>• B-13 Define and provide examples of rule-governed and contingency-shaped behavior. (I/P)</li> </ul>		
<p><b>Lecture 11 (NEW CONTENT)</b></p>	<p>Choice &amp; Preference</p> <p>Three Levels of Selection: Biology, Behavior, &amp; Culture</p> <p><b>TASK LIST ITEMS COVERED:</b></p> <ul style="list-style-type: none"> <li>• B-3 Define and provide examples of respondent and operant conditioning (P)</li> <li>• B-5 Define and provide examples of schedules of reinforcement (P)</li> </ul>	<ol style="list-style-type: none"> <li>1. Pierce &amp; Cheney: Ch. 9</li> <li>2. Pierce &amp; Cheney: Ch. 14</li> </ol>	<p>Application Exercise # 3</p>
<p><b>Lecture 12</b></p>	<p>ABA Olympics 9:00am – 12:00pm</p> <p><b>TASK LIST ITEMS COVERED:</b></p> <ul style="list-style-type: none"> <li>• A-1 Identify the goals of behavior analysis as a science (i.e., description, prediction, control).</li> <li>• A-4 Distinguish among behaviorism, the experimental analysis of behavior, applied behavior analysis, and professional practice guided by the science of behavior analysis.</li> <li>• A-5 Describe and define the dimensions of applied behavior analysis (Baer, Wolf, &amp; Risley, 1968).</li> <li>• B-1 Define and provide examples of behavior, response, and response class.</li> </ul>		<p>Standard Celeration Chart #4</p>

	<ul style="list-style-type: none"> <li>• B-2 Define and provide examples of stimulus and stimulus class.</li> <li>• B-3 Define and provide examples of respondent and operant conditioning.</li> <li>• B-4 Define and provide examples of positive and negative reinforcement contingencies.</li> <li>• B-5 Define and provide examples of schedules of reinforcement.</li> <li>• B-6 Define and provide examples of positive and negative punishment contingencies.</li> <li>• B-7 Define and provide examples of automatic and socially mediated contingencies.</li> <li>• B-8 Define and provide examples of unconditioned, conditioned, and generalized reinforcers and punishers.</li> <li>• B-9 Define and provide examples of operant extinction.</li> <li>• B-10 Define and provide examples of stimulus control.</li> <li>• B-11 Define and provide examples of discrimination, generalization, and maintenance.</li> <li>• B-12 Define and provide examples of motivating operations.</li> <li>• B-13 Define and provide examples of rule-governed and contingency-shaped behavior.</li> <li>• B-14 Define and provide examples of the verbal operants.</li> <li>• B-15 Define and provide examples of derived stimulus relations.</li> </ul>	
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SUMMARY OF HOURS RELATED TO BACB REQUIREMENTS			
4 <sup>th</sup> Edition Task List		5 <sup>th</sup> Edition Task List	
Task List Area	Hours	Task List Area	Hours
B. Concepts and Principles of Behavior Analysis	45	B. Concepts & Principles	45

**EVALUATION**

1. Quizzes (3)	20%
2. SCC Submissions (4*)	15%
5. Application Exercises (3)	30%
6. ABA Olympics (1)	15%
7. Pop Quizzes	15%
8. Online Tutorials (8)	5%

**ASSIGNMENTS**

1. Quizzes

Quizzes will cover the material from previous classes. These quizzes are designed to assess students understanding of the behavioral concepts covered in the course. Students will be provided study guides and should prepare for the quizzes by completing the assigned course readings and study guides *prior* to attending class. Students will be given **40 min** to complete the quiz, so should learn the answers to fluency (accurate and quick). Quizzes will contain short- and long-answer questions, multiple

choice, true/false, and fill-in-the-blank questions. Technical language will be required. All make-up quizzes will be long answer.

**Quizzes will be held on the following dates:**

- October 24
- November 14
- December 12

## 2. Standard Celeration Chart (SCC) Submissions

Students will receive a complete list of terms (including definitions) before the first-class meeting and will be required to create flashcards for each term (please see SCC folder in Sakai for complete list). Each flashcard should have the term written on one side and the definition of that term written on the other side of the flashcard. Students will (a) perform SAFMEDS on these terms throughout the week to meet the aim of **16 correct and 1 incorrect per min**, (b) record the raw data & frequencies on the data sheet provided, (c) chart their frequencies on the daily chart, and (d) visually inspect their data each week. Detailed instructions will be provided during the first class.

**Each student is required to upload the data sheet and the daily chart to Sakai by 08:55am on the due date specified below.** Please ensure that the daily SCC chart and data sheets are uploaded using a landscape orientation. The chart should be uploaded in the format (word, picture, PDF) that provides the clearest image. The data sheets must be submitted in word format.

**Chart Submission due dates:**

- **September 25** (score will not be included in final grade)
- October 24
- November 14
- December 13

## 5. Application Exercises

Three application exercises will be assigned throughout the semester (see Course Outline above). These exercises are designed to give students the opportunity to apply the concepts and principles learned in class to real-world situations. Technical language will be required.

**Each Student will be required to upload their Application Exercise to Sakai by 08:55am on the meeting date in which the application exercises are due. Application Exercise due dates:**

- October 24
- November 14
- December 12

## 6. ABA Olympics

In the final class, students will take an oral ABA Olympics in an individual format with the course professor. A list of questions based on lecture material, assigned course readings, and study guides will be provided to students ahead of time. All students are strongly encouraged to prepare answers to the entire set of questions before the final class. During the ABA Olympics, the instructor will ask each student 3-5 questions taken directly from the final study guide. Responses to these questions should be learned to fluency (accurate and fast). Students will be graded on the quality (accuracy, comprehensiveness) of their answer as well as their use of technical language.

Students will also be asked to conduct a 1-min timing consisting of the behavioral terms assigned in the Standard Celeration Chart Submissions assignment (see above). Students will be graded on their ability to meet their aim during the 1-min timing.

## 7. Pop Quizzes

Students will be given pop quizzes throughout the semester. Pop quizzes are designed to ensure that students read the material assigned for the current class. As such, students will be given a study guide for each chapter to help guide their reading of the chapter. Pop-quiz questions will be taken directly from the study guide. All pop quizzes will require short answer responses and technical language will be required.

## ONLINE INSTRUCTION

### 8. Online Tutorial

Students will be required to watch online tutorials and submit responses to questions regarding the content of the online tutorial. Watching the tutorial videos and answering corresponding questions will account for 9 hours of online instruction. Students will be graded on their accuracy in response to the tutorial questions (i.e., if answers are “correct” or not according to the tutorial video). Students must earn a passing grade on each online tutorial. As such, they will be required to re-watch and submit responses to these questions until they earn a passing grade. Technical language will be required.

**Each student will be required to upload their responses to Sakai by 08:55am on the due date specified below:**

- **Tutorial #1: September 18**
  - Radical Behaviorism, Part 1
  - Radical Behaviorism, Part 2
- **Tutorial #2: September 25**
  - The Scientist/Practitioner in Behavior Analysis: A Case Study
- **Tutorial #3: October 23**
  - Aversive Events and Behavior
- **Tutorial #4: November 6**
  - Pavlovian Conditioning, Part 1
  - Pavlovian Conditioning, Part 2
- **Tutorial #5: November 13**
  - Behaviorism
- **Tutorial #6: November 20**
  - Stimulus Control

## ADDITIONAL RESOURCES

### **Academic Integrity, plagiarism, ethics and APA referencing and writing style**

1. Academic regulations and University policies: <http://www.brocku.ca/webcal/current/graduate/acad.html>
2. Academic Integrity: <http://www.library.brocku.ca/plagiarism.htm>
3. APA writing style help: <http://owl.english.purdue.edu/owl/resource/560/01>

### **ALL REQUIRED SUPPLEMENTAL INFORMATION TO BE ADDED HERE**

Page Break

ADST 5P72: Philosophical Underpinnings of Behavior Science  
Department of Applied Disability Studies (ADS), Brock University  
Section x Syllabus  
Term XXXX

**Course Instructor:**

**Teaching Assistant:**

**Academic Administrator: Hania Halwani**  
Office: TH 146K  
Phone: 905-688-5550 ext. 5395  
Email: ads@brocku.ca

**Administrative Assistant: Brandy Sokoloski**  
Office: TH 146B  
Phone: 905-688-5550 ext. 5987  
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**ADS Liaison Librarian: Colleen MacKinnon**  
Email: cmackinnon@brocku.ca

ADS library site: <http://researchguides.library.brocku.ca/ADST>  
Library research guides: <http://researchguides.library.brocku.ca/profile.php?uid=57021>  
Interlibrary Loan: <http://www.brocku.ca/library/ill>

**Class Dates:** TBD

**Classes:** TBD

#### GOALS AND OBJECTIVES

The primary aim of this course is to provide an overview of the history and philosophy of behaviorism. Emphasis will be placed on developing a thorough understanding of Skinner's Radical Behaviorism through exploration of seminal articles, commentaries, and critiques of those works. Topics to be addressed include determinism, private events (including thinking & knowing), perception, language and a radical behaviorist perspective on freedom, dignity, and culture. The course will also include an overview of common misperceptions about behaviorism and the relevance of this philosophy to modern day practice and investigative approaches in behavior analysis.

The objectives of the course are:

4. Develop an understanding of the history and philosophy of behaviorism as evidenced by acceptable grades on in-class evaluations.
5. Be able to communicate the theoretical underpinnings of behavior science competently and coherently as evidenced by participation in class discussions, performance on written assignments and participation in the Behaviorism Chautauqua Event.
6. To increase understanding of common misperceptions about behaviorism and be able to address these misunderstandings as demonstrated through performance on application exercises and class discussions.
7. Be able to outline the importance of philosophy to modern day practice and investigative approaches in behavior analysis as evidenced by acceptable grades on class evaluations.

#### READINGS

**Required Materials:**

Foxy Learning Relational Frame Theory tutorial (6 hr). Students to purchase premium access (\$12) to allow instructor to access your performance data <https://foxylearning.com/product/134690/>

**Required Texts:**

American Psychological Association. (2020). *Publication Manual of the American Psychological Association (7<sup>th</sup> ed)*. <http://doi.org/10.1037/0000165-000>

Baum, W. B. (2016). *Understanding Behaviorism: Behavior, Culture, and Evolution* (3<sup>rd</sup> ed.). John Wiley & Sons, Inc.

Nye, R.D. (1992). *The Legacy of B.F. Skinner: Concepts and Perspectives, Controversies and Misunderstandings*. Brooks/Cole Pub. Co.

Skinner, B. F. (1974). *About Behaviorism*. Penguin Random House.

**Required Readings:**

Fryling, M.J. (2013). Theory, Philosophy, and the Practice of Applied Behavior Analysis, *European Journal of Behavior Analysis*, 14:1, 45-54, DOI: 10.1080/15021149.2013.11434444

Holland J. G. (1978). Behaviorism: part of the problem or part of the solution. *Journal of applied behavior analysis*, 11(1), 163–174. <https://doi.org/10.1901/jaba.1978.11-163>

Killen (2018). The Futures of Experimental Analysis of Behavior, *Behavior Analysis: Research & Practice*, 18(2), 124-133

Phelps (2007). Why We Are Still Not Cognitive Psychologists: A Review of Why I Am Not A Cognitive Psychologist: A Tribute to B. F. Skinner. *The Behavior Analyst*, 30(2), 217-226.

Skinner, B. F. (1981). Selection by consequences. *Science*, 213(4507), 501-504.

Skinner, B. F. (1977). Why I am not a cognitive psychologist. *Behaviorism*, 5, 1-10.

**Additional Readings (as assigned):**

Throughout the course, additional readings will be assigned at the discretion of the instructor.

COURSE OUTLINE			
Date	Topics	Readings	Assignment
Lecture 1 TBA	Syllabus Review		
	Behaviorism: History & Fundamental Assumptions Part I	<ol style="list-style-type: none"> <li>1. Baum (2017): Ch. 1</li> <li>2. Baum (2017): Ch. 2</li> <li>3. Nye (1992); Ch. 1 (Part I)</li> </ol>	
	<b>TASK LIST ITEMS COVERED:</b>		
	<ul style="list-style-type: none"> <li>• A-1 Identify the goals of</li> </ul>		

	<p>behavior analysis as a science (i.e., description, prediction, control).</p> <ul style="list-style-type: none"> <li>• A-2 Explain the philosophical assumptions underlying the science of behavior analysis (e.g., selectionism, determinism, empiricism, parsimony, pragmatism)</li> </ul>		
<p>ONLINE TUTORIAL: “Radical Behaviorism, Part 1” by John Malone (1 hr)  <a href="https://www.sqab.org/Tutorial.html?index=32">https://www.sqab.org/Tutorial.html?index=32</a></p>			
<p>ONLINE TUTORIAL: “Radical Behaviorism, Part 2” by John Malone (1 hr)  <a href="https://www.sqab.org/Tutorial.html?index=39">https://www.sqab.org/Tutorial.html?index=39</a></p> <p><b>TASK LIST ITEMS COVERED:</b></p> <ul style="list-style-type: none"> <li>• A-3 Describe and explain behavior from the perspective of radical behaviorism (I)</li> </ul>			
<p><b>Lecture 2</b> TBA</p>	<p>Behaviorism: History &amp; Fundamental Assumptions Part II</p> <p><b>TASK LIST ITEMS COVERED:</b></p> <ul style="list-style-type: none"> <li>• A-1 Identify the goals of behavior analysis as a science (i.e., description, prediction, control).</li> <li>• A-2 Explain the philosophical assumptions underlying the science of behavior analysis (e.g., selectionism, determinism, empiricism, parsimony, pragmatism)</li> </ul>	<ol style="list-style-type: none"> <li>1. Skinner (1953), Science &amp; Human Behavior: Ch. 2</li> <li>2. Skinner, (1977). Why I am not a cognitive psychologist. Behaviorism, 5, 1-10.</li> <li>3. Phelps (2007). Why We Are Still Not Cognitive Psychologists:</li> </ol>	<p>Online Tutorial Questions #1</p>

<p><b>Lecture 3</b> TBA</p>	<p>Public vs Private Behavior &amp; Mediation Theories</p> <p><b>TASK LIST ITEMS COVERED:</b></p> <ul style="list-style-type: none"> <li>• A-2 Explain the philosophical assumptions underlying the science of behavior analysis (e.g., selectionism, determinism, empiricism, parsimony, pragmatism).</li> <li>• A-3 Describe and explain behavior from the perspective of radical behaviorism</li> </ul>	<p>4. Skinner (1974), About Behaviorism: Ch. 1</p> <p>5. Skinner (1974), About Behaviorism: Ch. 2</p>	<p>Behaviorism Discussion Questions #1</p>
<p><b>ONLINE TUTORIAL:</b> “The Scientist/Practitioner in Behavior Analysis: A Case Study” by Murray Sidman (1 hr)  <a href="https://www.sqab.org/Tutorial.html?index=20">https://www.sqab.org/Tutorial.html?index=20</a></p> <p><b>TASK LIST ITEMS COVERED:</b></p> <ul style="list-style-type: none"> <li>• A-1 Identify the goals of behavior analysis as a science (i.e., description, prediction, control) (I/P)</li> <li>• A-2 Explain the philosophical assumptions underlying the science of behavior analysis (e.g., selectionism, determinism, empiricism, parsimony, pragmatism) (I/P)</li> <li>• A-3 Describe and explain behavior from the perspective of radical behaviorism (I)</li> </ul>			
<p><b>Lecture 4</b> TBA</p>	<p>Conditioning &amp; Selection</p> <p><b>TASK LIST ITEMS COVERED:</b></p> <ul style="list-style-type: none"> <li>• A-3 Describe and explain behavior from the perspective of radical behaviorism.</li> </ul>	<p>2. Nye (1992); Ch. 1 (Part II)</p> <p>3. Skinner (1974), About Behaviorism: Ch. 3</p> <p>4. Skinner (1974), About Behaviorism: Ch. 4</p> <p>5. Skinner, B. F. (1981). Selection by consequences. <i>Science</i>, 213(4507), 501-504.</p>	<p>Quiz #1</p> <p>Behaviorism Discussion Questions #2</p>

	<ul style="list-style-type: none"> <li>A-4 Distinguish among behaviorism, the experimental analysis of behavior, applied behavior analysis, and professional practice guided by the science of behavior analysis</li> </ul>		
<p>Lecture 5 TBA</p>	<p>Verbal Behavior</p> <p><b>TASK LIST ITEMS COVERED:</b></p> <ul style="list-style-type: none"> <li>A-4 Distinguish among behaviorism, the experimental analysis of behavior, applied behavior analysis, and professional practice guided by the science of behavior analysis.</li> <li>A-5 Describe and define the dimensions of applied behavior analysis (Baer, Wolf, &amp; Risley, 1968).</li> </ul>	<ol style="list-style-type: none"> <li>Baum (2017): Ch. 3</li> <li>Baum (2017): Ch. 4</li> </ol>	<p>Online Tutorial Questions #2</p>
<p>Lecture 6 TBA</p>	<p>Perception, Thinking &amp; Knowing</p> <p><b>TASK LIST ITEMS COVERED:</b></p> <ul style="list-style-type: none"> <li>A-3 Describe and explain behavior from the perspective of</li> </ul>	<ol style="list-style-type: none"> <li>Skinner (1974), About Behaviorism: Ch. 6</li> <li>Skinner (1974), About Behaviorism: Ch. 7</li> <li>Skinner (1974), About Behaviorism: Ch. 9</li> </ol>	<p>Behaviorism Discussion Questions #3</p>

	<p>radical behaviorism</p> <ul style="list-style-type: none"> <li>• A-4 Distinguish among behaviorism, the experimental analysis of behavior, applied behavior analysis, and professional practice guided by the science of behavior analysis</li> </ul>		
<p><b>4 hours</b></p> <ul style="list-style-type: none"> <li>• A-3 Describe and explain behavior from the perspective of radical behaviorism (I)</li> </ul>			
<p><b>Lecture 7</b> TBA</p>	<p>Rule Governed Behavior &amp; Control</p> <p><b>TASK LIST ITEMS COVERED:</b></p> <ul style="list-style-type: none"> <li>• A-1 Identify the goals of behavior analysis as a science (i.e., description, prediction, control).</li> <li>• A-5 Describe and define the dimensions of applied behavior analysis (Baer, Wolf, &amp; Risley, 1968).</li> </ul>	<ol style="list-style-type: none"> <li>1. Skinner (1974), About Behaviorism: Ch. 8</li> <li>2. Baum (2017): Ch. 8</li> <li>3. Skinner (1974), About Behaviorism: Ch. 12</li> </ol>	<p>Quiz #2</p> <p>Behaviorism Discussion Questions #4</p>
<p><b>Lecture 8</b> TBA</p>	<p>Freedom &amp; Dignity</p> <p><b>TASK LIST ITEMS COVERED:</b></p> <ul style="list-style-type: none"> <li>• A-2 Explain the philosophical assumptions</li> </ul>	<ol style="list-style-type: none"> <li>1. Baum (2017): Ch. 8</li> <li>2. Skinner (1971), Beyond Freedom &amp; Dignity: Ch. 3</li> <li>3. Skinner (1971), Beyond Freedom &amp; Dignity: Ch. 4</li> </ol>	<p>Behaviorism Discussion Questions #5</p> <p>Application Exercise #1</p>

	<p>underlying the science of behavior analysis (e.g., selectionism, determinism, empiricism, parsimony, pragmatism).</p> <ul style="list-style-type: none"> <li>• A-5 Describe and define the dimensions of applied behavior analysis (Baer, Wolf, &amp; Risley, 1968).</li> </ul>		
<p>ONLINE TUTORIAL: "Behaviorism" by Mitch Fryling (1 hr)  <a href="https://brocku-my.sharepoint.com/:v:/g/personal/vsaini_brocku_ca/EYralxIJC_tPvxi2vGwihlUBygth2goW1ISXrL9MaUIDpg?e=UPSCbU">https://brocku-my.sharepoint.com/:v:/g/personal/vsaini_brocku_ca/EYralxIJC_tPvxi2vGwihlUBygth2goW1ISXrL9MaUIDpg?e=UPSCbU</a></p> <p><b>TASK LIST ITEMS COVERED:</b></p> <ol style="list-style-type: none"> <li>4. A-1 Identify the goals of behavior analysis as a science (i.e., description, prediction, control) (I/P)</li> <li>5. A-2 Explain the philosophical assumptions underlying the science of behavior analysis (e.g., selectionism, determinism, empiricism, parsimony, pragmatism) (I/P)</li> <li>6. A-3 Describe and explain behavior from the perspective of radical behaviorism (I)</li> </ol>			
<p>Lecture 9 TBA</p>	<p>Common Critiques &amp; Misunderstandings</p> <p><b>TASK LIST ITEMS COVERED:</b></p> <ul style="list-style-type: none"> <li>• A-3 Describe and explain behavior from the perspective of radical behaviorism.</li> </ul> <p>A-4 Distinguish among behaviorism, the experimental analysis of behavior, applied behavior analysis, and professional</p>	<ol style="list-style-type: none"> <li>1. Nye (1992); Ch. 4</li> <li>2. Nye (1992); Ch. 7</li> </ol>	<p>Online Tutorial Questions #3</p> <p>Quiz #3</p>

	practice guided by the science of behavior analysis.		
Lecture 10 TBA	<p>Cultural Behavior</p> <p><b>TASK LIST ITEMS COVERED:</b></p> <ul style="list-style-type: none"> <li>• A-2 Explain the philosophical assumptions underlying the science of behavior analysis (e.g., selectionism, determinism, empiricism, parsimony, pragmatism).</li> <li>• A-3 Describe and explain behavior from the perspective of radical behaviorism</li> </ul> <p>A-5 Describe and define the dimensions of applied behavior analysis (Baer, Wolf, &amp; Risley, 1968).</p>	<ol style="list-style-type: none"> <li>1. Baum (2017): Ch. 13</li> <li>2. Baum (2017): Ch. 13</li> </ol> <p>Holland J. G. (1978). Behaviorism: part of the problem or part of the solution. <i>Journal of applied behavior analysis</i>, 11(1), 163–174. <a href="https://doi.org/10.1901/jaba.1978.11-163">https://doi.org/10.1901/jaba.1978.11-163</a></p>	Conceptual Paper
Lecture 11 TBA	<p>Importance of Philosophy to Modern Day Research &amp; Practice</p> <p><b>TASK LIST ITEMS COVERED:</b></p> <ul style="list-style-type: none"> <li>• A-1 Identify the goals of behavior analysis as a science (i.e., description, prediction, control).</li> </ul>	<ol style="list-style-type: none"> <li>1. Nye (1992); Ch. 8</li> <li>2. Fryling, M.J. (2013). Theory, Philosophy, and the Practice of Applied Behavior Analysis, <i>European Journal of Behavior Analysis</i>, 14:1, 45-54.</li> <li>3. Killen (2018). The Futures of Experimental Analysis of Behavior, <i>Behavior Analysis: Research &amp; Practice</i>, 18(2), 124-133</li> </ol>	

	<ul style="list-style-type: none"> <li>• A-5 Describe and define the dimensions of applied behavior analysis (Baer, Wolf, &amp; Risley, 1968).</li> </ul>	
Lecture 12 TBA	<p style="text-align: center;">Behaviorism Chautauqua Event 11:00am – 2:00pm</p> <p><b>TASK LIST ITEMS COVERED:</b></p> <ul style="list-style-type: none"> <li>• A-1 Identify the goals of behavior analysis as a science (i.e., description, prediction, control).</li> <li>• A-2 Explain the philosophical assumptions underlying the science of behavior analysis (e.g., selectionism, determinism, empiricism, parsimony, pragmatism).</li> <li>• A-3 Describe and explain behavior from the perspective of radical behaviorism.</li> <li>• A-4 Distinguish among behaviorism, the experimental analysis of behavior, applied behavior analysis, and professional practice guided by the science of behavior analysis.</li> <li>• A-5 Describe and define the dimensions of applied behavior analysis (Baer, Wolf, &amp; Risley, 1968)</li> </ul>	Application Exercise #2

<b>5<sup>th</sup> Edition Task List</b>	
<b>Task List Area</b>	<b>Hours</b>
A. Philosophical Underpinnings	45

#### EVALUATION

1. Quizzes (3)	20%
2. Behaviorism Discussion Questions (5)	15%
3. Conceptual Paper (1)	15%
4. Application Exercises (2)	20%
5. Behaviorism Chautauqua Event (1)	10%
6. Pop Quizzes	10%
7. Online Tutorials (4)	5%
9. Foxy Learning RFT Tutorial	5%

#### ASSIGNMENTS

##### 1. Quizzes

Quizzes will be conducted on Sakai and completed at the beginning of class. Quizzes will cover the material from previous classes. These quizzes are designed to assess students understanding of the behavioral concepts covered in the course. Students will be provided study guides and should prepare for the quizzes by completing the assigned course readings and study guides *prior* to attending class. Students will be given **40 min** to complete the quiz, so should learn the answers to fluency (accurate and quick). Quizzes will contain short- and long-answer questions, multiple choice, true/false, and fill-in-the-blank questions. Technical language will be required. All make-up quizzes will be long answer.

**Quizzes will be held on the following dates:**

- October 2
- October 30
- November 20

## 2. Behaviorism Discussion Questions

Students will be required to submit responses to discussion questions based on assigned reading (see Course Outline above). The discussion questions will be posted in the “Discussion Questions” folder on Sakai. A paper copy of your responses to the discussion questions must be submitted at the beginning of each class meeting in which behaviorism discussion questions are due. Technical language will be required.

**Each student will be required to upload their discussion question responses to Sakai by 08:55am on the meeting date in which behaviorism discussion questions are due.**

**Discussion Question due dates:**

- TBD
- TBD
- TBD
- TBD
- TBD

## 3. Conceptual Paper

Students will write a conceptual paper that provides a behavior analytic account of the cause of human behavior. Content-specific requirements will be provided in class. The paper should be 5 double-spaced pages of text. **The conceptual paper must adhere to the APA (7<sup>th</sup> ed.) format.** As such, you must include a title page, abstract, appendices (if applicable), and a reference list. These are not counted in the 5-page requirement. Students should use Times New Roman size 12 font and use 1” margins (all sides). Technical language will be required.

**Each Student will be required to upload their conceptual paper to Sakai on Date TBD by 08:55am.**

## 4. Application Exercises

Two application exercises will be assigned throughout the semester (see Course Outline above). These exercises are designed to give students the opportunity to apply the concepts and principles learned in class to real-world situations. Technical language will be required.

**Each Student will be required to upload their Application Exercise to Sakai by 08:55am. Application Exercise due dates:**

- Application Exercise #1: TBD
- Application Exercise #2: TBD

## 5. Behaviorism Chautauqua Event

In the final class, students will take a Behaviorism Chautauqua event. There will be two parts to this event, the first will be a mock conversation between notable scientists from various philosophical domains (e.g. radical behaviorism/functional contextualism, developmentalism, cognitivism). For this portion of the event students will pre-select groups and prepare a 20 minute conversation around a pre-

determined topic. Each group member will represent a distinct theoretical approach. The second part of the event will be a round robin debate in which groups will take turns either opposing or defending the radical behaviorism approach as applied to various scenarios. Sample scenarios include use of technical language in application, the role of theory and philosophy in experimentation and working in interdisciplinary domains of science.

#### 6. Pop Entry/Exit Quizzes

Students will be given pop entry/exit quizzes throughout the semester. Entry quizzes are designed to ensure that students have read the material assigned for the current class. Exit quizzes are designed to ensure that students were attending and comprehending material during class sessions. Quizzes will require short answer responses and may include multiple choice questions. Technical language will be required for all short answer questions.

### ONLINE INSTRUCTION

#### 7. Online Tutorials

Students will be required to watch online tutorials and submit responses to questions regarding the content of the online tutorial. Watching the tutorial videos and answering corresponding questions will account for 3 hours of online instruction. Students will be graded on their accuracy in response to the tutorial questions (i.e., if answers are “correct” or not according to the tutorial video). Students must earn a passing grade on each online tutorial. As such, they will be required to re-watch and submit responses to these questions until they earn a passing grade. Technical language will be required.

**Each student will be required to upload their responses to Sakai by 08:55am on the due date specified below:**

- **Tutorial #1: TBD**
  - Radical Behaviorism, Part 1
  - Radical Behaviorism, Part 2
  
- **Tutorial #2: TBD**
  - The Scientist/Practitioner in Behavior Analysis: A Case Study
  
- **Tutorial #4: TBD**
  - Behaviorism

#### 7. Foxy Learning RFT Tutorial

Students will be required to complete the 6-hour Foxy learning RFT tutorial by the assigned due date. To register please use the link provided in the syllabus, the associated cost will be \$12. You do not need to submit anything upon completion, as the course instructor will have access to a progress/completion report through Foxy Learning.

- **Foxy Learning RFT Tutorial: TBD**

### ADDITIONAL RESOURCES

#### **Academic Integrity, plagiarism, ethics and APA referencing and writing style**

4. Academic regulations and University policies: <http://www.brocku.ca/webcal/current/graduate/acad.html>
5. Academic Integrity: <http://www.library.brocku.ca/plagiarism.htm>
6. APA writing style help: <http://owl.english.purdue.edu/owl/resource/560/01>

**ALL REQUIRED SUPPLEMENTAL INFORMATION TO BE ADDED HERE**

**ADST 5P77: Introduction to the Experimental Analysis of Behaviour**  
Department of Applied Disability Studies (ADS), Brock University  
Section 01 Syllabus

**Course Instructor:**

**Teaching Assistant:** TBA  
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ADS library site: <http://researchguides.library.brocku.ca/ADST>  
Brock library databases: <http://catalogue.library.brocku.ca/search/e?Applied%20Disability%20Studies>  
Library research guides: <http://researchguides.library.brocku.ca/profile.php?uid=57021>  
Interlibrary Loan: <http://www.brocku.ca/library/ill>

Class Dates: TBA (every other week) (Wednesday 10-1pm)

Classes: TBA

Class Location: TBA

### GOALS AND OBJECTIVES

The goal of this course is for students to develop a graduate-level understanding of methods, assumptions, basic principles, and recent developments in the psychology of learning, largely, but not exclusively, from a behaviour-analytic perspective. The purposes of the course are to familiarize students with basic concepts in learning that have been developed through laboratory research with both humans and animals, to provide both a theoretical framework and a language for describing these concepts, and to explore the relation between basic research in learning and the applications of these findings in human settings outside the laboratory. Evidence of students' learning will be based on acceptable grades on assignments, in-class discussion, out-of-class assignments.

The objectives of the course are:

1. Understand the basic principles of learning, including past and current theoretical models that describe and attempt to explain behaviour-environment relations. Evidence of meeting this objective will be evaluated through acceptable grades on course assignments.

2. Identify, review, and critically analyze the behavioural science literature on behavioural principles. Evidence of meeting this objective will be evaluated through demonstrated comprehension, application, and critical thinking about basic behavioural analysis.
3. Acquire knowledge and skills in experimental design through exposure to research conducted in the absence of constraints typical of applied situations. Evidence of meeting this objective will be evaluated through acceptable grades on course assignments.
4. Critically consume, analyze, and communicate the outcomes of basic research. Evidence of this objective will be evaluated through in-class exercises and discussion.
5. Develop an understanding of the interrelation between basic research, applied research, and practice. Evidence of this objective will be evaluated through acceptable grades on course assignments.

## READINGS

### **Required Materials:**

There is a downloadable software package required for this course. CyberRat (Ray, 2003) is a virtual lab rat program. The program is \$25.00 USD and can be purchased and downloaded from [http://www.ai2inc.com/Store/Store/cr\\_purchase.html](http://www.ai2inc.com/Store/Store/cr_purchase.html). The course instructor will provide additional instructions regarding registering your CyberRat for this course.

### **Required Texts:**

Mazur, J. E. (2016). *Learning and Behaviour* (8<sup>th</sup> Edition). Upper Saddle River, NJ: Prentice Hall.

American Psychological Association (2019). *Publication manual of the American Psychological Association* (7<sup>th</sup> Edition). Washington, DC: Author.

### **Required Readings:**

Most of the readings for this course will be primary readings to be completed in conjunction with each class. These readings and related materials will be available via the course site on Sakai. Throughout the course, additional readings will be assigned at the discretion of the instructor.

#### **Lecture 1: Premises of the Experimental Analysis of Behavior**

- Mazur Textbook – Chapter 1
- Lattal, K. A. (2013). The five pillars of the experimental analysis of behavior. In Madden. (Eds.), *APA Handbook of Behavior Analysis* (pp. 33-63).
- Mace, F. C. (1996). In pursuit of general behavioral relations. *Journal of Applied Behavior Analysis*, 29, 557-563.
- Sidman, M. (2011). Can an understanding of basic research facilitate the effectiveness of practitioners? Reflections and personal perspectives. *Journal of Applied Behavior Analysis*, 44, 973-991.
- Skinner, B. F. (1966). What is the experimental analysis of behavior? *Journal of the Experimental Analysis of Behavior*, 9, 213-218.

#### **Lecture 2: Generality and Generalization of Research Findings**

- Branch, M. & Pennypacker, H. (2013). Generality and generalization on research findings. In Madden. (Eds.), *APA Handbook of Behavior Analysis* (pp. 151-175).
- Johnston, J. M. (1979). On the relation between generalization and generality. *Behavior Analyst*, 2, 1-6.

#### **Lecture 3: Elementary Learning Processes**

- Lattal, K. A. (2013). Respondent conditioning. In Madden. (Eds.), *APA Handbook of Behavior Analysis* (pp. 283-306).

- Rescorla, R. A., & Wagner, A. R. (1972). A theory of Pavlovian conditioning: Variations in the effectiveness of reinforcement and nonreinforcement. In A. H. Black & W. F. Prokasy (Eds.), *Classical conditioning II: Current research and theory* (pp. 64–99). New York, NY: Appleton-Century-Crofts.
- Domjan, M. (2005). Pavlovian conditioning: A functional perspective. *Annu. Rev. Psychol.*, 56, 179-206.

#### **Lecture 4: EAB Recap 1**

- No Readings

#### **Lecture 5: Reinforcement Theory I**

- Mazur Textbook – Chapter 8
- Skinner, B. F. (1981). Selection by consequences. *Science*, 213, 501-504.
- Meehl, P. E. (1950). On the circularity of the law of effect. *Psychological Bulletin*, 47, 52-75.
- Timberlake, W., & Allison, J. (1974). Response deprivation: An empirical approach to instrumental performance. *Psychological Review*, 81, 146-164.
- Page, S., & Neuringer, A. (1985). Variability is an operant. *Journal of Experimental Psychology: Animal Behavior Processes*, 11, 429-452.

#### **Lecture 6: Reinforcement Theory II**

- Clement, T. S., Feltus, J. R., Kaiser, D. H., & Zentall, T. R. (2000). "Work ethic" in pigeons: Reward value is directly related to the effort or time required to obtain the reward. *Psychonomic Bulletin & Review*, 7, 100–106.
- Zentall, T. R. & Singer, R. A. (2007). Within-trial contrast: When is a failure to replicate not a type I error? *Journal of the Experimental Analysis of Behavior*, 87, 401-404.
- Vasconcelos, M, Urcuioli, P. J., & Lionello-Denolf, K. M. (2007). When is a failure to replicate not a type II error? *Journal of the Experimental Analysis of Behavior*, 87, 405-407.
- DeLeon, I. G., Gregory, M. K., Frank-Crawford, M. A., Allman, M. J., Wilke, A. E., Carreau-Webster, A. B., & Triggs, M. M. (2011). Examination of the influence of contingency on changes in reinforcer value. *Journal of Applied Behavior Analysis*, 44, 543-558.
- Arantes, J., & Grace, R. C. (2008). Failure to obtain value enhancement by within-trial contrast in simultaneous and successive discriminations. *Learning and Behavior*, 36, 1-11.
- Arantes, J., & Grace, R. C. (2008). Contrast and value: Beyond the work ethic effect. A reply to Zentall (2008). *Learning and Behavior*, 36, 26-28.
- Meindle, J. N. (2012). Understanding preference shifts: A review of within-trial contrast and state-dependent valuation. *The Behavior Analyst*, 35, 179-195.

#### **Lecture 7: Reinforcement Theory III**

- Baum, W. M. (1982). On molarism and matching. *The Psychological Record*, 33, 313-316.

- Baum, W. M. (1989). Quantitative description and molar description of the environment. *The Behavior Analyst*, 12, 167-176.
- Moore, J. (2008). Choice and the initial delay to a reinforcer. *The Psychological Record*, 58, 191-214.
- Moore, J. (2010). Behaviorism and the stages of scientific activity. *The Behavior Analyst*, 33, 47-64.
- Baum, W. M. (2010). Getting it wrong: Comment on Moore's "Behaviorism and the stages of scientific activity." *The Behavior Analyst*, 33, 235-236.
- Moore, J. (2010). Getting it right: A reply to Baum. *The Behavior Analyst*, 33, 237-238.

## **Lecture 8: EAB Recap 2**

- No Readings

## **Lecture 9: Punishment, Avoidance, and Extinction**

- Mazur Textbook – Chapter 7
- Baron, A. (1991). Avoidance and punishment. In Iversen, I. & Lattal, K. A. (Eds.), *Research methods in the neural and behavioral sciences: Experimental analysis of behavior* (pp. 173-217). Amsterdam: Elsevier.
- Azrin, N. H., Holz, W. C., & Hake, D. F. (1963). Fixed-ratio punishment. *Journal of the Experimental Analysis of Behavior*, 6, 141-148.
- Holz, W. C., & Azrin, N. H. (1961). Discriminative properties of punishment. *Journal of the Experimental Analysis of Behavior*, 4, 225-232.
- Schuster, R., & Rachlin, H. (1968). Indifference between punishment and free shock: Evidence for the negative law of effect. *Journal of the Experimental Analysis of Behavior*, 11, 777-786.
- Azrin, N. H., Hutchinson, R. R., & Hake, D. F. (1966). Extinction-induced aggression. *Journal of Experimental Analysis of Behavior*, 9, 191-204.
- Coulson, G., Coulson, V., & Gardner, L. (1970). The effect of two extinction procedures after acquisition on a Sidman avoidance contingency. *Psychonomic Science*, 18, 309-310.

## **Lecture 10: Operant & Respondent Interactions**

- Brady, J. V., Kelly, D. & Plumlee, L. (1969). Autonomic and behavioral responses of the Rhesus monkey to emotional conditioning. *Annals of New York Academy of Science*, 159, 959-975.
- Smith, R. F., Gustavson, C. R., & Gregor, G. L. (1972). Incompatibility between the pigeon's unconditioned response to shock and the conditioned key-peck response. *Journal of the Experimental Analysis of Behavior*, 29, 341-345.
- Bouton, M. E., & Swartzentruber, D. (1991). Sources of relapse after extinction in Pavlovian and instrumental learning. *Clinical Psychology Review*, 11, 123-140.

## **Lecture 11: Stimulus Control**

- Sidman, M., Wynne, C. K., Maguire, R. W., & Barnes, T. (1989). Functional classes and equivalence relations. *Journal of the Experimental Analysis of Behavior*, 52, 261-274.
- Skinner, B. F. (1935). The generic nature of the concepts of stimulus and response. *Journal of General Psychology*, 12, 40-65.

- Spradlin, J. E., Cotter, V. W., & Baxley, N. (1973). Establishing a conditional discrimination without direct training: A study of transfer with retarded adolescents. *American Journal of Mental Deficiency, 77*, 556–566.
- Urcuioli, P. J. (2006). When discrimination fails (or at least falters). *Journal of Experimental Psychology: Animal Behavior Processes, 32*, 359–370.
- Sidman, M. (2000). Equivalence relations and the reinforcement contingency. *Journal of the Experimental Analysis of Behavior, 74*, 127–146.

**Lecture 12: EAB Recap 3**

- No Readings

**Lecture 13: Concept Learning and Creativity**

- Fantino, E., & Solarz-Fantino, S. (2013). The logic and illogic of human reasoning. In Madden. (Eds.), *APA Handbook of Behavior Analysis* (pp. 439-461).
- Marr, M. J. (2003). The stitching and unstitching: What can behavior analysis have to say about creativity?. *The Behavior Analyst, 26*, 15-28.

**Lecture 14: Translational Research**

- Dube, W. (2013). Translational research in behavior analysis. In Madden. (Eds.), *APA Handbook of Behavior Analysis* (pp. 283-306).
- Mace, F. C., & Critchfield, T. S. (2010). Translational research in behavior analysis: Historical traditions and imperative for the future. *Journal of the Experimental Analysis of Behavior, 93*, 293–312.
- Wacker, D. P. (1996). Behavior analysis research in JABA: A need for studies that bridge basic and applied research. *Experimental Analysis of Human Behavior Bulletin, 14*, 11–14
- Woolf, S. H. (2008). The meaning of translational research and why it matters. *JAMA, 299*, 211–213. doi:10.1001/jama.2007.26

**Lecture 15: Wrap-Up & Review**

- No Readings

**COURSE OUTLINE**

<b>Date</b>	<b>Topics</b>	<b>Assignment</b>
<b>Lecture 1</b>	Syllabus Review & CyberRat Intro  Explanatory Fictions  Premises of the Experimental Analysis of Behaviour	
<b>Lecture 2</b>	The Generalization & Generality of Research Findings	CyberRat Activity #1

<b>Lecture 3</b>	Elementary Learning Processes: Habituation and Respondent Conditioning	
<b>Lecture 4</b>	<u>Introduction To EAB Recap 1</u> Premises of Experimental Analysis of Behaviour Generalization & Generality Elementary Learning Processes	CyberRat Activity #2
<b>Lecture 5</b>	Reinforcement Theory I: Introduction to Ontogeny of Behaviour & Parameters	EAB Reaction Paper #1
<b>Lecture 6</b>	Reinforcement Theory II: Processes	
<b>Lecture 7</b>	Reinforcement Theory III: Molar and Molecular Views	CyberRat Activity #3
<b>Lecture 8</b>	<u>Introduction To EAB Recap 2</u> Reinforcement Theory I, II, III	
<b>Lecture 9</b>	Punishment, Avoidance, and Extinction	Quiz #1
<b>Lecture 10</b>	Operant and Respondent Interactions	CyberRat Activity #4
<b>Lecture 11</b>	Stimulus Control & Stimulus Class Formation Stimuli Correlated with Different Consequences	EAB Reaction Paper #2

<b>Lecture 12</b>	<u>Introduction To EAB Recap 3</u> Punishment, Extinction Operant & Respondent Interrelations Stimulus Control & Discrimination	CyberRat Activity #5
<b>Lecture 13</b>	Concept Learning and Creativity	
<b>Lecture 14</b>	Translational Research in EAB and ABA	Quiz #2
<b>Lecture 15</b>	Wrap-up & Review of Core Concepts	Basic Research Proposal

<b>SUMMARY OF HOURS RELATED TO ABAI ACCREDITATION – 2021 Standards</b>	
<b>Content Area</b>	<b>Hours</b>
Basic Behavior Analysis	45

#### EVALUATION

1. Attendance & Participation (5% each)	15%
2. CyberRat Activities (5% each)	25%
3. EAB Reaction Papers (10% each)	20%
4. Quizzes (10% each)	20%
5. Basic Research Proposal	20%

#### ASSIGNMENTS

### 1. Attendance & Participation

You will have the opportunity to attend and participate in class each week, however, you will be graded at each “EAB Recap” class. By remaining on-topic and actively participating in class throughout the entire class period, you will earn 5 points. Points will be deducted for late arrival, and leaving class early. If any situation comes up that may interfere with your consistent class attendance, please let us know as soon as the situation arises. Students will also self-evaluate their participation at the end of each “EAB Recap” class by submitting the following rating scale:



### 2. CyberRat Activities

CyberRat is a fully interactive and responsive digital video presentation of a real laboratory animal. CyberRat provides a database containing over 1,600 behavioural video clips, all seamlessly played back in unique sequences using stochastic algorithms. There are five CyberRat assignments, each worth 5% of your total grade, that need to be completed by the end of the course. These activities are related to:

1. Reinforcement
2. Chains, shaping, acquisition, maintenance
3. Extinction
4. Intermittent Reinforcement
5. Discrimination Training

Detailed instructions for each of these activities will be provided by the course instructor.

### 3. EAB Reaction Papers

Students will select two readings from the course and write a reaction paper for each article. The reaction paper will be 1-3 pages in length, double-spaced. In your reaction: introduce the area or problem, describe and discuss the findings and what *you* consider to be contributions of the paper. Be prepared for a discussion of your reflection the following week in class.

### 4. Quizzes

Quizzes will be completed at the end of each class and will cover the material from the previous series of classes. One quiz will be assigned mid-way through the semester, and a final quiz will be assigned at the end of the semester. These quizzes are designed to assess students' understanding of the behavioural concepts covered in the course and will consist of multiple-choice, short answer, and long answer questions. Students will be provided a study guide and should prepare for the quizzes by completing the assigned course readings and study guides *prior* to attending class. Students will be given **25 min** to complete the quiz, so should learn the answers to fluency (accurate and quick).

### 5. Basic Research Proposal

Students will write a proposal for a basic research experiment. The topic should be one of the topics covered in this course (see below). The paper will begin with a brief but sufficient rationale (which will include references to existing literature), followed by detailed methods, and a brief discussion of potential findings and interpretations. Students will delve deeper into the topic and find relevant readings additional to those that are assigned for this course. You are encouraged to talk with me about your ideas as they are developing. Each of you should plan to meet with me at least once as you are developing your ideas. The paper should be 5 to 8 pages, double spaced.

<i>Sample Topic Areas</i>		
habituation	Acquisition	autoshaping
respondent conditioning	Parameters of reinforcement: delay, magnitude, periodicity, dependency, schedules	resurgence
Behavioural or reinforcement history	conditioned reinforcement	negative reinforcement
matching	avoidance responding	momentum
molar vs. molecular accounts	behavioural economics	remembering and forgetting
stimulus control	emergent classes and relational responding	concept learning

verbal behaviour	behavioural variability	instructed vs. shaped human behaviour
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#### ADDITIONAL RESOURCES

##### **Academic Integrity, plagiarism, ethics and APA referencing and writing style**

7. Academic regulations and University policies: <http://www.brocku.ca/webcal/current/graduate/acad.html>
8. Academic Integrity: <http://www.library.brocku.ca/plagiarism.htm>
9. Brock Library copyright FAQs: <http://www.brocku.ca/node/10908>
10. APA writing style help: <http://owl.english.purdue.edu/owl/resource/560/01>

**ALL REQUIRED SUPPLEMENTAL INFORMATION TO BE ADDED HERE**

**Ethics & Professional Conduct in Research and Practice in the Behavioural Sciences  
CLIN/ADST 5P78 | Department of Applied Disability Studies | Brock University | 20XX**

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**ADS Liaison Librarian: Colleen MacKinnon**

Email: [cmackinnon@brocku.ca](mailto:cmackinnon@brocku.ca)

ADS library site: <http://researchguides.library.brocku.ca/ADST>

Library research guides: <http://researchguides.library.brocku.ca/profile.php?uid=57021>

Interlibrary Loan: <http://www.brocku.ca/library/ill>

Direct Links to

JABA: <http://proxy.library.brocku.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=ser&AN=468720008&site=eds-live&scope=site>

**Course Dates:**

**Classes: Virtually on Lifesize – Monday: 2:00-5:00pm**

**Course Location:**

Page Break

**COURSE PURPOSE, GOALS AND OBJECTIVES**

This course is designed to provide instruction in the areas of ethics and professional practice in the behavioural sciences, as well as practical experience in providing ABA services. Through lectures, readings, discussions, and case-scenarios, students will learn the content and application of the BACB Professional and Ethical Compliance Code for Behavior Analysts (the Code), as well as the Jurisprudence and Ethics Knowledge and Competency Standards for Ontario Behaviour Analysts (the JE Standards), and legislation relevant to the practice of ABA in

Ontario. Major topics covered include confidentiality and its limits, privacy, consent to assessment and treatment, and record keeping, among others.

In their practicum placements, students will gain practical experience in assessment and intervention with individuals who have disabilities (e.g. autism spectrum disorders, intellectual & developmental disabilities, acquired brain injury, mental health issues, etc). Students will have a practicum placement of 300 hours in a community-based setting (e.g., agency, hospital, school) or the ADS clinic and/or work with a Brock University faculty in a clinical placement related to that faculty's applied research (if available). Students will complete practicum placement setting orientations, meet setting guidelines and requirements for volunteers and/or employees, and be supervised and evaluated by a Board Certified Behavior Analyst (BCBA) practicum supervisor or Brock University faculty (when available) on their service delivery with clients and on general ethical and professional ABA practices. In addition to placement specific experience, students will be required to practice specific ABA skills consistent with the BACB 5<sup>th</sup> Edition Task List under the supervision of a BCBA. Supervision will include observation, feedback, and discussion of student performance, with consideration of ethics and jurisprudence of ABA implementation in the practicum setting consistent with the BACB supervision requirements for the experience hours selected.

### **COURSE OBJECTIVES:**

1. Students will **develop their knowledge and skills relating to professional conduct** in the practice of ABA with diverse populations and clinical settings. They will **develop a graduate level understanding of ethics and jurisprudence**, and **apply relevant aspects of the BACB Compliance Code and related legislation** to increasingly complex ethical and professional dilemmas. Learning will be evidenced by:

- a. in-class application of essential professional skills, ethical standards, and relevant legislation to challenging situations and thoughtful discussion of scenarios individually or in groups, relating to ethical and professional practice issues
- b. leading in class discussion on relevant readings to demonstrate scholarship and critical thinking relating to the ethical practice of behavior analysis.
- c. completion of on-line quizzes relating to ethical and professional conduct.

1. Throughout **practicum placement**, students will demonstrate their understanding of **ethical and professional issues** related to their ABA practicum site and client population as evidenced by the following:

2. Throughout the practicum placement, the student will demonstrate their understanding of ethical and professional issues related to their ABA practicum site and client population as evidenced by:

- a. Satisfactory evaluation by their practicum supervisor on professional and ethical behaviours through completion of specified tasks based-on the BACB 5<sup>th</sup> Edition task list and satisfactory performance ratings on the BACB Experience Verification Forms (or an acceptable alternative).

- b. Identification of ethical behavior and resolution of ethical dilemmas in their practicum placements and other locations where behaviour analysts practice and research.

- c. Satisfactory grade on assigned tasks in which student discusses clinical, ethical, and professional issues and solutions related to practicum experiences with supervisor.
  - d. Satisfactory grade on assigned tasks in which students design and implement ethically and professionally appropriate clinical assessments and interventions.
  - e. Active in-class participation including thorough and thoughtful discussion of scenarios relating to ethical and professional practice issues presented in class and/or identified during placement.
3. The student will gain supervised experience in a work/research setting and demonstrate his or her ability to effectively and ethically use ABA principles and practices with persons with disabilities, and their family members, therapists, teachers and/or direct-care staff, as evidenced by:
- a. Satisfactory evaluation every supervisory period by their practicum supervisor on ABA principles and practices through completion of specified tasks based-on the BACB 5<sup>th</sup> Edition task list and satisfactory performance ratings on the BACB Experience Verification Forms (or an acceptable alternative).
  - b. Satisfactory evaluation by practicum supervisor on the ADST 5P74 Practicum Supervisor Evaluation Form (demonstrating clinical effectiveness and ethical and professional conduct with clients, families, and/or staff).
  - c. Satisfactory evaluation by practicum supervisor and course instructor on demonstration of required skills, completion of required tasks (e.g implementing skill development and behaviour reduction programs, conducting behavioural assessments, planning interventions, related mediator training, adherence checks, monitoring) and brief reports of their findings.

## REQUIRED READINGS

**It is a course requirement that students complete assigned readings prior to each class.**

**Course lectures are designed, and conducted, based on this expectation.** For certain readings, discussion questions will be provided in advance to assist you in preparing for class. You are expected to complete this work before class to make the best use of class time.

**PLEASE BRING YOUR REQUIRED READINGS AND BAILEY & BURCH TEXT TO EACH CLASS.**

### Course Text:

Bailey, J.S., & Burch, M.R. (2016). Ethics for behaviour analysts: 3<sup>rd</sup> Edition. New York, NY: Routledge.

[Broadhead, M.T., Cox, D.J., & Quigley, S.P. \(2018\) Practical ethics for effective treatment of autism spectrum disorder. San Diego, CA: Elsevier Inc.](#)

American Psychological Association. (2020). Publication Manual of the American Psychological Association, (7<sup>th</sup> ed.). Washington, DC: Author.

J. K. Luiselli (2017). *Applied Behavior Analysis Advanced Guidebook: A Manual for Professional Practice*. Cambridge, MA: Academic Press. (Available free on-line at Brock Library, However we encourage you to get a copy of this helpful resource).

**Please cut and paste the links below into your browser – they may not function as hyperlinks.**

**Practicum & Supervision Resources from BACB:**

Behavior Analyst Certification Board Newsletter (March, 2018). [https://www.bacb.com/wp-content/uploads/BACB\\_March2018\\_Newsletter.pdf](https://www.bacb.com/wp-content/uploads/BACB_March2018_Newsletter.pdf)

Behavior Analyst Certification Board Newsletter (October, 2017). [https://www.bacb.com/wp-content/uploads/2020/05/BACB\\_Newsletter\\_101317-2.pdf](https://www.bacb.com/wp-content/uploads/2020/05/BACB_Newsletter_101317-2.pdf)

Behavior Analyst Certification Board:

BCBA DOCUMENTS & Resources

<https://www.bacb.com/bcba/#BCBADocuments>

BCBA 2022 Eligibility Requirements

[https://www.bacb.com/wp-content/uploads/2020/11/BCBA-2022EligibilityRequirements\\_210513.pdf](https://www.bacb.com/wp-content/uploads/2020/11/BCBA-2022EligibilityRequirements_210513.pdf)

**Class One Readings:**

**COMPLIANCE CODE/STANDARDS:**

Bailey & Burch Chapters 1, 2, 3, 5

Behavior Analyst Certification Board (2014). Professional and Ethical Compliance Code for Behavior Analysts. Littleton, CO: Author. <https://www.bacb.com/wp-content/uploads/2017/09/170706-compliance-code-english.pdf>

Ontario Association for Behaviour Analysis (2010 Revision). Standards of Practice for Behaviour Analysts. Toronto, ON: Author. <http://www.ontaba.org/pdf/Standards.pdf>

Ontario Association for Behaviour Analysis (2020). Jurisprudence and Ethics Knowledge and Competency Standards for Ontario Behaviour Analysts. Toronto, ON: Author. <https://www.ontaba.org/je.php>

**THEORY:**

[Broadhead, M.T., Cox, D.J., & Quigley, S.P. \(2018\). Introduction to ABA, ethics, and core ethical principles. In M.T. Broadhead, D.J. Cox, & S.P. Quigley \(Eds\), \*Practical ethics for effective treatment of autism spectrum disorder\* \(pp. 1-16\). San Diego, CA: Elsevier Inc. \(Chapter 1\)](#)

**Class Two Readings:**

**COMPLIANCE CODE/STANDARDS:**

Bailey & Burch Chapters 4, 6, 7

JE Standards: Sections 1 (Professionalism) & 3 (Privacy, Confidentiality and Record Keeping)

Behavior Analyst Certification Board. (2018). A summary of ethics violations and code-enforcement activities: 2016-2017. Littleton, CO: Author. [https://www.bacb.com/wp-content/uploads/180606\\_CodeEnforcementSummary.pdf](https://www.bacb.com/wp-content/uploads/180606_CodeEnforcementSummary.pdf)

**ONTABA Professional Practice in ABA Series** (<http://training.ontaba.org>):

5 WH Questions about Record Keeping\*\*

File Access & Correction: Frequently Asked Questions

Information Sharing Tips

Privacy & Confidentiality in ABA

Record Keeping Safety & Security Tips\*\*

#### **LEGISLATION - Privacy & Confidentiality:**

1. **Personal Health Information Protection Act (PHIPA) (2004)**

[http://www.e-laws.gov.on.ca/html/statutes/english/elaws\\_statutes\\_04p03\\_e.htm](http://www.e-laws.gov.on.ca/html/statutes/english/elaws_statutes_04p03_e.htm)

2. **Protection of Personal Information and Electronic Documents Act (PIPEDA) (2000)**

<http://laws-lois.justice.gc.ca/eng/acts/P-8.6/>

3. **Freedom of Information and Protection of Privacy Act, 1990**

[http://www.e-laws.gov.on.ca/html/statutes/english/elaws\\_statutes\\_90f31\\_e.htm](http://www.e-laws.gov.on.ca/html/statutes/english/elaws_statutes_90f31_e.htm)

4. **Municipal Freedom of Information and Protection of Privacy Act, 1990**

[http://www.e-laws.gov.on.ca/html/statutes/english/elaws\\_statutes\\_90m56\\_e.htm](http://www.e-laws.gov.on.ca/html/statutes/english/elaws_statutes_90m56_e.htm)

#### **HELPFUL LEGISLATION RESOURCES:**

5. **Dispelling the Myths Under PHIPA**

<https://www.ipc.on.ca/wp-content/uploads/Resources/dispelling-myths-under-hipa.pdf>

6. **Defining the Circle of Care**

<https://www.ipc.on.ca/wp-content/uploads/Resources/circle-of-care.pdf>

7. **A Guide to PHIPA**

<https://www.ipc.on.ca/wp-content/uploads/Resources/hguide-e.pdf>

8. **PIPEDA in Brief**

[https://www.priv.gc.ca/en/privacy-topics/privacy-laws-in-canada/the-personal-information-protection-and-electronic-documents-act-pipeda/pipeda\\_brief/](https://www.priv.gc.ca/en/privacy-topics/privacy-laws-in-canada/the-personal-information-protection-and-electronic-documents-act-pipeda/pipeda_brief/)

9. **Mini Guide to FIPPA**

<https://www.ipc.on.ca/wp-content/uploads/resources/provincial%20guide-e.pdf>

10. **Mini Guide to MFIPPA**

<https://www.ipc.on.ca/wp-content/uploads/resources/municipal%20guide-e.pdf>

#### **Class Three Readings:**

#### **COMPLIANCE CODE/STANDARDS:**

Bailey & Burch Chapters 8 & 9

[Elliott, D. \(2008\). The Best Interests of Adults with Intellectual Disabilities: Are There Adequate Legal Safeguards?, Clinical Bulletin of the Developmental Disabilities Division of the Department of Psychiatry, London, ON: University of Western Ontario.](#)

JE Standards: Sections 2 (Consent), 3.2 c-g (Confidentiality)

ONTABA Professional Practice in ABA Series (<http://training.ontaba.org>):

Consent & Capacity in ABA  
Obtaining Valid Consent  
Privacy & Confidentiality in ABA

Ontario Human Rights Commission Consent & Capacity. <http://www.ohrc.on.ca/en/policy-preventing-discrimination-based-mental-health-disabilities-and-addictions/16-consent-and-capacity>

**LEGISLATION - Consent to Assessment & Treatment:**

1. **Child & Family Services Act**  
[Child and Family Services Act, 1990](#) as amended
2. **Services and Supports for ID & QAM**  
[Services and Supports to Promote the Social Inclusion of Persons with Developmental Disabilities Act, 2008 and Quality Assurance Measures \(Minister's Regulation\)](#).
3. **Mental Health Act, 1990**  
[Mental Health Act, 1990](#)
4. **Health Care Consent Act**  
[Health Care Consent Act, 1996](#)

**Class Four Readings:**

**COMPLIANCE CODE/STANDARDS:**

Bailey & Burch Chapters 10, 11, 12

**THEORY:**

Bannerman, D.J., Sheldon, J.A., & Harchik, A.E. (1990). Balancing the right to habilitation with the right to personal liberties: The rights of people with developmental disabilities to eat too many doughnuts and take a nap. *Journal of Applied Behavior Analysis*, 23, 79-89.

Lee, G. T., Williams, D. E., Simmons, J., & Johnson-Patagoc, K. (2018). The right to effective treatment for people with developmental disabilities and severe problem behaviors. *Behavior Analysis: Research and Practice*, 18(4), 436-447. <http://dx.doi.org/10.1037/bar0000133>

Reid, D. H., Rosswurm, M., & Rotholz, D. A. (2018). No Less Worthy: *Recommendations for Behavior Analysts Treating Adults with Intellectual and Developmental Disabilities with Dignity*. *Behavior Analysis in Practice*, 11, 71-79.

Van Houten, R., Axelrod, S., Bailey, J.S., Favell, J.E., Foxx, R., Iwata, B., & Lovaas, O.I. (1988). The right to effective behavioral treatment. *Journal of Applied Behavior Analysis*, 18, 381-384.

Vause, T., Regehr, K., Feldman, M., Griffiths, D. & Owen, F. (2009). Right to evidence-based treatment

for individuals with developmental disabilities: Issues of the use of therapeutic punishment. In F. Owen & D. Griffiths (Eds.), *Challenges to the human rights of people with intellectual disabilities* (pp. 219-239). London, UK: Jessica Kingsley Publishers.

**HELPFUL RESOURCES:**

**Association for Behavior Analysis International. Policies and Position Statements.**

-Right to Effective Treatment <https://www.abainternational.org/about-us/policies-and-positions/right-to-effective-behavioral-treatment,-1989.aspx>

-Right to Effective Education <https://www.abainternational.org/about-us/policies-and-positions/students-rights-to-effective-education,-1990.aspx>

-Restraint and Seclusion <https://www.abainternational.org/about-us/policies-and-positions/restraint-and-seclusion,-2010.aspx>

### Class Five Readings:

#### COMPLIANCE CODE/STANDARDS:

Bailey & Burch Chapters 13, 14, 15

#### THEORY:

Black, S. D. (2017). To cross or not to cross: Ethical boundaries in psychological practice. *Journal of the Australian & New Zealand Student Services Association*; 49, pp. 62-71.

#### LEGISLATION - Mandatory Reporting:

1. Child, Youth, and Family Services Act (PART V CHILD PROTECTION, Sec 74)  
<https://www.ontario.ca/laws/statute/17c14#BK100>
  - Mandatory obligation to report child abuse under the Child, Youth and Family Services Act, 2017, S.O. 2017, c. 14, Sched. 1 (Section 125)
2. Children's Aid Society Toronto, Reporting Child Abuse and Neglect:  
<http://www.torontocas.ca/what-child-abuse>
3. Information and Privacy Commissioner of Ontario. Yes You Can Brochure. Toronto, ON: IPC. <https://www.ipc.on.ca/wp-content/uploads/2016/01/yes-you-can-e-web.pdf>
4. Elder Abuse Ontario: Elder Abuse Legislation and Reporting  
<http://www.elderabuseontario.com/what-is-elder-abuse/legislation-reporting/#4>
5. ReportON: Ministry of Child, Community and Social Service  
<https://www.mcsc.gov.on.ca/en/mcsc/programs/developmental/reportON/>

### Class Six Readings:

#### THEORY:

[Cavalari, R.N.S., Gillis, J.M., Kruser, N., & Romanczyk, R.G. \(2015\). Digital Communication and Records](#)

[in Service Provision and Supervision: Regulation and Practice. \*Behaviour Analysis in Practice\*, 8\(2\), p. 176–189.](#)

[O'Leary, P.N., Miller, M.M., Olive, M.L., & Kelly, A.N. \(2017\). Blurred Lines: Ethical Implications of Social Media for Behavior Analysts. \*Behavior Analysis in Practice\*, 10, p. 45–51.](#)

[Pollard, J.S., Karimi, K.A., & Ficcaglia, M.B. \(2017\). Ethical considerations in the design and implementation of a telehealth service delivery model. \*Behavior Analysis: Research and Practice\*, 17\(4\), p. 298–311.](#)

### Additional Readings TBD

#### **ONTABA Professional Practice in ABA Series (<http://training.ontaba.org>):**

5 WH Questions about Record Keeping\*\*  
Information Sharing Tips  
Privacy & Confidentiality in ABA  
Record Keeping Safety & Security Tips\*\*

#### **Class 7 Readings:**

##### **COMPLIANCE CODE/STANDARDS:**

Bailey & Burch Chapters 4, 16 & 17

##### **THEORY:**

[Broadhead, M.T., Cox, D.J., & Quigley, S.P. \(2018\). Contextual factors that influence ethical decision making. In M.T. Broadhead, D.J. Cox, & S.P. Quigley \(Eds\), \*Practical ethics for effective treatment of autism spectrum disorder\* \(17-33\). San Diego, CA: Elsevier Inc. \(Chapter 2\)](#)

[Broadhead, M.T., Cox, D.J., & Quigley, S.P. \(2018\). Common errors and mistakes made during ethical analyses and application. In M.T. Broadhead, D.J. Cox, & S.P. Quigley \(Eds\), \*Practical ethics for effective treatment of autism spectrum disorder\* \(pp. 97-103\). San Diego, CA: Elsevier Inc. \(Chapter 7\)](#)

#### **Class 8 Readings:**

##### **Class #8: ETHICS IN ABA: VALUES, SCIENCE AND COMPETENT PRACTICE**

Cardiff University Plagiarism Tutorial: <https://ilrb.cf.ac.uk/plagiarism/tutorial/index.html>

O'Donohue, W. & Fergus, K. (2011). Behavior analysis and ethics. In W. Fisher, C. Piazza, & H. Roane. (Eds.). *Handbook of Applied Behavior Analysis* (489-497). New York, NY: Guilford Publications.

Romanczyk, R. G. (2017). Ethical and competent practice in applied behavior analysis: Perspective, requirements, and dilemmas. In J. K. Luiselli (Ed.). *Applied Behavior Analysis Advanced Guidebook: A Manual for Professional Practice* (389-408). Cambridge, MA: Academic Press.

Rosenberg, N. E., & Schwartz, I. S. (2019). Guidance or compliance: What makes an ethical behavior analyst?

*Behavior Analysis in Practice*, 12(2), 473-

482. <https://doiorg.proxy.library.brocku.ca/10.1007/s40617-018-00287-5>

Wood, W.S. (1979). Ethics for behaviorists. *Behavior Analyst*, 10, 9-15.

##### **Recommended:**

Ruiz, M.R. & Roche, B. (2007). Values and the scientific culture of behavior analysis. *The Behavior Analyst*, 30, 1–16.

#### **Class 9 Readings:**

##### **Class #9: ETHICAL DECISION MAKING IN TREATMENT PLANNING AND SERVICE PROVISION**

Brodhead, M.T., Cox, D.J., & Quigley, S.P. (2018). Contextual factors that influence ethical decision making. In M.T. Brodhead, D.J. Cox, & S.P. Quigley (Eds), *Practical ethics for effective treatment of autism spectrum disorder* (17-33). San Diego, CA: Elsevier Inc. (Chapter 2)

Brodhead, M.T., Cox, D.J., & Quigley, S.P. (2018). The decision-making process of evidence-based practice. In M.T. Brodhead, D.J. Cox, & S.P. Quigley (Eds), *Practical ethics for effective treatment of autism spectrum disorder* (67-84). San Diego, CA: Elsevier Inc. (Chapter 5)

Klose, L.M., Lasser, J., & Reardon, R.F. (2012). Effects of social psychological phenomena on school psychologists' ethical decision-making: A preliminary ethical analysis. *Educational Psychology in Practice*, 28 (4) 411-424.

Ricciardi, J.N., & Rothschild, A. W. (2017). Behavioral risk assessment. In J. K. Luiselli (Ed.). *Applied Behavior*

*Analysis Advanced Guidebook: A Manual for Professional Practice* (93-116). Cambridge, MA: Academic Press.

Rosenberg, N. E., & Schwartz, I. S. (2019). Guidance or compliance: What makes an ethical behavior analyst?

*Behavior Analysis in Practice*, 12(2), 473-

482. <https://doi.org.proxy.library.brocku.ca/10.1007/s40617-018-00287-5>

**Recommended:**

Slocum, T.A. et al. (2014). The evidence-based practice of ABA. *The Behavior Analyst*, 37, 41-56.

**Class 10 Readings:**

**Class #10: ETHICAL AND PROFESSIONAL CONDUCT IN ABA ASSESSMENT AND INTERVENTION FOR BEHAVIOUR REDUCTION**

DiGennaro Reed, F. D., & Lovett, B. J. (2008). Views on the Efficacy and Ethics of Punishment: Results from a National Survey. *International Journal of Behavioral Consultation and Therapy*, 4(1), 61-67.

Graber, A., & Graber, J.E. (2019). The Unique Challenge of Articulating the Behavior Analysts' Ethical Obligations and the Case of Punishment. *Behavior Analysis in Practice*. 12(3), 688-695. <https://doi-org.proxy.library.brocku.ca/10.1007/s40617-018-00310-9>

Hastings, R.P., & Noone, S.J. (2005). Self-injurious behavior and functional analysis: Ethics and evidence. *Education and Training in Developmental Disabilities*, 40(4), 335-342.

Poling, A., Austin, J.L., Peterson, S.M., Mahoney, A., and Weeden, M. (2012). Ethical Issues and considerations. In J. Matson (Ed.). *Functional Assessment for Challenging Behaviors* (213-233). New York, NY: Springer.

Wiskirchen, R. R., Deochand, N., & Peterson, S. M. (2017). Functional analysis: A need for clinical decision support tools to weigh risks and benefits. *Behavior Analysis Research and Practice*, 17(4), 325-333.

**Class 11 Readings:**

**Class #11: CONSIDERATIONS FOR ETHICAL AND PROFESSIONAL CONDUCT IN ABA SERVICE PROVISION**

Common, E. A., & Lane, K. L. (2017). Social validity assessment. In J. K. Luiselli (Ed.). *Applied Behavior Analysis Advanced Guidebook: A Manual for Professional Practice* (73-92). Cambridge, MA: Academic Press.

Fong, E.H., Catagnus, R.M., Brodhead, M.T. et al. (2016). Developing the cultural awareness skills of behavior analysts. *Behavior Analysis in Practice*, 9(1), 84-94. <https://doi-org.proxy.library.brocku.ca/10.1007/s40617-016-0111-6>

Fong, E. H., Ficklin, S., & Lee, H. Y. (2017). Increasing cultural understanding and diversity in applied behavior analysis. *Behavior Analysis: Research and Practice*, 17(2), 103-113. <http://dx.doi.org/10.1037/bar0000076>

Heenan, A. (2012). The principle of age-appropriateness and individuals with intellectual disabilities in Canada: A case study of inappropriate application of support agency policy. *International Journal of Disability, Community & Rehabilitation*, 12 (1). [http://www.ijdcr.ca/VOL12\\_01/articles/heenan.shtml](http://www.ijdcr.ca/VOL12_01/articles/heenan.shtml)

Normand, M. P. (2008). [Science, skepticism, and applied behavior analysis](#). *Behavior Analysis in Practice*, 1, 42-49.

### Class 12 Readings:

#### Class #12: ETHICAL and PROFESSIONAL CONDUCT IN ABA CONSULTATION (IN MULTIDISCIPLINARY SETTINGS)

- Brodhead, M.T. (2015). Maintaining professional relationships in an interdisciplinary setting: Strategies for navigating nonbehavioral treatment recommendations for individuals with autism. *Behavior Analysis in Practice*, 8(1), 70-78. <https://doi-org.proxy.library.brocku.ca/10.1007/s40617-015-0042-7>
- Cox, D.J. (2012). From interdisciplinary to integrated care of the child with autism: The essential role for a code of ethics. *Journal of Autism and Developmental Disorders*, 42, 2729–2738.
- Luiselli, J.K. (2015). In response: Maintaining professional relationships in an interdisciplinary setting: Strategies for navigating non-behavioral treatment recommendations for individuals with autism. *Behavior Analysis in Practice*, 8(1), 79-79. <https://doi-org.proxy.library.brocku.ca/10.1007/s40617-015-0043-6>
- Newhouse-Oisten, M.K., Peck, K.M., Conway, A. A., & Frieder, J. E. (2017). Ethical considerations for interdisciplinary collaboration with prescribing professionals. *Behavior Analysis in Practice*, 10, 145-153.
- St. Peter, C. C., Pence, S. T., & Kestner, K. M. (2017). Consultation practices: Multidisciplinary settings. In J. K. Luiselli (Ed.). *Applied Behavior Analysis Advanced Guidebook: A Manual for Professional Practice* (285-305). Cambridge, MA: Academic Press.

### Class 13 Readings:

#### Class #13: ETHICAL AND PROFESSIONAL CONDUCT IN ABA IN WORKING WITH FAMILIES

- Chadwell, M. R., Sikorski, J. D., Roberts, H., & Allen, K. D. (2018). Process versus content in delivering ABA services: Does process matter when you have content that works? *Behavior Analysis: Research and Practice*. Advance online publication. <http://dx.doi.org.proxy.library.brocku.ca/10.1037/bar0000143>
- Dennison, A., Lund, E.M., Brodhead, M.T. et al. (2019). Delivering home-supported applied behavior analysis therapies to culturally and linguistically diverse families. *Behavior Analysis in Practice*, 12(4), 887-898. <https://doi-org.proxy.library.brocku.ca/10.1007/s40617-019-00374-1>
- Helton, M.R. & Alber-Morgan, S.R. (2018). Helping parents understand applied behavior analysis: Creating a parent guide in 10 steps. *Behavior Analysis in Practice*, 11(4), 496-503: 496. <https://doi-org.proxy.library.brocku.ca/10.1007/s40617-018-00284-8>
- Schieltz, K. M., Graber, J. E., & McComas, J. (2017) Consultation Practices: Training Parents and Families. In J. K. Luiselli (Ed.). *Applied Behavior Analysis Advanced Guidebook: A Manual for Professional Practice* (229 - 257). Cambridge, MA: Academic Press.
- Taylor, B.A., LeBlanc, L.A. & Nosik, M.R. (2019). Compassionate care in behavior analytic treatment: Can outcomes be enhanced by attending to relationships with caregivers? *Behavior Analysis in Practice*, 12(3), 654-666: <https://doi-org.proxy.library.brocku.ca/10.1007/s40617-018-00289-3>

### Class 14 Readings:

#### Class #14: ETHICAL AND PROFESSIONAL CONDUCT IN ABA MEDIATOR TRAINING

- Bailey, B.A., Hare, D.J., Hatton, C. and Limb, K. (2006). The response to challenging behaviour by care staff: Emotional responses, attributions of cause, and observations of practice. *Journal of Intellectual Disability Research*, 50 (3), 199 – 211.

Carr, J. E., Wilder, D. A., Majdalany, L., Mathisen, D., & Strain, L. (2013). An assessment-based solution to a human-service employee performance problem: An initial evaluation of the Performance Diagnostic Checklist-Human Services. *Behavior Analysis in Practice*, 6, 16-32.

Cautilli, J., Riley-Tillman, T.C., Axelrod, S., Hineline, P. (2005). Current behavioral models of client and consultee resistance: A critical review. *The International Journal of Behavioral Consultation and Therapy*, 1, 147-164.

Szabo, T.G., Williams, W.L., Rafacz, S.D., Newsome, W & Lydon, C.A. (2012). Evaluation of the Service Review Model with Performance Scorecards. *Journal of Organizational Behavior Management*, 32(4), 274-296 <http://dx.doi.org/10.1080/01608061.2012.729408>

Slowiak, J. M., & Lakowske, A. M. (2017). The influence of feedback statement sequence and goals on task performance. *Behavior Analysis: Research and Practice*, 17(4), 357–380.

**Class 15 Readings:**

**Class #15: ETHICAL AND PROFESSIONAL CONDUCT IN ABA SUPERVISION**

Garza, K.L., McGee, H.M., Schenk, Y.A. et al. (2018). Some tools for carrying out a proposed process for supervising experience hours for aspiring Board Certified Behavior Analysts®. *Behavior Analysis in Practice*, 11(1), 62-70. <https://doi-org.proxy.library.brocku.ca/10.1007/s40617-017-0186-8>

Sellers, T.P., Alai-Rosales, S. & MacDonald, R.P.F. (2016). Taking full responsibility: The ethics of supervision in behavior analytic practice. *Behavior Analysis in Practice*, 9(4), 299–308. DOI 10.1007/s40617-016-0144-x

Sellers, T.P., Valentino, A.L., Landon, T.J. et al. (2019). Board Certified Behavior Analysts’ supervisory practices of trainees: Survey results and recommendations. *Behavior Analysis in Practice*, 12(3), 536-546. <https://doi-org.proxy.library.brocku.ca/10.1007/s40617-019-00367-0>

Turner, L. B. (2017). Behavior analytic supervision. In J. K. Luiselli (Ed.). *Applied Behavior Analysis Advanced Guidebook: A Manual for Professional Practice* (3-18). Cambridge, MA: Academic Press.

**Recommended:**

Kazemi, E., Rice, B., & Adzhyen, P. (2019). *Fieldwork and Supervision for Behavior Analysts: A Handbook*. New York, NY: Springer.

**CLASS SCHEDULE**

CLASS	TOPICS	READINGS AND ASSIGNMENTS
<b>Class 1</b>	SYLLABUS REVIEW	B&B Ethics Chapters 1-5
<b>Task</b>		Broadhead Chapter 1
<b>List:</b>	PRACTICUM/SUPERVISION	<b>STUDENTS MUST BRING THEIR APA MANUAL TO CLASS</b>
E1–1.5 hours	STANDARDS	
E2–1.5 hours	WRITING STANDARDS & EXPECTATIONS (APA Manual)	
	<b>ETHICS THE BIG PICTURE</b>	

	<p>Intro to Ethics in ABA (CH 1 &amp; 2 &amp; 5 Bailey, Ch 1 Brodhead)</p> <p>Overview of Ethical Compliance Code</p> <p>Introduction to a Framework for Analyzing, Preventing and Solving Ethical Dilemmas (CH 3)</p>	
<p><b>Class 2 Task List:</b> E1–1.5 hours E2–1.5 hours</p>	<p><b>BEING RESPONSIBLE, TAKING RESPONSIBILITY, &amp; BEHAVING RESPONSIBLY</b></p> <p>Understanding &amp; Applying the Code-Sections 1&amp;2 (CH 6&amp;7)</p> <p>Applying a Framework for Analyzing, Preventing and Solving Ethical Dilemmas (CH 4)</p> <p><b>PRIVACY &amp; CONFIDENTIALITY AND THEIR LIMITS</b></p> <p>Legislation</p> <p>DISCUSS ETHICS Quiz# 1</p>	<p>B&amp;B Ethics Chapter 4, 6, 7</p> <p><b>Compliance Code Section 1: RESPONSIBLE CONDUCT</b></p> <p><b>Compliance Code Section 2: RESPONSIBILITY TO CLIENTS</b></p> <p>BACB: Summary of violations</p> <p><b>Legislation</b></p>
<p><b>Class 3 Task List:</b> E3–1.5 hours E4–1.5 hours</p>	<p>Follow-up ETHICS Quiz# 1</p> <p><b>KEY CONSIDERATIONS IN ETHICAL ASSESSMENT &amp; TREATMENT I-INFORMED CONSENT &amp; BEST PRACTICES</b></p> <p>Understanding &amp; Applying the Code-Sections 3 &amp; 4</p> <p><b>CONSENT TO ASSESSMENT AND TREATMENT</b></p> <p>Legislation</p>	<p>B&amp;B Ethics Chapters 8 &amp; 9</p> <p><b>Compliance Code Section 3: ASSESSING BEHAVIOUR</b></p> <p><b>Compliance Code Section 4: BEHAVIOR ANALYSTS AND THE BEHAVIOR-CHANGE PROGRAM</b></p> <p><b>Legislation</b></p>
<p><b>Class 4</b></p>	<p><b>KEY CONSIDERATIONS IN ETHICAL ASSESSMENT &amp;</b></p>	<p>B&amp;B Ethics Chapters 10 – 12</p>

<b>Task List:</b> E5–1 hour E6–1 hour E7-1 hour	<b>TREATMENT II: VALUE-BASED DECISIONS AND EVIDENCE BASED PRACTICES</b> Understanding & Applying the Code-Sections 5, 6, & 7  Balancing Rights and Freedoms (Theory articles, as listed)  DISCUSS ETHICS Quiz# 2	<b>Compliance Code Section 5:</b> BEHAVIOR ANALYSTS AS SUPERVISORS <b>Compliance Code Section 6:</b> BEHAVIOR ANALYSTS' ETHICAL RESPONSIBILITY TO THE PROFESSION OF BEHAVIOR ANALYSTS <b>Compliance Code Section 7:</b> BEHAVIOR ANALYSTS' ETHICAL RESPONSIBILITY TO COLLEAGUES  Bannerman (1990) Lee (2018) Reid (2018) Van Houten (1988) Vause (2009)
<b>Class 5 Task List:</b> E8–1 hour E9–1 hour E10-1 hour	<b>KEY CONSIDERATIONS IN ETHICAL BEHAVIOUR IN PRACTICE AND SOCIETY</b>  Understanding & Applying the Code-Sections 8, 9, & 10  <b>REPORTING ABUSE AND NEGLECT OF CHILDREN &amp; ADULTS</b>  Legislation  <b>MULTIPLE RELATIONSHIPS AND CONFLICTS OF INTEREST</b>  Black	B&B Ethics Chapters 13 - 15 <b>Compliance Code Section 8:</b> PUBLIC STATEMENTS <b>Compliance Code Section 9:</b> BEHAVIOR ANALYSTS AND RESEARCH <b>Compliance Code Section 10:</b> BEHAVIOR ANALYSTS' ETHICAL RESPONSIBILITY TO THE BACB  Black (2017)  <b>Legislation</b>
<b>Class 6 Task List:</b> E2–1.5 hours E8–1.5 hours	Follow-up ETHICS Quiz# 2  <b>KEY CONSIDERATIONS IN ETHICAL BEHAVIOUR IN PRACTICE AND SOCIETY (CONT'D)</b> <b>RESPONSIBLE &amp; ETHICAL USE OF SOCIAL MEDIA</b>  O'Leary  <b>RECORD KEEPING &amp; SAFE STORAGE</b>	Cavalari (2015)  O'Leary (2017)  Pollard (2017)

	<b>(CYBER SECURITY)</b>  Cavalari & Pollard	
<b>Class 7 Task List:</b> E3–1.0 hour E4–1.0 hour E5–1.0 hour	<b>HANDLING ETHICAL DILEMMAS</b>     <b>DISCUSS ETHICS Quiz# 3</b>	Read B&B Ethics Chapters 4, 16 & 17 Broadhead (2018) Chapters 2 & 7 Watch “How to give an Ignite! Presentation” <a href="http://www.youtube.com/watch?v=rRa1IPkBFbg">http://www.youtube.com/watch?v=rRa1IPkBFbg</a>
<b>Class 8</b> E1–1.5 hours E2–1.5 hours	<b>ETHICS IN ABA: VALUES, SCIENCE AND COMPETENT PRACTICE</b>	O’Donohue, W. & Fergus, K. (2011). Romanczyk, R. G. (2017). Ruiz, M.R. & Roche, B. (2007). Wood, W.S. (1979).
<b>Class 9</b> E3–1.5 hours E4–1.5 hours	<b>ETHICAL DECISION MAKING IN TREATMENT PLANNING AND SERVICE PROVISION</b>	Brodhead, M.T., Cox, D.J., & Quigley, S.P. (2018). (Chapters 2 & 5) Klose, L.M., et al (2012). Ricciardi, J.N., & Rothschild (2017). Rosenberg, N. E., & Schwartz, I. S. (2018).
<b>Class 10</b> E3–1.5 hours E4–1.5 hours	<b>ETHICAL AND PROFESSIONAL CONDUCT IN ABA ASSESSMENT AND INTERVENTION FOR BEHAVIOUR REDUCTION</b> <b>5<sup>th</sup> Edition Task List Items Covered*:</b>	DiGennaro Reed, F. D., & Lovett, B. J. (2008). Graber, A., & Graber, J.E. (2019). Hastings, R.P., & Noone, S.J. (2005). Poling, A., et al. (2012). Wiskirchen, et al. (2017).
<b>Class 11</b> E1–1.5 hours E2–1.5 hours	<b>CONSIDERATIONS FOR ETHICAL AND PROFESSIONAL CONDUCT IN ABA SERVICE PROVISION</b>	Common, E. A., & Lane, K. L. (2017). Fong, E.H., Catagnus, R.M., Brodhead, M.T. et al. (2016). Fong, E. H., Ficklin, S., & Lee, H. Y. (2017). Heenan, A. (2012). Normand, M. P. (2008).
<b>Class 12</b> E3–0.5 hour E4–0.5 hour E6-1.0 hour E8-1.0 hour	<b>ETHICAL and PROFESSIONAL CONDUCT IN ABA CONSULTATION IN MULTIDISCIPLINARY SETTINGS</b>	Brodhead, M.T. (2015). Cox, D.J. (2012). Luiselli, J.K. (2015). St. Peter, C. C., et al. (2017). Newhouse-Oisten, et al. (2017).

		St. Peter, C. C., Pence, S. T., & Kestner, K. M. (2017).
<b>Class 13</b> E1-0.5 hour E2-0.5 hour E3-1.0 hour E4-1.0 hour	<b>ETHICAL AND PROFESSIONAL CONDUCT IN ABA WHEN WORKING WITH FAMILIES</b>	Chadwell, M. R. (2018). Dennison, A., Lund, E.M., Brodhead, M.T. et al. (2019). Helton, M.R. & Alber-Morgan, S.R. (2018). Schieltz, K. M., et al. (2017) Taylor, B.A., LeBlanc, L.A. & Nosik, M.R. (2019).
<b>Class 14</b> E5-2.5 hours E7-0.5 hour	<b>ETHICAL AND PROFESSIONAL CONDUCT IN ABA MEDIATOR TRAINING</b>	Bailey, et al. (2006). Carr, J., et al., (2013). Cautilli, J., Riley-Tillman, T.C., Axelrod, S., Hinline, P. (2005). Szabo, T.G., et al. (2012). Slowiak & Lakowske (2017).
<b>Class 15</b> E5-2.5 hours E7-0.5 hour	<b>Class #8: ETHICAL AND PROFESSIONAL CONDUCT IN ABA SUPERVISION</b>	Garza, K.L., McGee, H.M., Schenk, Y.A. et al. (2018). Sellers, et al. (2016). Sellers, T.P., Valentino, A.L., Landon, T.J. et al. (2019). Turner. L. B. (2017).
<b>Graduating Students Conference</b> April 24, 2019 08:45 – 1700	Ignite! Presentation at Brock University, St. Catharines Campus,  <b>Location TBD</b> <b>5<sup>th</sup> Edition Task List Items Covered*:</b> E1, E2, E3, E4, E5, E6, E7, E8, E9	<b>Graduating Students Conference</b> Last Saturday of Term. 08:45 – 1700 (Registration begins at *8:00am)

### 5<sup>th</sup> Edition Task List Items\* 45 Hours

- E-1 Responsible conduct of behavior analysts
- E-2 Behavior analysts' responsibility to clients
- E-3 Assessing behavior
- E-4 Behavior analysts and the behavior-change program
- E-5 Behavior analysts as supervisors
- E-6 Behavior analysts' ethical responsibility to the profession of behavior analysis
- E-7 Behavior analysts' ethical responsibility to colleagues
- E-8 Public statements
- E-9 Behavior analysts and research

\*Task List Items noted for each class indicate the foci for the students, but given the nature of ethics, other Ethics task list items are discussed as relevant.

## EVALUATION

1.	In Class Participation	10%
2.	ETHICS QUIZZES (5 x 5%, 1*10%)	35%
3.	Case Study IGNITE Presentation (End of Year)	10%
4.	Practicum Task Brief Reports & Write Ups (3*15%)	45%
5.	4TH/5TH Edition Task List Skills Check PASS/FAIL	
6.	PROGRESS MONITORING/BACB EXPERIENCE VERIFICATION FORMS (X4) PASS/FAIL	
7.	BCBA PRACTICUM SUPERVISOR EVALUATION PASS/FAIL	

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**TOTAL** **100%**

**Course grades:** A+ 90-100 A = 80-89 B = 70-79 F = 69 and below

**ASSIGNMENTS**

**1. IN-CLASS PARTICIPATION (10%):**

The expectation in this course is that all students come to class prepared to discuss the assigned readings and legislation, and will participate in discussions and in-class activities whether led by the instructional team or by fellow students. As such, participation marks will be earned by demonstrating active engagement in class (e.g., being on time, small group and large group participation, staying alert and on-task), and will be lost in response to tardiness, and off-task behaviour (e.g., texting, facebook, email, talking during lecture).

**2. ETHICS QUIZZES (35% - see below for breakdown)**

Students will complete four (4) ethics quizzes over the course of the term. Each quiz will consist of short scenarios or questions relating to ABA practices that require the application of the Compliance Code and/or relevant Ontario legislation. Quizzes 1-5 will be available as part of a set of sequenced lessons in Sakai. The lessons will include an on-line study guide (not timed), followed by access to the timed quiz (one hour). Students will be expected to work independently. Ethics Lessons open at 9:00 am on the open date and close at Midnight on the due date.

Quiz Number	Date Open (9:00am)	Date Closed (Midnight)	Primary Content Area
#1 (5%)	September	September	Code 1-2 & Privacy Legislation
#2 (5%)	October	October	Code 1-7 & Consent Legislation

#3 (5%)	November	November	Code 1-10 & Mandatory Reporting
#4 (5%)	February	February	Code, Legislation, Issues
#5 (5%)	March	March	Code, Legislation, Issues
#6 (10%)	April	April	All Content

**3. Case study IGNITE! Presentation (IN CLASS): (10%)**

Students will create a 5 minute IGNITE! style presentation (with consent) focused on a case from their practicum (i.e., 5 min of automatically timed slides while presenting live). The presentation will focus on a data-based case study which has been the primary focus of their practicum for which they have contributed to the assessment, treatment development, implementation, mediator training, monitoring, and troubleshooting. Each student will present on at our ADS ABA Graduating Student Conference. Rubric and outline will be posted in the Resources section of Sakai. Note that Powerpoint slides must be submitted to the Assignment section of Sakai by 11:55pm on Wednesday before the event.

**4. PRACTICUM TASKS: (3\*15%)**

Students will be required to complete 3 specific tasks in practicum, and provide a brief write up for each task. Task A (ETHICS IN PRACTICE: Written Submission, 15%) is a brief report outlining ethics and professional practice standards relevant to the practicum setting. Task B resembles a short research article, including brief literature review, methods, results, and discussion/conclusions. Task descriptions can be found in the Practicum Assignments section of Resources in Sakai.

Task Number	Due Date (Midnight)	Primary Content Area
Task A (15%)	October	Ethics in Practice: Written Submission
Task B: (15%)	December	Skill Development
Task C: (15%)	February	Problem Behaviour

**5. 5<sup>th</sup> EDITION TASK LIST SKILLS CHECKS: MID-TERM, FINAL (PASS/FAIL)**

Students will demonstrate a range of skills from the BACB 4<sup>th</sup> Edition Task List or 5<sup>th</sup> Edition Task List at the discretion of their practicum BCBA supervisor as well as some required activities necessary to complete course assignments. A spreadsheet for tracking these skills can be found in the Practicum Assignments section of Resources in Sakai. Skills related specifically to the content that you are learning this term in your 5P73 course and your 5P74 tasks are highlighted in Blue. However, students are encouraged to work with their supervisor to identify a diversity of skills to practice based on student and client needs. Skills Checks must be submitted mid-term and end of term, with the Practicum Supervisor's signature appearing on the copy that is submitted to verify that the skills check is an accurate representation of your work at the site.

Task List Check Number	Due Date (Midnight)
Check #1	
Check #2	

**6. PROGRESS MONITORING (PASS/FAIL)**

During supervision with your BCBA, you and supervisor should complete a BACB Experience Verification Form or similar form (meeting BACB criteria) that your supervisor uses in his/her practice. (Please note: if you are using a two-week supervision cycle then you should submit two experience forms monthly; if you are using a monthly supervision cycle then you should submit one experience form monthly. However, the dates of supervision and nature of the supervision cycle must be clearly indicated on the supervision forms). Depending on your supervision cycle and learning/supervision requirements you may have more forms; submit all forms for the duration of practicum regardless of how many hours you may accumulate in excess of the 75 required hours. *If you receive an “unsatisfactory” rating on a supervision form, you must contact your instructor immediately.*

**Scan and post each completed form to a folder named SUPERVISION FORMS in your Sakai Dropbox by the due dates required (see below).** One or more forms may be submitted depending on your supervision schedule. If supervision form(s) has/have not been completed by that date, an Explanation Form must be completed and submitted in its place. To minimize confusion, Name your files (firstname lastname Experience Form #?).

**PLEASE NOTE\* *At the end of your placement, or if you change supervisors, REMEMBER TO ASK FOR A SUPERVISED FIELD PLACEMENT FINAL EXPERIENCE VERIFICATION FORM SIGNED BY YOUR SUPERVISOR SO THAT YOU HAVE A RECORD OF YOUR SUPERVISION FOR YOUR BCBA APPLICATION (if applicable).***

	Due Date (MIDNIGHT)
BACB Experience Verification Form(s) Submission#1	
BACB Experience Verification Form(s) Submission#2	
BACB Experience Verification Form(s) Submission#3	
BACB Experience Verification Form(s) Submission#4	
BACB Experience Verification Form(s) Submission#5	
BACB Experience Verification Form(s) Submission#6	
BACB Experience Verification Form(s) Submission#7	
BACB Experience Verification Form(s) Submission#8	

**\*Please arrange in advance with your supervisor to ensure completion of Final Form**

## 7. PRACTICUM STUDENT EVALUATION (P/F)

Toward the end of practicum the student will request their BCBA supervisor to complete an evaluation form related to their knowledge and performance in the practicum setting using the online portal. The BCBA supervisor will receive a link, after the student completes the form in the online portal. The completed form will automatically be submitted to the course instructor through the online portal (link to be shared by Course Instructor's in class). **To pass the course the overall supervisor's rating of practicum performance should be satisfactory.**

**PLEASE NOTE: AT YOUR BCBA SUPERVISOR'S DISCRETION, PRACTICUM HOURS MAY COUNT TOWARDS "BCBA-SUPERVISED INDEPENDENT FIELDWORK". THIS SHOULD BE DISCUSSED WITH YOUR BCBA SUPERVISOR.**

## ADS COURSES – SUPPLEMENTAL INFORMATION

**All syllabi will also include the Supplemental Information required by Brock University.**

**ADST 5V71/2/3 Topics in Applied Behavior Analysis: Diverse Applications of Applied Behavior Analysis in Complex Settings**

Section xx □ Department of Applied Disability Studies, Brock University □

**Course Instructor:**

**Teaching Assistant:**

**Course Location:** <https://us02web.zoom.us/j/82459099719>

Meeting ID: 824 5909 971

**Course Dates:** Course meets on Full days 9-12 with an hour lunch then 1-4

**GOALS AND OBJECTIVES**

The purpose of this course is to continue to provide graduate-level exposure to elements, concepts, and principles in Applied Behavior Analysis (ABA). Students will be guided to think critically about the tenets of ABA and to further develop an understanding and appreciation of the science including basic principles, concepts, techniques, interventions, research, and applications. This course will deal specifically with applications of behavior analysis in complex contexts such as family homes, service agencies, and sport and recreation.

The objectives of the course are to prepare students to:

1. Think critically about and discuss the topic of behavior analysis in diverse and complex settings as evidenced by performance in: (a) *Seminar Discussions*, (b) *In-Class Lectures*, (c) all components of the *Application of ABA to Socially Significant Behavior in Complex Environments* assignment, and (d) *Article Critiques*.
2. Recognize important contextual factors (i.e., resources, and barriers) that may affect the application of behavior analysis principles within and across settings as evidenced by performance on designing the behavior intervention plan component of the *Application of ABA to Socially Significant Behavior in Complex Environments* assignment.
3. Recognize the importance of transdisciplinary and collaborative approaches to behavioral intervention within and across settings as evidenced by performance on all components of the *Application of ABA to Socially Significant Behavior in Complex Environments* assignment.

**ADDITIONAL RESOURCES**

**Academic Integrity, plagiarism, ethics and APA referencing and writing style**

1. Academic regulations and University policies: <http://www.brocku.ca/webcal/current/graduate/acad.html>
2. Academic Integrity: <https://www.brocku.ca/academic-integrity>
3. Brock Library copyright FAQs: <http://www.brocku.ca/library/campus-copyright-information>
4. Plagiarism: <https://brocku.ca/library/help-lib/plagiarism>

APA writing style

help: [https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_formatting\\_and\\_style\\_guide/general\\_format.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html)

### Research Resources - Accessing the Brock Library and online databases

11. **Liaison Librarian:** Colleen MacKinnon

Email: [cmackinnon@brocku.ca](mailto:cmackinnon@brocku.ca)

12. Profile Page: [http://researchguides.library.brocku.ca/prf.php?account\\_id=17374](http://researchguides.library.brocku.ca/prf.php?account_id=17374)

13. ADS Library Website: <http://researchguides.library.brocku.ca/ADST>

14. The ADS Library Research Guide: <http://researchguides.library.brocku.ca/ADST>

a. This guide includes links to all the recommended databases (including PsycINFO), JABA, APA style, Off Campus access & resources, and LOTS more – if there is only one link you want to include this would be the one (all the other links are available in this guide).

15. Direct Links to JABA:

<http://proxy.library.brocku.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=ser&AN=468720008&site=eds-live&scope=site>

16. Library Databases: <https://researchguides.library.brocku.ca/az.php?s=132153>

17. Interlibrary Loan: <http://www.brocku.ca/library/ill>

### Administrative Assistance

1. **ADS Academic Administrator:** Hania Halwani

Email: [ads@brocku.ca](mailto:ads@brocku.ca), Phone: (905) 688-5550 ext. 5395

2. **ADS Administrative Assistant:** Brandy Sokoloski

Email: [bsokoloski@brocku.ca](mailto:bsokoloski@brocku.ca) Phone: (905) 688-5550 ext. 5987

### READINGS

#### Required Texts:

Publication Manual of the American Psychological Association (7<sup>th</sup> ed.)

#### Required Materials:

Foxy Learning Relational Frame Theory tutorial (6 hr). Students to purchase premium access (\$12) to allow instructor to access your performance data, use link below:

[Coursepack for ADST 5V71 / Spring 2021 / Brock University / Peters | Foxylearning](#)

#### Assigned Readings:

See the Course Outline below for a complete list of required readings. Additional readings may be assigned at the discretion of the instructor

### CALENDAR

**Students will watch the pre-recorded lecture(s) posted in Sakai and take the corresponding quiz for each lecture prior to the class meeting. For example, before the May 15<sup>th</sup> online meeting, students are required to watch the pre-recorded lecture on Preference Assessments and complete the quiz associated with that lecture prior to 8am on May 15<sup>th</sup>.**

Date	Unit	Topics/Activities	Required Readings (* = article critique required)
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Class 1	Lecture 1	<p><b>Preference Assessments</b></p> <p><b><u>Task List Items Covered:</u></b> F – 5, 9</p>	<p>Handbook of ABA: Chapter 9, p. 151-156</p> <p>Virues-Ortega, J., Pritchard, K., Grant, R. L., North, S., Hurtado-Parrado, C., Lee, M. S. H., Temple, B., Julio, F., &amp; Yu, C. T. (2014). Clinical decision making and preference assessment for individuals with intellectual and developmental disabilities. <i>American Journal in Intellectual and Developmental Disabilities, 119</i>(2), 151-170. <a href="https://doi.org/10.1352/1944-7558-119.2.151">https://doi.org/10.1352/1944-7558-119.2.151</a></p>
	Lecture 2	<p><b>Reinforcer Assessments</b></p> <p><b><u>Task List Items Covered:</u></b> F-9 H -3</p>	<p>Handbook of ABA: Chapter 9, p. 157-161</p> <p>Zonneveld, K. L. M., Neidert, P. L., Dozier, C. L., Gureghian, D. L., &amp; Bayles, M. W. (2019). Assessing factors that influence young children's food choices. <i>Journal of Applied Behavior Analysis, 52</i>(1), 240-257. <a href="https://doi.org/10.1002/jaba.521">https://doi.org/10.1002/jaba.521</a></p> <p>Carter, A. B., &amp; Zonneveld, K. L. M. (2020). A comparison of displacement and reinforcer potency for typically developing children. <i>Journal of Applied Behavior Analysis, 53</i>(2), 1130-1144. <a href="https://doi.org/10.1002/jaba.636">https://doi.org/10.1002/jaba.636</a></p> <p>DiGennaro Reed, F. D., Reed, D. D., Baez, C. N., Maguire, H. (2011). A parametric analysis of errors of commission during discrete-trial training. <i>Journal of Applied Behavior Analysis, 44</i>(3), 611-615. <a href="https://doi.org/10.1901/jaba.2011.44-611">https://doi.org/10.1901/jaba.2011.44-611</a></p>
Class 2	Lecture 3	<p><b>Behavior Assessment and Psychotropic Medications in Persons with IDD</b></p> <p><b><u>Task List Items Covered</u></b> F – 3, 4, 5, 6, 8 G – 2 H – 7, 8</p>	<p>Cox, A. D., &amp; Virues-Ortega, J. (2016). Interactions between behavior function and psychotropic medication. <i>Journal of Applied Behavior Analysis, 49</i>(1), 85-104.</p> <p>Valdovinos, M. G. (2019). Psychotropic Medication in Intellectual and Developmental Disabilities: Patterns of Use and Recommendations for Monitoring Effects. <i>Current Developmental Disorders Reports, 6</i>(4), 195-201.</p> <p><b><u>Recommended (Not Required):</u></b> Valdovinos, M. G., &amp; Kennedy, C. H. (2004). A behavior-analytic conceptualization of the side effects of psychotropic medication. <i>The Behavior Analyst, 27</i>(2), 231-238.</p> <p><b><u>Discussion #1:</u></b> Carlson, G., Pokrzywinski, J., Uran, K., &amp; Valdovinos, M. (2012). The use of reinforcer assessments in evaluating psychotropic medication effects. <i>Journal of</i></p>

continued on next page...

Class 2			<i>Developmental and Physical Disabilities, 24(5), 515-528.</i>
	Lecture 4	<p><b>Brain Injury and Behavior Analysis</b></p> <p><u>Task List Items Covered</u> F – 1, 2, 7, 9 G – 1, 12</p>	<p>Jacobs, H. E. (2000). Behavioral contributions to brain-injury rehabilitation. In J. Austin &amp; J. E. Carr (Eds.). <i>Handbook of applied behavior analysis</i> (pp. 211-230). Context Press.</p> <p>Heinicke, M. R., &amp; Carr, J. E. (2014). Applied behavior analysis in acquired brain injury rehabilitation: A meta-analysis of single-case design intervention research. <i>Behavioral Interventions, 29(2), 77-105.</i> doi:10.1002/bin.1380</p> <p><b><u>Critique #1:</u></b> Guercio, J. M., Podolska-Schroeder, H., &amp; Rehfeldt, R. A. (2004). Using stimulus equivalence technology to teach emotion recognition to adults with acquired brain injury. <i>Brain injury, 18(6), 593-601.</i></p>
Due: 6/2 11:59 pm	<p><b>ONLINE TUTORIAL: RFT</b> Foxy Learning Relational Frame Theory tutorial (6 hr). Students to purchase premium access (\$12) to allow instructor to access your performance data: <a href="https://foxylearning.com/product/134690/">https://foxylearning.com/product/134690/</a></p>		
Class 3	Lecture 5	<p><b>Behavior Analysis in Education</b></p> <p><u>Task List Items Covered</u> F – 3, 4 G – 3, 5, 6, 9, 11, 13, 17, 18 H – 6</p>	<p>Singer-Dudek, J., Speckman, J., &amp; Nuzzolo, R. (2010). A comparative analysis of the CABAS® model of education at the Fred S. Keller School: A twenty-year review. <i>The Behavior Analyst Today, 11(4), 253-264.</i></p> <p>Thorne, S., &amp; Kamps, D. (2008). The effects of a group contingency intervention on academic engagement and problem behavior of at-risk students. <i>Behavior Analysis in Practice, 1(2), 12-18.</i></p> <p><b><u>Discussion #2:</u></b> Singer-Dudek, J., Oblak, M., &amp; Greer, R. D. (2011). Establishing books as conditioned reinforcers for preschool children as a function of an observational intervention. <i>Journal of Applied Behavior Analysis, 44(3), 421-434.</i></p> <p><b><u>Recommended (Not Required):</u></b> Greer, R. D. (1994). The measure of a teacher. In R. Gardner III, D. M. Sainato, J. O. Cooper, T. E. Heron, W. L. Heward, J. W. Eshleman, &amp; T. A. Grossi (Eds.), <i>Behavior analysis in education: Focus on measurably superior instruction</i> (p. 161–171). Thomson Brooks/Cole Publishing.</p>
	continued on next	Lecture 5 cont...	

<p>page...</p> <p>Class 3 cont..</p>	<p>Lecture 6</p>	<p><b>Extinction, Restraint and the Status of Punishment-based Literature</b></p> <p><b>Task List Items Covered:</b> G – 1, 4, 6, 14, 15, 16, 17, 19, 21 H – 4, 5</p>	<p>Lerman, D. C., &amp; Vorndran, C. M. (2002). On the status of knowledge for using punishment: Implications for treating behavior disorders. <i>Journal of applied behavior analysis, 35(4)</i>, 431-464.</p> <p>Foxx, R. M. (2003). The treatment of dangerous behavior. <i>Behavioral Interventions: Theory &amp; Practice in Residential &amp; Community-Based Clinical Programs, 18(1)</i>, 1-21.</p> <p>Luiselli, J. K. (2012). <i>The Handbook of High-Risk Challenging Behaviors in People with Intellectual and Developmental Disabilities</i>. Brookes Publishing Company. PO Box 10624, Baltimore, MD 21285. – Chapter 14</p> <p><b>Critique #2:</b> Hagopian, L. P., Fisher, W. W., Sullivan, M. T., Acquisto, J., &amp; LeBlanc, L. A. (1998). Effectiveness of functional communication training with and without extinction and punishment: A summary of 21 inpatient cases. <i>Journal of Applied Behavior Analysis, 31(2)</i>, 211-235.</p>
<p><b>Due:</b> 6/9 11:59 pm</p>	<p><b>ONLINE TUTORIAL: Behavior Analysis in Aging: Behavioral Gerontology (1 hr)</b> <a href="https://elearning.datafinch.com/Events/ViewEvent/49?fbclid=IwAR0rp9gAMDpfOWfdvLhbv81tT6kwQGynKRG6pjPYvCR1H0ogrQy6OeM7b9Q">https://elearning.datafinch.com/Events/ViewEvent/49?fbclid=IwAR0rp9gAMDpfOWfdvLhbv81tT6kwQGynKRG6pjPYvCR1H0ogrQy6OeM7b9Q</a></p>		
<p>Class 4</p>	<p>Lecture 7</p>	<p><b>Pediatric Feeding Disorders</b></p> <p><b>Task List Items Covered:</b> F – 1, 3, 4, 5, 6, 8, 9 G – 1, 2, 4, 6, 7, 8, 9, 13, 14, 15 H – 1, 2</p>	<p>Piazza, C. C., Ibañez, V. F., Kirkwood, C. A., Crowloy, J. G., &amp; Haney, S. D. (2020). Pediatric feeding disorders. In <i>Functional Analysis in Clinical Treatment</i> (pp.151-175). Academic Press.</p>
<p>Class 4</p>	<p>Lecture 8</p>	<p><b>Interdisciplinary Lecture</b></p> <p><b>Task List Items:</b> F -1, 2, 3 H – 9</p>	<p>LaFrance, D.L., Weiss, M.J., Kazemi, E. <i>et al.</i> Multidisciplinary Teaming: Enhancing Collaboration through Increased Understanding. <i>Behav Analysis Practice 12</i>, 709–726 (2019).</p> <p>Lindblad, T.L. Ethical Considerations in Clinical Supervision: Components of Effective Clinical Supervision Across an Interprofessional Team. <i>Behav Analysis Practice 14</i>, 478–490 (2021).</p> <p><b>Discussion #3:</b> Broadhead, M. (2015). Maintaining Professional Relationships in an Interdisciplinary Setting: Strategies for Navigating Nonbehavioral Treatment Recommendations for</p>

			Individuals with Autism. <i>Behavior Analysis in Practice</i> , 8, 70-78.
<b>Due:</b> 6/16 11:59 pm	<b>ONLINE TUTORIAL: Let's Talk About Sex: Session 60 with Sorah Stein (1 hr)</b> <a href="https://behavioralobservations.com/lets-talk-about-sex-session-60-with-sorah-stein/">https://behavioralobservations.com/lets-talk-about-sex-session-60-with-sorah-stein/</a>		
Class 5	Lecture 9	<b>Organizational Behavior Management</b> <b>Task List Items:</b> F- 2, 4, G- 5, 6, 9, 18, 21, 22	Donnelly, L. (2014, March 01). Daily Management Systems in Medicine Retrieved on February 8, 2019 from: <a href="https://pubs.rsna.org/doi/10.1148/rg.342130035">https://pubs.rsna.org/doi/10.1148/rg.342130035</a>  Strategies to Reconnect the “Why” of Daily Management Systems. (n.d.). Retrieved from <a href="http://www.pressganey.com/docs/default-source/default-document-library/strategies-to-reconnect-the-39-why-39-of-daily-management-systems.pdf">http://www.pressganey.com/docs/default-source/default-document-library/strategies-to-reconnect-the-39-why-39-of-daily-management-systems.pdf</a>  <b>Discussion 4:</b> Maraccini, Houmanfar, Kemmelmeier, Piasecki & Slonim (2018). An inter-professional approach to train and evaluate communication accuracy and completeness during the delivery of nurse-physician student handoffs. <i>Journal of Interprofessional Education &amp; Practice</i> , 12, 65-72.  <b>Recommended (Not Required):</b> Shipton, H. (2018, January). Strategies to Reconnect the “Why” of Daily Management Systems. <i>Industry Edge</i> , 1-2.
	Lecture 10	<b>Instructional Design</b> <b>Task List Items:</b> F- 3, 4, G- 10, 12, 20, 22	Evans, A.L., Bulla, A.J. & Kieta, A.R. The Precision Teaching System: A Synthesized Definition, Concept Analysis, and Process. <i>Behav Analysis Practice</i> (2021).  Johnson, D. A. (2014) The Need for an integration of Technology, Behavior-Based Instructional design, and contingency Management: an opportunity for Behavior analysis, <i>Revista Mexicana de Análisis de la Conducta</i> , 40 (2), 58-72  <b>Critique #3:</b> Kendra Brooks Newsome, Kimberly Nix Berens, Patrick M. Ghezzi, Tiffany Aninao & William D. Newsome (2014). Training Relational Language to Improve Reading Comprehension, <i>European Journal of Behavior Analysis</i> , 15:2, 165-197, DOI: 10.1080/15021149.2014.11434512  <b>Optional (Not Required):</b> Kubina, R.M., Kostewicz, D.E., Lin, F. (2009). The Taxonomy of Learning and Behavioral Fluency. <i>Journal of Precision Teaching and Celeration</i> , 25, 17-28.
<b>Due:</b> 6/23	<b>ONLINE TUTORIAL: Session 16: Pat Friman is Back! (1 hr)</b> <a href="https://behavioralobservations.com/session-16-pat-friman-back/">https://behavioralobservations.com/session-16-pat-friman-back/</a>		

11:59 pm			
Class 6	Lecture 11	<b>Delay Discounting TUTORIAL</b> (Guest Lecturer: Dr. Todd McKerchar) <b>Task List Items Covered:</b> H-2	<b>Discussion #5:</b> McKerchar, T. L., & Renda, C. R. (2012). Delay and probability discounting in humans: An overview. <i>The Psychological Record</i> , 62, 817-834.
	Lecture 12	Student Podcast Presentations	

SUMMARY OF HOURS RELATED TO BACB REQUIREMENTS			
4 <sup>th</sup> Edition Task List		5 <sup>th</sup> Edition Task List	
Task List Area	Hours	Task List Area	Hours
B. Concepts and Principles of Behavior Analysis	12	G. Behavior-Change Procedures	27
Fundamental Elements of Behavior Change & Specific Behavior Change Procedures	19	F. Behavior Assessment	9
ii) Identification of the Problem & Assessment	6	H. Selecting & Implementing Interventions	9
iii) Intervention & Behavior Change Considerations	5		
iv) Behavior Change Systems	3		

## EVALUATION

### 1. Article Critiques (20%)

**Due: 8am of assigned date**

Students will be provided a template and will prepare an article critique for one peer-reviewed journal article per unit. Articles assigned are indicated in the course calendar. The purpose of this assignment is to help guide students' (a) reading of the article and (b) critical analysis of the study, its' procedures, and the authors' interpretation of the findings. Students may be randomly selected in class to present their article critiques.

- 5/28/21: Guercio et al. (2004) - 10% extra credit (2 pts) available for submission by 5/21
- ~~6/4/21~~: Hagopian et al. (1998) – **new due date 8am on 6/11/21**
- 6/18/11: Newsome et. al. (2014)

### 3. Discussion Facilitation and Participation (15%)

**Due: See below for specifics**

- 5/28/21: Carlson et al. (2012)
- 6/4/21: Singer-Dudek et al. (2011)
- 6/11/21: Broadhead (2015)
- 6/18/21: Maraccini, et al. (2018)
- 6/25/21: McKerchar et al. (2012)

The purpose of this assignment is to facilitate thoughtful analysis and discussion of the assigned readings between classes. In groups of approximately 2-3, students will facilitate a critical analysis of one of the assigned readings. Sign-up for topics will be available via Sakai following our first-class meeting. Each group will start an online discussion in a Sakai forum **7 days** before the class for which the readings are assigned by sending a relevant and thought-provoking question about the article to the TA for posting on the Sakai “Forums” tab. Group members will then manage the forum (i.e., respond to questions from classmates, etc.). Every member of the class will be expected to contribute to the forum (by way of a thoughtful comment or question) at least twice: (1) in response to the group’s question and (2) in response to a peer’s response to the group’s question. Note to group members: please wait for 24 hrs before responding to each student’s response to allow other students the opportunity to provide comments to their peers. **Forums will close Wednesday at 11:59pm prior to scheduled class discussion** **Before class on the day the group presents to the class, the group will email the TA with a list of students who (a) responded to the question on time, (b) provided a comment to at least one peer’s response on time, and (c) those who did not.** On this pre-scheduled date, discussion leaders will present a brief recap of the article (5 minutes), summarize the main themes in the online discussion (10 minutes), and then pose additional questions to the class to facilitate additional in-class discussion (15 minutes; prepare your own answers to these questions to help facilitate class participation). **Each post should be a max of 150 words.**

#### 4. Application of ABA to Socially Significant Behavior in Complex Environments

##### a. Video Podcast Presentation (14%)

**Due: 6/25/21**

The purpose of this assignment is to practice critically analyzing the literature in the context of the application of principles of behavior analysis to socially significant problems in complex environments or situations. Students will choose a ‘controversial topic’ and will conduct a comprehensive literature review to generate up to 8 questions and corresponding evidence-based responses. These questions should be designed to require a thorough response (no “filler” please!). After formulating responses as a pair, students will take the role of either host or guest and record the simulated conversation. Podcasts should be between 10-15 minutes in length. Questions generated should directly relate to questions consumers or other researchers have been querying (e.g., frequently asked questions, risk/benefit analysis, pro/con sides). Students will be able to sign up for topics. Once a topic has been chosen and listed on Sakai, no other group can discuss that topic.

\*\*Please note: The topics below are only examples; I highly encourage students to develop their own topics. However, you will need to get topic approval from your instructor. If students select a topic from the list below, you will likely have to refine the topics and ‘flesh out’ specifically what the controversy is for a topic listed below.

Topic examples may include:

1. Persons with IDD and challenging behaviour who are being inappropriately placed (e.g., 21-year old with IDD living in a long-term care facility with aging adults).
  - i. Dube, P. (2016). Nowhere to Turn: Investigation into the Ministry of Community and Social Services’ response to situations of crisis involving adults with developmental disabilities. Ombudsman Report, Ontario.

Available

online: <https://www.ombudsman.on.ca/Files/sitemedia/Documents/NTT-Final-EN-w-cover.pdf>

2. IISCA versus Standard Functional Analysis

i. <https://www.youtube.com/watch?v=q76NoZgyejo>

a. Fisher, W. W., Greer, B. D., Romani, P. W., Zangrillo, A. N., & Owen, T. M. (2016). Comparisons of synthesized and individual reinforcement contingencies during functional analysis. *Journal of Applied Behavior Analysis, 49*(3), 596-616.

3. Behavioral interventions to treat sexually inappropriate behaviours, when to intervene and when not to (especially if/when parents of adult-child with IDD is not in support of teaching safe self-gratification)

4. Ethical application of punishment procedures (punishment versus positive behavior supports)

5. Ethical considerations of expanding interventions that have only reached established evidence for specific populations (e.g., FCT empirically-established for children but only reached 'possibly efficacious' for adults with IDD)

i. Kurtz, P. F., Boelter, E. W., Jarmolowicz, D. P., Chin, M. D., & Hagopian, L. P. (2011). An analysis of functional communication training as an empirically supported treatment for problem behavior displayed by individuals with intellectual disabilities. *Research in Developmental Disabilities, 32*(6), 2935-2942 (see Abstract for relevant quote).

**b. Individual Review Paper (26%)**

**Due: 7/6/21**

The purpose of this assignment is for students to *individually* synthesize & critique the behavior analytic literature gathered for the podcast topic in a thorough literature review. The paper should: synthesize the literature, include between 5 to 7 behavior analytic references, be a maximum of 3 pages double spaced, and be written in formal style (APA, 7<sup>th</sup> edition).

**5. Foxy Learning, Online Tutorials & Quizzes (25%)**

Students will be required to complete the Foxy learning RFT tutorial and allow instructor access to confirm completion by the due date. Students must also watch all pre-recorded lectures prior to the start of the relevant class and three additional online tutorials (due dates listed below).

The pre-recorded lectures and online tutorials have a corresponding quiz that students must complete. Students will submit their responses to these quiz questions in "Tests & Quizzes" in Sakai. Students must earn a passing grade on each quiz. As such, they will be required to re-watch and submit responses to these questions until they earn a passing grade. Technical language will be required.

**Online Tutorial (must complete through Foxy Learning):**

- Relational Frame Theory (6 hrs)

**Due: 6/2 @ 11:59 pm**

**Pre-recorded Lecture Quizzes (Must get 80%, unlimited attempts, will record highest score):**

Students will take one quiz for each pre-recorded lecture. These are mastery-based quizzes, so students must earn 100% on each quiz before they can move on to the next lecture. Please ensure you have met mastery on each quiz before we meet to discuss the topic. Students will receive a numeric score based in the gradebook based on the mean score obtained from the first and last submission.

**Pre-recorded Lecture Quizzes (graded):**

- Preference Assessment (approximately 90 min)  
Due: 5/14 @ 8 am
- Reinforcer Assessment (approximately 90 min)  
Due: 5/14 @ 8 am
  
- Behavior Assessment & Medications (approximately 90 min)  
Due: 5/28 @ 8 am
  - Brain Injury (approximately 90 min)  
Due: 5/28 @ 8 am
  - Education (approximately 90 min)  
Due: 6/4 @ 8am
  - Extinction, Restraint & Punishment (approximately 90 min)  
Due: 6/4 @ 8am
  
- Pediatric Feeding (approximately 90 min)  
Due: 6/1 @ 8am
- Interdisciplinary Teams (approximately 90 min)  
Due: 6/11 @ 8am
- Organizational Behavior Management (approximately 90 min)  
Due: 6/18 @ 8am
- Instructional Design (approximately 90 min)  
Due: 6/18 @ 8am
  
- Delay Discounting (approximately 90 min)  
Due: 6/25 @ 8am

Students will take one quiz for each online tutorial. These quizzes are graded as pass/fail. Students will need to repeat each quiz until they receive a passing score.

**Online Tutorial Quizzes (pass/fail):**

- Behavior Analysis in Aging: Behavioral Gerontology (1 hr)  
Due: 6/9 @ 11:59 pm
- Let's Talk About Sex: Session 60 with Sorah Stein (1 hr)  
Due: 6/16 @ 11:59 pm
- Session 16: Pat Friman is Back! (1 hr)  
Due: 6/23 @ 11:59 pm

ALL REQUIRED SUPPLEMENTAL INFORMATION WILL BE ADDED HERE

## Request for Program Discontinuation

Proponent's Contact Information	
Program to be Discontinued:	<b>BA in International Political Economy</b>
Date effective:	May 1, 2022
Academic Unit:	Political Science and Economics
Submitted by:	Tim Heinmiller
Email:	theinmiller@brocku.ca
Date Submitted:	<b>November 12, 2021</b>

The Request for Program Discontinuation shall include:

<p><b>Rationale for the Proposed Discontinuation</b> Provide a clear rationale for the request, documenting the results of program committee discussions.</p> <p><b>The International Political Economy program came under review due to having less than 10 students. One of the program coordinators submitted a rationale to continue the program; however, on May 26, 2021, the 691st session of the University Senate approved a motion recommending its discontinuation at the request of the Provost. The program coordinators and the Chair of Political Science do not agree with the program's discontinuation, but are not contesting it.</b></p>
<p><b>Details of Resource Implications</b> Describe how resources of the program (human, physical and budgetary) will be redistributed.</p> <p>There are no changes. All courses in the program are part of the regular Political Science and Economics programs. The International Political Economy program is cost-neutral.</p>
<p><b>Termination Plan and Timing of Discontinuation</b> A phased closure plan and timeline for the program discontinuation, taking into account the requirements of those students currently enrolled in the program to allow them to meet requirements for graduation.</p> <p>There are 3 students confirmed for a September 2021 start, therefore Year 1 would be closed as of May 1 2022. Year 2 would be closed as of May 2023, Year 3 as of May 2024, and Year 4 as of May 2025.</p>
<p><b>Evidence and Documentation of Consultation</b> Include the results of any consultation with other units (academic or administrative) that will be impacted by the program discontinuation.</p> <p>There are no other departments to be consulted.</p>
<p><b>Decanal Comments</b> Include certification that the proposed discontinuation 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 relevant Deans shall be the Dean of Graduate Studies and the Dean(s) of the relevant Faculty or Faculties.</p> <p>The proposed discontinuation is appropriate and in line with the strategic direction of the Faculty.</p> <p><i>J. Mahan</i></p>



Report to Senate #696

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

FROM: Rosemary Condillac  
Chair, Senate Graduate Studies Committee

DATE: January 19, 2022

**REPORT TO SENATE 696, January 19, 2022**

**ACTION ITEMS**

None.

**CONSENT ITEMS - FOR APPROVAL**

**1. 2022-23 Graduate Academic Calendar Submissions**

**MOVED** (Condillac/ )

**That Senate approve the 2022-2023 Graduate Calendar entries for Biological Sciences as outlined in Appendix 1.**

**MOVED** (Condillac/ )

**That Senate approve the 2022-2023 Graduate Calendar entries for Chemistry as outlined in Appendix 2.**

**MOVED** (Condillac/ )

**That Senate approve the 2022-2023 Graduate Calendar entries for English as outlined in Appendix 3.**

**MOVED** (Condillac/ )

**That Senate approve the 2022-2023 Graduate Calendar entries for Game Studies as outlined in Appendix 4.**

**MOVED** (Condillac/ )

**That Senate approve the 2022-2023 Graduate Calendar entries for History as outlined in Appendix 5.**

**MOVED** (Condillac/ )

**That Senate approve the 2022-2023 Graduate Calendar entries for Interdisciplinary Humanities as outlined in Appendix 6.**

**MOVED** (Condillac/ )

**That Senate approve the 2022-2023 Graduate Calendar entries for Mathematics and Statistics as outlined in Appendix 7.**

**MOVED** (Condillac/ )

**That Senate approve the 2022-2023 Graduate Calendar entries for Business Economics as outlined in Appendix 8.**

**MOVED** (Condillac/ )

**That Senate approve the 2022-2023 Graduate Calendar entries for Management as outlined in Appendix 9.**

**MOVED** (Condillac/ )

**That Senate approve the 2022-2023 Graduate Calendar entries for Sustainability Science as outlined in Appendix 10.**

**MOVED** (Condillac/ )

**That Senate approve the 2022-2023 Graduate Calendar entries for Sustainability Science and Society as outlined in Appendix 11.**

**MOVED** (Condillac/ )

**That Senate approve the 2022-2023 Graduate Calendar entries for Political Science as outlined in Appendix 12.**

### **BACKGROUND**

- On Dec. 21, 2021 the Graduate Studies Academic Calendar subcommittee met to review submissions of revised calendar entries from graduate programs.
- The subcommittee accepted calendar entries for 12 programs.

### **NEXT STEPS**

Following approval, the calendar entries will be submitted for addition to the corresponding program calendar sections in the 2022-23 Academic Calendar.

## **CONSENT ITEMS - FOR INFORMATION**

### **1. Student Self-Declaration Medical Notes**

At its meeting held on January 7<sup>th</sup>, the Graduate Studies Committee received a presentation regarding proposed changes to the Faculty Handbook surrounding medical notes and student self-declaration. The Committee passed the following motions:

**MOVED** (Thongpapanl/Curtin)

THAT the following motion passed by the Senate Graduate Studies Committee at its meeting on September 22, 2021 be rescinded in its entirety:

**THAT the Senate Graduate Studies Committee recommend to Senate that the Faculty Handbook be changed as outlined in the Report to allow for the replacement of student medical certificates with the self-declaration of absence and verification of absence forms as proposed by the Medical Note Review working group.**

**MOVED** (Thongpapanl/Curtin)

THAT the Senate Graduate Studies Committee recommend to Senate that Faculty Handbook 3B: 8.3 and 3B: 11.1 be amended as set out in this [Report](#), subject to Senate approving the related medical accommodations wording changes to Faculty Handbook 3A 9.4 and 3C:13.2.2, which are being considered by USAC and T&LPC respectively.

#### **BACKGROUND**

- While the recommendations contained in the original motion of September 22<sup>nd</sup> were never brought to Senate, the original motion needed to be rescinded at the Committee level to allow the changes in the second motion to take precedence.
- The changes to the Faculty Handbook outlined in the second motion above were presented to the Graduate Studies Committee at its meeting on January 7, 2022 and subsequently approved for recommendation to Senate.
- The Graduate Studies Committee will present its recommendation to Senate following the consideration of the revisions by all Senate Committee stakeholders.

#### **APPENDICES**

- Appendix 1 - APC Graduate Calendar Entry for Biological Sciences
- Appendix 2 - APC Graduate Calendar Entry for Chemistry
- Appendix 3 - APC Graduate Calendar Entry for English
- Appendix 4 - APC Graduate Calendar Entry for Game Studies
- Appendix 5 - APC Graduate Calendar Entry for History
- Appendix 6 - APC Graduate Calendar Entry for Interdisciplinary Humanities
- Appendix 7 - APC Graduate Calendar Entry for Mathematics and Statistics
- Appendix 8 - APC Graduate Calendar Entry for Business Economics
- Appendix 9 - APC Graduate Calendar Entry for Management
- Appendix 10 - APC Graduate Calendar Entry for Sustainability Science
- Appendix 11 - APC Graduate Calendar Entry for Sustainability Science and Society
- Appendix 12 - APC Graduate Calendar Entry for Political Science

# Academic Program Calendar Submission #2022-3212

Department/Centre: Biology

Program(s): Biological Sciences

## Program Additions/Terminations

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

**Please note: The calendar year runs from May 1, 2022 to April 30, 2023 and begins with the Spring/Summer sessions. All new programs being introduced or the termination of programs will be effective beginning 2022 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. Proposal(s) and Effective Date(s)

**Please note: The Calendar year runs from May 1, 2022 to April 30, 2023 and begins with the Spring/Summer sessions. All programs being changed will be effective beginning 2022 Spring Session.**

List all proposals, to be implemented, numerically in the following order:

1. Adding new course .
2. Updating faculty members' list.
3. Updating 'Facilities' section .

### 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. Adding Advanced Virology Seminar: BIOL 5P52 course, cross-listed with BTEC 5P52 and taught in conjunction with BIOL 4P52.
2. Updating entries under the Assistant Professor and the Associate Professor categories.
3. Editing description.

### 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.

## Biological Sciences

Master of Science in Biological Sciences

Doctor of Philosophy in Biological Sciences

### Field(s) of Specialization

Cell and Molecular Biology  
Ecology and Evolution  
Neurobiology and Physiology  
Plant Sciences and Oenology and Viticulture

*Dean*

S. Ejaz Ahmed

Faculty of Mathematics and Sciences

*Associate Dean*

Cheryl McCormick

Faculty of Mathematics and Science

#### **Core Faculty**

<em>Professors</em>

Michael Bidochka (Biological Sciences), Jens R. Coorsen (Biological Sciences and Health Science (primary)), Vincenzo De Luca (Biological Sciences), Deborah Inglis (Biological Sciences), Fiona F. Hunter (Biological Sciences), Ping Liang (Biological Sciences), A. Joffre Mercier (Biological Sciences), Gary Pickering (Biological Sciences), Miriam H. Richards (Biological Sciences), Gaynor Spencer (Biological Sciences), Glenn J. Tattersall (Biological Sciences), Liette Vasseur (Biological Sciences)

<em>Associate Professors</em>

Charles Després (Biological Sciences), Adonis Skandalis (Biological Sciences), Jeff Stuart (Biological Sciences)

*Assistant Professors*

Kiyoko Gotanda Yifeng Li (Biological Sciences), Stephen Glasgow (Biological Sciences), Yifeng Li (Biological Sciences, joint appointment with Computer Science), Aleksandar Necakov (Biological Sciences), Ian Patterson (Biological Sciences), James Willwerth (Biological Sciences)

**Participating Graduate Faculty***Associate Members*

Dan McCarthy (Earth Sciences), Francine M.G. McCarthy (Earth Sciences), Cheryl McCormick (Psychology), Michael Pisaric (Geography & Tourism Studies), Kevin Turner (Geography & Tourism Studies)

*Adjunct Professors*

Ralph Brown (University of Guelph), Wangxue Chen (National Research Council, Ottawa), Qualid Ellouz (Agriculture and Agri-Food Canada, Vineland Station), Jonathan Griffiths (Agriculture and Agri-Food Canada, Vineland Station), Frederique Guinel (Wilfrid Laurier University), Belinda Kemp (CCOVI), Janet Koprivnikar (Ryerson University), David Liscombe (Agriculture and Agri-Food Canada, Vineland Station), Wendy McFadden-Smith (McSmith Agricultural Research Services), Sudarsana Poojari (CCOVI), Justin Renkema (Agriculture and Agri-Food Canada), Tahera Sultana (Agriculture and Agri-Food Canada, Vineland Station), Antonet Svircev (Agriculture and Agri-Food Canada, Vineland Station)

**Emeritus Professors**

Douglas H. Bruce (Biological Sciences), Robert L. Carlone (Biological Sciences), Alan Castle (Biological Sciences)

*Graduate Program Director*

Ping Liang

*pliang@brocku.ca*

*Graduate Administrative Coordinator*

Elena Genkin

905-688-5550, extension 3115

Mackenzie Chown, D473

*fmsgradoffice@brocku.ca*

**Program Description**

The department offers research-based graduate programs leading to MSc and PhD degrees in Biological Sciences in the following fields: Cell and Molecular Biology; Ecology and Evolution; Neurobiology and Physiology; Plant Sciences, Oenology and Viticulture.

**Admission Requirements - MSc**

Successful completion of an Honours Bachelor's degree, or equivalent, normally with an average of not less than 82% (in years 3 and 4) and having sufficient concentration in the life sciences, physical sciences or mathematics. Agreement from a faculty supervisor to supervise the student is also required for admission to the program.

Those lacking sufficient background preparation may be **accepted with condition(s), which may include taking one or more undergraduate courses in the first** ~~required to complete a qualifying term/year~~ **achieving a specified minimum grade** ~~to upgrade their applications.~~ ~~Completion of a qualifying term/year does not guarantee acceptance into the program.~~

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

Part-time study is available.

**Degree Requirements - MSc**

Students may be admitted on either a part-time or full-time basis. Students registered as full-time will normally complete all degree requirements within two years. Students registered as part-time will normally complete all degree requirements within four years. Students who wish to transfer to the PhD program must complete one year (12 months) of full-time study as MSc students and then must successfully complete the predoctoral exam (see Program Requirements - PhD below).

All students must complete a research project that culminates in a thesis and demonstrates a capacity for independent thought and work. There will be an oral defence of the written thesis.

Students must enroll in BIOL 5F90 each term. In addition to BIOL 5F90, candidates must complete a minimum of one and one-

half credits of course work at not less than 70 percent. These must include BIOL 5P95; at least one-half credit from BIOL 5P85, 5P86, 5P87 or 5P88; and one-half credit from BIOL courses numbered 5(alpha)00 or higher. Courses are chosen in consultation with the Supervisory Committee. The thesis supervisor may not instruct all the courses in a candidate's program. Additional credits may be required of candidates with insufficient preparation in the area of research specialization.

In addition to the above coursework, students will participate in the running of undergraduate courses in the Department of Biological Sciences at Brock University as teaching assistants for a minimum of one term (for which a graduate teaching stipend will be received).

### **Admission Requirements - PhD**

Successful completion of a Master's degree, or equivalent in Biological Sciences with an overall average of not less than 80%. Alternatively, students who have successfully completed one year in the Brock Biological Sciences MSc program, normally including completion of all MSc course work with grades of at least 80% in each course, may apply to transfer to the PhD program following successful completion of the Biological Sciences pre-doctoral exam. Current guidelines for transferring from the MSc to the PhD program should be obtained from the Graduate Program Director. Agreement from a faculty member to supervise the student is also required for admission to the program.

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

Part-time study is not available.

### **Degree Requirements - PhD**

Students will normally complete all degree requirements within four years following entry into the PhD program. All students must complete a research project that culminates in a thesis and demonstrates independent thought and work, and which represents an original contribution to scientific knowledge. There will be an oral defence of the written thesis. The student will be guided in all aspects of his or her graduate program by a supervisory committee.

Students must enroll in BIOL 7F90 each term. In addition, course work is required of all PhD students. Students entering the PhD program after completion of an MSc must satisfactorily complete at least two half courses, namely BIOL 7P95 and a 5(alpha)00 course not cross-listed with a 4(alpha)00 course. Students who transfer from the MSc to the PhD program must satisfactorily complete at least five half courses, namely BIOL 5P95; BIOL 7P95; one of BIOL 5P85, 5P86, 5P87 or 5P88; one half-credit course numbered 5(alpha)00 or higher that is not cross-listed with a 4(alpha)00 course; and one additional BIOL course numbered 5(alpha)00 or higher. The thesis supervisor may not offer all the courses in a candidate's program. All courses in which the student is enrolled must be approved by the student's supervisory committee. When appropriate and with permission of the supervisory committee, courses offered outside the Department of Biological Sciences may be taken to fulfill course requirements. Additional credits may be required of candidates with insufficient preparation in the area of research specialization.

Continued enrolment in the Doctor of Philosophy program requires the successful completion of a pre-doctoral examination. The pre-doctoral examination will comprise an oral exam on the student's written examination proposal, completed no later than the sixth term of study (third or fourth term is recommended). The Pre-doctoral Examining Committee shall consist of the student's supervisory committee plus two faculty members from the Department of Biological Sciences, one of whom shall be the Departmental Chair or the Chair's Representative. The pre-doctoral examination has three possible outcomes for students registered in the PhD program: Pass (students may continue in the program), Probation (students will be required to retry the pre-doctoral exam within a specific time frame, not to exceed 3 months), Fail (students will be required to withdraw from the program immediately). Students on probation will be allowed to retry the examination only once. The pre-doctoral examination has two possible outcomes for MSc students who wish to transfer to the PhD: Pass (students may transfer to the PhD program), Fail (students will be allowed to submit and defend an MSc thesis).

### **Facilities**

The department is well equipped with state-of-the-art laboratory equipment for all fields of biology research. A greenhouse, plant growth chamber, a farm, and facilities for the growth and maintenance of terrestrial and aquatic animals are available to students. Also available are facilities for culture of animal, yeast and bacterial cells; a walk-in plant tissue culture room and associated tissue culture facility; and laminar flow tanks for aquatic animal research. The department's specialized equipment holdings include spectrophotometers, a fluorescence spectrometer; a phosphorimager scanner; a scanning electron microscope; fluorescence microscopes and state of the art computer imaging systems; a confocal microscope; a laser capture microscope, a two-photon laser scanning microscope; computer controlled electrophysiological research stations for stimulation

and recording of muscle, nerve and whole animal electrical activity; microplate readers; fluorescence imagers; real-time PCR machines; biophysical spectrometers for high sensitivity absorbance, linear dichroism, circular dichroism, photoacoustic and picosecond time-resolved fluorescence; and a parallel computing PC cluster for mathematical modeling of biological systems. - Through the University, we also have free access to the state-of-the-art high performance computing facility at Compute Canada.

Associated with the Department of Biological Sciences, the Cool Climate Oenology and Viticulture Institute (CCOVI) is housed in Inniskillin Hall. The CCOVI research facilities include a biotechnology laboratory, viticulture laboratory, a state-of-the-art sensory evaluation laboratory, pilot winery and a 43,000 bottle wine cellar which includes the Canadian Wine Library.-

## 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.

BIOL 5F90

### MSc Thesis

The preparation and public defence of a thesis which will demonstrate the candidate's capacity for independent study.

BIOL 5P03

### Topics in Photobiology

(also offered as CHEM 5P03)

A graduate seminar/lecture course covering topics in photobiology. A series of lectures designed to introduce some of the major research areas in photobiology will be followed by student seminars on selected topics (usually two or three papers on one subject).

Note: course taught in conjunction with BIOL/BCHM 4P03.

BIOL 5P04

### Evolutionary and Ecological Physiology

An exploration of topics in animal or plant physiology as they relate to evolution, ecology, and their environment. A critical analysis of the literature will be expected from student seminars and written work. Emphasis will be on how function evolves and responds to changing environments. Topics may include physiological evolution within a developmental context, epigenetics and physiology, or conservation physiology.

BIOL 5P06

### Advanced Topics in Bioinformatics

(also offered as BTEC 5P06)

This course will investigate advanced topics of bioinformatics including, but not limited to, analysis of high throughput genomic sequencing and functional genomics data (e.g. gene expression, DNA methylation, chip-seq) and related databases and tools. The format will be a combination of lectures, seminars, readings, and data analysis projects.

Note: An appropriate background in molecular biology, bioinformatics and computer programming is recommended. Course taught in conjunction with BIOL/BCHM/BTEC 4P06.

BIOL 5P10

### Mechanisms in Plant Biochemistry

(also offered as BTEC 5P10)

Molecular and chemical control of plant disease processes and development. Focus on the detailed signaling mechanisms and outcomes of signal transduction to a plant phenotype. Emphasis on case studies that highlight the different phases of this process, including the identification of signals, signal perception, signal transduction and reaction to the signal transduction cascade to produce a phenotype.

BIOL 5P13

### Bioenergetics

Current topics in the molecular and biochemical basis of animal cell bioenergetics, including oxidative phosphorylation, production of reactive oxygen species, apoptosis, and mitochondrial function in health and disease.

Note: course taught in conjunction with BIOL 4P13.

BIOL 5P20

**Advanced Sensory Evaluation of Wines**

This course will focus on the measurement techniques used in the sensory evaluation of wine and food. Other topics covered include the physiology of taste and olfaction, chemistry of aroma and flavour, and advanced readings in current topics in sensory evaluation and sensory science.

Note: course taught in conjunction with OEVI 4P20.

BIOL 5P22

**Current Topics in Conservation Ecology and Biodiversity**

(also offered as SASS 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.

BIOL 5P26

**Stream Structure and Function**

Exploration of the physical, chemical and biological characteristics of stream systems.

Note: Course taught in conjunction with BIOL 4P26, ERSC 4P26 and GEOG 4P26.

BIOL 5P28

**Developmental Neurobiology**

A seminar course on the principles of neural development. Topics include cell lineage and early determinative events, trophic functions, growth and plasticity, synaptogenesis and gene expression in the establishment of the nervous system.

Note: course taught in conjunction with BIOL 4P28.

BIOL 5P29

**Current Topics in Animal Physiology**

Topical subjects in animal physiology, covering recent and/or controversial research in respiratory, thermoregulatory, and cardiovascular physiology and their neural control. Topics may vary from year to year depending on student interests.

Note: course taught in conjunction with BIOL 4P29.

BIOL 5P34

**Neural Networks and Behaviour.**

Neuronal networks and integrative mechanisms in the nervous system. Selected topics include the visual system, rhythm generators and motor function, and learning and memory.

Note: course taught in conjunction with BIOL 4P34.

BIOL 5P35

**Biology of Sensory Systems**

(also offered as BIOL 4P35)

Analysis of the anatomy, physiology, molecular and cellular mechanisms of sensory mechanisms in animals, with select examples in humans. Emphasis on the comparative biology of olfaction, gustation, vision, mechanosensation, thermal sensation, nociception, and chemosensation and magnetoception through analysis of recent scientific articles.

Restriction: Open to graduate students in the biological sciences and biotechnology programs

Prerequisite(s): BIOL 3P34; one of BIOL 2P97, 3P35, NEUR 3P81, 3P82 or permission of the instructor.

BIOL 5P41

**Human Molecular Genetics**

(also offered as BCHM 4P41, BIOL 4P41, BTEC 4P41 and HLSC 4P41)

This course covers the principles of human genetics, human genome organization, pedigree, disease gene mapping, forensic and cancer genetics, genome sequencing, personal genomics via lectures, projects, and student seminars.

Restriction: Open to graduate students in the biological sciences and biotechnology programs

Prerequisite(s): BIOL 3P50 or 3P51 or permission of the instructor.

BIOL 5P52

**Advanced Seminar in Virology**

(also offered as BTEC 5P52)

The characteristics of viruses and their uses in technologies. Topics include advances in virology that have led to successful vaccines, rational vaccine design, and use of viruses in other fields. Lectures/seminar, 3 hours per week.

Note: Course taught in conjunction with BIOL 4P52.

BIOL 5P56

**Genes and Behaviour**

Genetic, developmental and environmental influences on the behaviour of invertebrates and vertebrates. Single versus multilocus effects and the inheritance of quantitative behavioural traits. Analyses of gene expression and genetic pathways influencing behaviour in model animals.

Note: course taught in conjunction with BIOL 4P56.

BIOL 5P57

**Bacterial Genetics**

(also offered as BTEC 5P57)

Molecular and transmission genetics of bacteria. Bacterial genetics from early description of transformation and transduction to current developments in molecular genetics.

Note: course taught in conjunction with BIOL/BTEC 4P57.

BIOL 5P58

**Fungal Genetics**

An examination of transmission and molecular genetics of fungi. Recent advances in gene manipulation and the contribution of studies on these organisms to general genetics principles.

Note: course taught in conjunction with BIOL/BTEC 4P58.

BIOL 5P64

**Insect Behaviour**

Exploration of selected topics in the field of insect behaviour. Topics include programming and integration of behaviour, orientation and dispersal, feeding behaviour, chemical, visual and acoustical communication, defensive behaviour, reproductive behaviour and the eusocial insects.

Note: course taught in conjunction with BIOL 4P64.

BIOL 5P66

**Insect Biology**

Current topics in the field of insect biology. Possible course themes include: behavioural ecology of insects, insect systematics, coevolution of plants and insects, speciation processes, evolution of insect mating systems, insect metamorphosis.

BIOL 5P67

**Biophysical Techniques**

(also offered as BTEC 5P67 and CHEM 5P67)

An advanced seminar/lecture course on experimental techniques in biophysics. The focus is on understanding the theory, applications and limitations of a variety of techniques students will encounter during their graduate studies. Techniques will range from advanced spectroscopy (absorption, fluorescence, NMR, X-ray diffraction) to molecular biochemistry.

Note: course taught in conjunction with BCHM/CHEM/BTEC 4P67.

BIOL 5P68

**Sociobiology**

How natural selection shapes social behaviour, with emphasis on kin selection, reciprocity, and exploitation in the evolution of co-operation and altruism. Particular attention will be paid to insect societies.

BIOL 5P73

**Advanced Wine Flavour**

Flavour compounds. Critical analysis and discussion of current literature, and how it informs our understanding of the specific roles of viticultural and oenological practices in the formation of wine flavour. Recent advances in the analytical and sensoric measurement of aroma, taste and tactile stimuli.

Note: an appropriate background in wine chemistry and sensory evaluation is recommended.

BIOL 5P85

**Current Topics in Ecology and Evolution**

Examination of three or four current topics in ecology and evolution and involve critical analysis and discussion of current literature. Topics drawn mainly from human evolution, social evolution, population ecology, and community ecology.

BIOL 5P86

**Current Topics in Basic and Applied Plant Biology**

(also offered as BTEC 5P86)

An investigation into a number of topics in plant biology. Topics will vary and may include plant disease, signal transduction, secondary metabolism, physiology and photosynthesis, biotechnological applications and oenology and viticulture.

BIOL 5P87

**Current Topics in Neurobiology or Physiology**

Topics in contemporary Neurobiology and or Physiology at cellular, molecular or systemic levels. Students will present recent scientific discoveries and engage in a critical analysis of the literature.

BIOL 5P88

**Current Topics in Cell and Molecular Biology**

Recent advances in cellular and molecular biology, including topics such as aging, adaptation, pathological dysfunction, cancer biology, and flow of genetic information.

BIOL 5P95

**MSc Research Seminar**

Designed to familiarize students with areas of research in all fields of biological science, with emphasis on preparation, presentation, critique, and group assessment of NSERC-style research proposals. Attendance at the Biological Sciences Departmental Seminar Series is mandatory.

Note: Course taught in conjunction with BIOL 7P95.

BIOL 5V80-5V99

**Selected Topics in Biological Sciences**

An investigation of a specific area or group of related topics in biology. Approval of the departmental Graduate Studies committee is required prior to registration.

BIOL 7F90

**PhD Thesis**

Preparation, public defence, and examination of a thesis that demonstrates the candidate's capacity for independent thought and study at the appropriate level.

BIOL 7P95

**PhD Research Seminar**

Designed to familiarize students with areas of research in all fields of biological science, with emphasis on preparation, presentation, critique, and group assessment of NSERC-style research proposals. Attendance at the Biological Sciences Departmental Seminar Series is mandatory.

Note: Course taught in conjunction with BIOL 5P95.

## 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):

#### **BIOL 5P52 - Advanced Seminar in Virology**

1. Course classification: **Regular**
2. Which department will be financially responsible as the Home department?  
**Biology**
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: **No**
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, 2021**.

**Submitted by Elena Genkin on October 22, 2021 at 10:09:33 AM**

**Submitted by Ping Liang on October 25, 2021 at 01:50:50 PM**

**Submitted by Cheryl McCormick on October 25, 2021 at 05:04:43 PM**

**Submitted by Edlira (Christina) Zahaj on October 28, 2021 at 04:33:12 PM**

**Rejected by Jasmine Stasiuk Riddell on November 29, 2021 at 11:02:21 AM**

Per email from subcommittee chair on Sun 2021-11-28 4:36 PM

o Pouria Ramazi (Mathematics) is incorrectly listed as a Full Professor (should be Assistant Professor); also, the program is Mathematics and Statistics

**Submitted by Elena Genkin on November 29, 2021 at 01:32:32 PM**

**Submitted by Ping Liang on November 29, 2021 at 01:33:32 PM**

**Submitted by Cheryl McCormick on December 10, 2021 at 12:01:54 PM**

**Submitted by Amanda DiFonzo on December 10, 2021 at 03:11:57 PM**

## University Educational and Information Technology Services Support for Course Additions/Deletions/Revisions

This two-part form is intended to assess and confirm that adequate technical resources will be available to support the delivery of this course. All UPC submissions are asked to have the first part of this form completed upon submission. Submissions of the course types *Synchronous Conferencing*, *Blended Learning* or *Fully Online Learning (asynchronous)* are asked to complete both parts and have both parts reviewed by Information Technology Services (ITS) and the Centre for Pedagogical Innovation (CPI).

**ACADEMIC UNIT:**

Department of Biological Sciences / Centre for Biotechnology

**COURSE NUMBER:**

BIOL 5P52 / BTEC  
5P52 (cross-listed)

**COURSE TITLE:**

Advanced Seminar in Virology

**PROJECTED**

**ENROLLMENT:**  
20 students

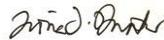
**PROPOSED CALENDAR DESCRIPTION:**

The characteristics of viruses and their uses in technologies. Topics include advances in virology that have led to successful vaccines, rational vaccine design, and use of viruses in other fields.  
Lectures/seminar, 3 hours per week.  
Note: Course taught in conjunction with BIOL 4P52.

**INSTRUCTOR (if applicable):**

Dr. Ian Patterson

F. Hunter, Chair, Biological Sciences



Date: \_\_ November 22 2021

T. Dudding, Director, Biotechnology \_\_\_ T. Dudding \_\_\_

Date: \_\_ November 22 2021

S. Ejaz Ahmed, Dean, FMS \_\_\_\_\_

## Part 1: Course Type

Please approximate the distribution between online delivery and other types of delivery:

*Measures might be in the form of percentage, ratios, time, etc.*

According to the following descriptions, based on the Ministry of Training, Colleges and Universities' categorizations, what type of course is this?

**a Face-to-Face**

This type of course can be considered a conventional or classical course at Brock University. Typically these courses have physical space associated with the delivery of the course where instructors and students meet two or more hours a week.

**b Directed reading**

Research course with directed study and regular meetings with a faculty member on or offline. Pre-allocated physical space is typically not associated with the delivery of this type of course, meetings are coordinated between the student(s) and the instructor.

**c Blended Learning Course**

This is a course where face-to-face teaching time is reduced, but not eliminated, to allow students more time for online study. This model comes in a number of formats; however **the online component is typically 50%-80% of the total course delivery**. In this case, a blended learning course may have components delivered via traditional face-to-face; however, over half the course delivery should be online.

**d On-Line: Synchronous Conferencing Course**

This describes a course delivered through audio and video conferencing to provide synchronous communications (i.e., at the same time) between an instructor at one site and students at other sites. **A course is considered to be offered via synchronous conferencing if 80% or more of the content is delivered this way**. For example, a synchronous conferencing course may have occasional face-to-face meetings, a proctored exam, etc. with the remainder of the content delivered through audio and video conferencing.

**On-Line: Fully Online Learning (asynchronous) Course**

This is a form of distance learning delivered to individuals with access to the Internet, either at home, work or through an access centre. Although courses may have a set start date and set due dates for assignments, students can otherwise access and participate in courses at times and places of their own choosing. **The online component is typically over 80% of the total delivery**. For example, a fully online course may include occasional face-to-face meetings, a proctored exam, etc. with the remainder of the content delivered online.

## For all course types

### Information Resources and Protection Privacy

- 1 Will you, or anyone involved in this course, be sharing any information about Brock University students with a third party as part of the delivery of this course?

No

*We would like to know about third parties that/who will receive private student information and ensure that a Confidentiality and Privacy Agreement is arranged with these third parties if one does not already exist. Turnitin.com is an example of a third party, though there is an existing Confidentiality and Privacy Agreement. Other examples might be eTextbook providers or "clicker" services which require the university to provide student information, as opposed to students being asked to optionally provide it.*

- 2 Please describe any student assessment to be submitted or collected electronically.  
Students will submit word documents.

*We would like to know this because depending on the size of the item being submitted, and the number of students, special accommodations may need to be made. Text-based items are rarely an issue, multi-media items have the potential to be an issue.*

### Electronic Copyright and Accessibility

- 3 Have all items used as part of the online delivery of this course been demonstrated to meet Brock University and the Government of Ontario's requirements for accessibility, or is there a plan to address the accessibility of the content?

Course will be delivered in person.

*Accessibility is important for student learning and a requirement in Ontario. There are many measures of the accessibility content. Please identify any issues and how they might be overcome.*

- 4 Will you ensure that all items distributed electronically are either:
  - a Owned by Brock University or yourself;
  - b Covered by a licence from the copyright holder;
  - c Out of copyright (i.e., the copyright has expired); or
  - d Covered by an exception in the Canadian Copyright Act?

All figures used in lectures will be referenced.

*It is important to note that copyright is applied differently online than in a classroom in Canada.*

## Part 2: On-Line Synchronous Conferencing Course, Blended Learning Course or Fully Online Learning Course

### For Synchronous Conferencing Courses

- 1 Are there any required technologies that differ from what Brock University currently provides in computer labs?

*For example: A web cam, microphone, tablet computer...*

- 2 What service(s) will be used to facilitate Synchronous Conferencing?

*For example: A piece of video conferencing hardware, Skype, Elluminate, Saba Centra, Adobe or Citrix solutions...*

- 3 Who is/are the service provider(s) or host(s)?

*For example: Brock University, Contact North, another institution or commercial provider such as Skype*

- 4 Please describe where participants (including instructors) will be located?

*For example: Their homes, a lecture hall, other countries....*

- 5 Please indicate the approximate frequency and duration of each meeting.

*For example: 2 times a week for an hour.*

### For Blended Learning and Fully Online Learning Course

- 1 Are there any required technologies that differ from what Brock University currently provides in computer labs?

*For example: web cam, microphone, tablet computer...*

- 2 Will there be non-text-based forms of instruction such as video, audio or large computer files and what services will be used to distribute these files?

*For example: A weekly video produced by the instructor or from other sources that is posted on a service like YouTube as an unlisted video.*

- 3 Will there be non-text-based forms of assessment such as video, audio or large computer files and what services will be used to collect these files?

*For example: Video submitted to the Isaak/Sakai Assignments tool or posted on a public video site such as YouTube.*

**For Brock University central services:**

CPI recommendation: CPI supports this submission moving forward.



**Mike Brousseau**  
Manager, Educational Technologies  
Brock University | Centre for Pedagogical Innovation  
Niagara Region | 1812 Sir Isaac Brock Way | St. Catharines, ON L2S 3A1  
[www.brocku.ca/cpi](http://www.brocku.ca/cpi) | T 905 688 5550 x3701

-mbrousseau, Nov 2021

ITS recommendation:

## University Educational and Information Technology Services Support for Course Additions/Deletions/Revisions

This two-part form is intended to assess and confirm that adequate technical resources will be available to support the delivery of this course. All UPC submissions are asked to have the first part of this form completed upon submission. Submissions of the course types *Synchronous Conferencing*, *Blended Learning* or *Fully Online Learning (asynchronous)* are asked to complete both parts and have both parts reviewed by Information Technology Services (ITS) and the Centre for Pedagogical Innovation (CPI).

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Department of Biological Sciences / Centre for Biotechnology

COURSE NUMBER:  
BIOL 5P52 / BTEC  
5P52 (cross-listed)

COURSE TITLE:  
Advanced Seminar in Virology

PROJECTED  
ENROLLMENT:  
20 students

PROPOSED CALENDAR DESCRIPTION:

INSTRUCTOR (if  
applicable):  
Dr. Ian Patterson

The characteristics of viruses and their uses in technologies. Topics include advances in virology that have led to successful vaccines, rational vaccine design, and use of viruses in other fields.  
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F. Hunter, Chair, Biological Sciences 

Date: \_\_ November 22 2021

T. Dudding, Director, Biotechnology \_\_ T. Dudding \_\_

Date: \_\_ November 22 2021

S. Ejaz Ahmed, Dean, FMS \_\_\_\_\_

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**b Directed reading**

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This is a course where face-to-face teaching time is reduced, but not eliminated, to allow students more time for online study. This model comes in a number of formats; however **the online component is typically 50%-80% of the total course delivery**. In this case, a blended learning course may have components delivered via traditional face-to-face; however, over half the course delivery should be online.

**d On-Line: Synchronous Conferencing Course**

This describes a course delivered through audio and video conferencing to provide synchronous communications (i.e., at the same time) between an instructor at one site and students at other sites. **A course is considered to be offered via synchronous conferencing if 80% or more of the content is delivered this way**. For example, a synchronous conferencing course may have occasional face-to-face meetings, a proctored exam, etc. with the remainder of the content delivered through audio and video conferencing.

**On-Line: Fully Online Learning (asynchronous) Course**

This is a form of distance learning delivered to individuals with access to the Internet, either at home, work or through an access centre. Although courses may have a set start date and set due dates for assignments, students can otherwise access and participate in courses at times and places of their own choosing. **The online component is typically over 80% of the total delivery**. For example, a fully online course may include occasional face-to-face meetings, a proctored exam, etc. with the remainder of the content delivered online.

## For all course types

### Information Resources and Protection Privacy

- 1 Will you, or anyone involved in this course, be sharing any information about Brock University students with a third party as part of the delivery of this course?

No

*We would like to know about third parties that/who will receive private student information and ensure that a Confidentiality and Privacy Agreement is arranged with these third parties if one does not already exist. Turnitin.com is an example of a third party, though there is an existing Confidentiality and Privacy Agreement. Other examples might be eTextbook providers or "clicker" services which require the university to provide student information, as opposed to students being asked to optionally provide it.*

- 2 Please describe any student assessment to be submitted or collected electronically.  
Students will submit word documents.

*We would like to know this because depending on the size of the item being submitted, and the number of students, special accommodations may need to be made. Text-based items are rarely an issue, multi-media items have the potential to be an issue.*

### Electronic Copyright and Accessibility

- 3 Have all items used as part of the online delivery of this course been demonstrated to meet Brock University and the Government of Ontario's requirements for accessibility, or is there a plan to address the accessibility of the content?

Course will be delivered in person.

*Accessibility is important for student learning and a requirement in Ontario. There are many measures of the accessibility content. Please identify any issues and how they might be overcome.*

- 4 Will you ensure that all items distributed electronically are either:
  - a Owned by Brock University or yourself;
  - b Covered by a licence from the copyright holder;
  - c Out of copyright (i.e., the copyright has expired); or
  - d Covered by an exception in the Canadian Copyright Act?

All figures used in lectures will be referenced.

*It is important to note that copyright is applied differently online than in a classroom in Canada.*

## Part 2: On-Line Synchronous Conferencing Course, Blended Learning Course or Fully Online Learning Course

### For Synchronous Conferencing Courses

- 1 Are there any required technologies that differ from what Brock University currently provides in computer labs?

*For example: A web cam, microphone, tablet computer...*

- 2 What service(s) will be used to facilitate Synchronous Conferencing?

*For example: A piece of video conferencing hardware, Skype, Elluminate, Saba Centra, Adobe or Citrix solutions...*

- 3 Who is/are the service provider(s) or host(s)?

*For example: Brock University, Contact North, another institution or commercial provider such as Skype*

- 4 Please describe where participants (including instructors) will be located?

*For example: Their homes, a lecture hall, other countries....*

- 5 Please indicate the approximate frequency and duration of each meeting.

*For example: 2 times a week for an hour.*

### For Blended Learning and Fully Online Learning Course

- 1 Are there any required technologies that differ from what Brock University currently provides in computer labs?

*For example: web cam, microphone, tablet computer...*

- 2 Will there be non-text-based forms of instruction such as video, audio or large computer files and what services will be used to distribute these files?

*For example: A weekly video produced by the instructor or from other sources that is posted on a service like YouTube as an unlisted video.*

- 3 Will there be non-text-based forms of assessment such as video, audio or large computer files and what services will be used to collect these files?

*For example: Video submitted to the Isaak/Sakai Assignments tool or posted on a public video site such as YouTube.*

University Educational and Information Technology Services  
TECHNOLOGY SUPPORT CONSIDERATION

**For Brock University central services:**

CPI recommendation:

ITS recommendation:        ITS has no issues with this proposal



Zaher Elahi  
Director, Client Services  
Brock University | Information Technology Services  
Niagara Region | 1812 Sir Isaac Brock Way | St. Catharines, ON L2S 3A1  
brocku.ca | T 905 688 5550 x 3102



# James A. Gibson Library Library Support for New Courses Form

Niagara Region  
1812 Sir Isaac  
Brock Way  
St. Catharines, ON  
L2S 3A1

## To be completed by the Academic Program

Undergraduate Program Committee  Graduate Studies Committee

**Academic Unit:** Biology / Biotechnology      **Course Number:** BIOL 5P52 / BTEC 5P52 (cross-listed)

**Course Title:** Advanced Seminar in Virology

**Proposed Calendar Description:** \_\_\_\_\_  
The characteristics of viruses and their uses in technologies.  
Topics include advances in virology that have led to successful vaccines, rational vaccine design, and use of viruses in other fields.  
Lectures/seminar, 3 hours per week.  
Course taught in conjunction with BIOL 4P52.

## To be completed by the Liaison Librarian

### Assessment of existing collection (print & online) in areas relevant to this course:

- Strong, no budgetary implications
- Adequate, minimal budgetary implications beyond current funding allocations
- Inadequate, requires additional one time only and/or ongoing additional funding

**Comments:** The Brock Library supports Biology / Biotechnology courses in virology and related fields in the acquisition of books/ebooks, databases, journals and data sets. As a seminar-based course it is research based and thrives on current and interdisciplinary titles. The Library can support this course, but the additional essential texts, protocols and laboratory resources would be welcome.

### Budget implications of this proposed course:

- Books, e-books, monographic collections, etc.
- Reference resources, handbooks, encyclopedias, dictionaries, etc.
- Journals, newspapers, serials, databases, etc.
- Geospatial maps, data, statistics, GIS, etc.
- Special collections, primary resources, etc.

**Comments:** The current library allocation is sufficient to support this course. It would be valuable to acquire Springer Humana ebooks and provide access to Elsevier's Scopus database.

- The Library can support this proposed course with current funding
- The Library can support this proposed course with additional funding
- The Library can't support this proposed course

Ian Gordon  
Liaison Librarian

IDG  
Signature

Nov 24, 2021  
Date

\_\_\_\_\_  
Academic Program  
Library Representative,  
Chair or Director

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

# Academic Program Calendar Submission #2022-3208

Department/Centre: Chemistry

Program(s): Chemistry

## Program Additions/Terminations

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

**Please note: The calendar year runs from May 1, 2022 to April 30, 2023 and begins with the Spring/Summer sessions. All new programs being introduced or the termination of programs will be effective beginning 2022 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. Proposal(s) and Effective Date(s)

**Please note: The Calendar year runs from May 1, 2022 to April 30, 2023 and begins with the Spring/Summer sessions. All programs being changed will be effective beginning 2022 Spring Session.**

List all proposals, to be implemented, numerically in the following order:

1. **Updating faculty members' list.**
2. **Updating Degree Requirements - PhD section.**

### 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. **Updating the list of faculty members**
2. **Updating course requirements for PhD in Chemistry program**

### 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.

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## Chemistry

Master of Science in Chemistry  
Doctor of Philosophy in Chemistry

### *Fields of Specialization*

Organic Chemistry  
Inorganic Chemistry  
Physical and Computational Methods

### *Dean*

S. Ejaz Ahmed  
Faculty of Mathematics and Science

### *Associate Dean*

Cheryl McCormick  
Faculty of Mathematics and Science

### **Core Faculty**

### *Professors*

Jeffrey K. Atkinson (Chemistry and Biotechnology), Travis Dudding (Chemistry and Biotechnology), Tomas Hudlicky (Chemistry and Biotechnology), Costa Metallinos (Chemistry and Biotechnology), Georgii Nikonov (Chemistry), Melanie Pilkington (Chemistry), Art van der Est (Chemistry, Biotechnology and Physics), Hongbin (Tony) Yan (Chemistry and Biotechnology)

Associate Professors ~~Martin Lemaire (Chemistry), Feng Li (Chemistry), Paul Zelisko (Chemistry)~~

### *Instructors*

**Martin Lemaire (Chemistry)**, Paul Zelisko (Chemistry)

### **Participating Graduate Faculty**

**Participating Graduate Faculty**

*Professors Emeriti*

Ian D. Brindle (Chemistry), J. Stephen Hartman (Chemistry), David C. Moule (Chemistry), Stuart M. Rothstein (Chemistry),

*Adjunct Professors*

Feng Li (Sichuan University, College of Chemistry), Christopher H. Marvin (National Water Research Institute), Jeremy M. Rawson (University of Windsor), Lydia Chen (McMaster University), Victor Snieckus (Queen's University)

*Graduate Program Director*

Melanie Pilkington

905-688-5550, extension 3403

<https://brocku.ca/chemistry/graduate/gradstudies.html>

*Administrative Assistant*

Abigail (Abby) MacCormack, Jennifer Roberts

905-688-5550, extension 3406

CRN 411

*Graduate Administrative Coordinator*

Elena Genkin

905-688-5550, extension 3115

[fmsgradoffice@brocku.ca](mailto:fmsgradoffice@brocku.ca)

Mackenzie Chown D473

## Program Description

The Department provides facilities for students intending to work towards their Master's and/or Doctoral degrees in Chemistry. Faculty members specialize in Organic/Bio-organic Chemistry, Analytical Chemistry, Inorganic Chemistry, and Physical/Theoretical Chemistry. The Department also supports MSc and PhD degrees in Biotechnology.

## Admission Requirements - MSc

Successful completion of an Honours Bachelor's degree, or equivalent, in Chemistry or a cognate discipline such as Biochemistry or Biotechnology normally with an average of not less than 78%. We recommend that students provide results from a completed Graduate Record Examination (GRE) test in chemistry. Agreement from a faculty supervisor to supervise the student is required for admission to the program.

Those lacking sufficient background preparation may be required to complete a qualifying term/year to upgrade their applications. Completion of a qualifying term/year does not guarantee acceptance into the program.

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

Students interested in part-time study at the MSc level should consult the Graduate Program Director.

## Degree Requirements - MSc

The MSc is normally a six-term or two-year program. The program must include CHEM 5F90; two 5(alpha)00 level half-credits; a maximum of one half-credit may be at either the 4(alpha)00 or 5(alpha)00 level; and participation in the seminar course CHEM 5P95, in which each student will present one seminar on a topic approved by the candidate's Supervisor. The CHEM 5P95 seminar should be presented by the middle of the student's second year in the MSc program. Students are expected to attend all seminars presented by both students and visitors to the Department. Additional credits may be required of candidates with insufficient preparation in their area of research specialization. As part of CHEM 5F90, every MSc candidate must prepare and defend a thesis that demonstrates a capacity for independent work of acceptable scientific calibre.

## Admission Requirements - PhD

Successful completion of a Master's degree, or equivalent in Chemistry or closely allied discipline (e.g. Biochemistry), with an overall average of not less than 80%.

Applicants with exceptional research potential and who hold an Honours BSc may be admitted directly into the PhD program.

Research potential is gauged by (i) publications and other accomplishments, detailed in applicant's resume and reference letters, and (ii) examples of the applicant's scientific writing.

Alternatively, students who have successfully completed a minimum of one year in the Brock Chemistry MSc program may apply to be transferred to the PhD program. Students transferring from the MSc to the PhD program will normally be expected to have attained an 80% average and have achieved significant research progress as determined by their supervisory committee on the basis of a written report presented to the committee at the end of the first year of graduate study.

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

It is not possible to complete a PhD degree entirely on a part-time basis. After completion of the full-time residency requirement (three years) a student may request part-time status, provided that a draft of the thesis has been submitted, but before submission of the final copy and scheduling of the defense has begun.

Students with MSc degrees in Chemistry with a background in biological applications of chemistry may apply for admission into Brock's PhD program in Biotechnology.

## Degree Requirements - PhD

Students transferring after partial completion of the Brock MSc program or equivalent must complete a total of ~~3.54.0~~ credits (~~78~~ half-credits). ~~These~~ ~~in addition to a non-credit scientific writing course, CHEM 5N01, these~~ credits must include CHEM 7F90; CHEM 5P95 and 7P95; ~~two~~ ~~three~~ 5(alpha)00 level half-credits, and one additional half-credit that may be either at the 4(alpha)00 or 5(alpha)00 level. CHEM 5P95 seminar should be completed by the end of the student's first year and CHEM 7P95 seminar should be presented by the end of the student's second year of graduate studies at Brock but no later than the end of the third year of the student's graduate studies. The CHEM 7P95 seminar must be completed before the candidacy exam. In any of the fields, one half-credit may be taken from other 5(alpha)00 level courses offered in the graduate programs of Biological Sciences, Biotechnology, Computer Science, Mathematics and Statistics, or Physics with the permission of the student's Supervisory Committee.

Required courses, by field, in addition to CHEM ~~5N01, CHEM~~ 7F90, CHEM 5P95 and 7P95 are as follows: Students in the Organic Field must take any two of CHEM 5P21, 5P19, and 5P40 ~~but it is recommended that they take all three~~. Additional course(s) are taken to comply with the requirement, as outlined above, of a total of ~~two~~ ~~three~~ 5(alpha)00 level half-credits, and one additional half-credit that may be either at the 4(alpha)00 or 5(alpha)00 level. Students in the Physical and Computational Field should take CHEM 5P67, and ~~two~~ ~~three~~ other half-credit courses approved by their supervisory committee, in order to comply with the requirement, as outlined above, of a total of ~~two~~ ~~three~~ 5(alpha)00 level half-credits, and one additional half-credit that may be either at the 4(alpha)00 or 5(alpha)00 level. Students in the Inorganic Field must take ~~three courses from CHEM 4P30, 5P31, 5P32, 5P33, 5P34, 5P40, 5P44 and 5P67 and one half-credit course approved by their supervisory committee in order to comply with the requirement, as outlined above, of a total of three 5(alpha)00 level half-credits, and one additional half-credit that may be either at the 4(alpha)00 level or 5(alpha)00 level~~. Students in the Analytical Field must take two courses from CHEM ~~4P30, 5P31, 5P32, 5P33, 5P34, 5P40, 5P44 and 5P67 and one half-credit course approved by their supervisory committee in order to comply with the requirement, as outlined above, of a total of two 5(alpha)00 level half-credits, and one additional half-credit that may be either at the 4(alpha)00 level or 5(alpha)00 level~~. Students in the Analytical Field must take two courses from CHEM 5P38, 5P41, and 5P44 and ~~one~~ ~~two~~ additional half-credit courses, ~~that one of which~~ may be at either the 4(alpha)00 or 5(alpha)00 level, as approved by their supervisory committee.

Full-time students who transfer into the PhD program from the MSc program are expected to complete their dissertation normally within 5 years (15 terms) from beginning of graduate studies at Brock.

Students entering with an MSc degree, or equivalent, or those awarded direct entry to the PhD program, must complete ~~3.05~~ credits (~~6.07~~ half-credits) which must include CHEM 7F90; CHEM 5P95 and 7P95, ~~CHEM 5N01~~ and at least ~~two~~ ~~three~~ 5(alpha)00 level half-credits. The choice of these and additional credits, required for candidates with insufficient preparation in their areas of research specialization, are at the discretion of the student's Supervisory Committee.

Full-time students entering the PhD program with a previously completed MSc degree, or as a direct admission from the BSc level, are expected to complete their dissertation normally within 4 years (12 terms).

Continued enrolment in the Doctor of Philosophy program requires the successful completion of a Candidacy Examination. The candidacy examination must be completed by the end of the third year of graduate studies at Brock. Prior to the candidacy exam, students must complete all course requirements except CHEM 7F90 (thesis) ~~and CHEM 5N01 (scientific writing)~~. The exam combines a written component with an oral presentation and defence. The written component is a research proposal on a topic

not directly related to the candidate's research prepared in the general format of an NSERC Discovery Grant proposal. The examining committee will be composed of the graduate program director or delegate (Chair), the student's supervisor, two members of the student's Supervisory Committee, and either one additional member from the Department involved in the program or one member from a Department in the Faculty of Mathematics and Science not participating in the program. The possible outcomes are pass or fail. The Examination Committee may request that a passing performance be recorded only after completion of remedial work, which may include rewriting the research proposal thereby addressing its flaws, tests, essays or courses, and is at the discretion of the Examining Committee. Students who fail the examination or do not complete it by the end of the third year of graduate studies at Brock will be immediately removed from the PhD program but may be allowed to submit and defend an MSc thesis, if they do not hold a similar or identical degree. In exceptional circumstances, the candidacy examination may be postponed but only with prior approval of the student's advisory committee, the Graduate Program Director and the Chair. Such approval should be arranged before the end of the third year of study. Further details are available at <https://brocku.ca/chemistry/graduate/index.html>.

## Fields of Specialization

The following research fields are currently represented, and are described in detail on our website: <https://www.brocku.ca/chemistry/research/interests.html>

### Organic chemistry

Synthesis of biologically active and medically important compounds including heterocyclic, aromatic and aliphatic systems, opiate alkaloids, anticancer compounds, and carbohydrates; enantioselective synthesis, organometallic catalyst design and synthesis; new approaches to natural product synthesis; cycloaddition reactions; computational methods; chemoenzymatic asymmetric synthesis; biotransformations using whole cells and enzymes; chiral synthon production; organic electrochemistry, isotopically labelled compounds; fluorescent nucleic acids and lipids for bioanalytical applications and microscopy; affinity labels and bioconjugates; protein and nucleic acid chemistry and biochemistry, protein-membrane interactions.

### Inorganic chemistry

Organometallic research including the syntheses of new transition metal and main-group element compounds and investigation of their structures and catalytic activity; study of mechanisms of catalysis via kinetic measurements and labelling experiments; ligand design to provide new structures and reactivity; nonclassical interligand interactions as models for metal mediated transformations of organic molecules. Coordination chemistry and inorganic materials research that includes the synthesis and magnetochemical characterization of molecule-based magnetic materials with a focus on high-spin molecules, such as single-molecule, single-ion and single-chain magnets.

Within the field of coordination chemistry, research emphasis is placed on ligand design, aimed at the synthesis of dual property molecule-based magnets that include magnetic conductors and chiral spin crossover complexes. The characterization of magnetic coordination complexes by X-ray crystallography. The synthesis and characterization of organosulfur donors for applications as the semi-conducting components of organic electronic devices.

Bioinorganic chemistry research includes the synthesis of macrocyclic ligands for the development of Mn (II) and Gd(III) MRI contrast agents, as well as the synthesis and investigation of analogues of the oxygen-evolving complex found on the donor side of photosystem II. Studies also include the influence of paramagnetic transition metal ions such as  $\text{Cu}^{2+}$  and  $\text{VO}^{2+}$  on the excited state dynamics of porphyrin-based photosynthesis model systems. Research in analytical chemistry includes development of methods for determination of major, trace, and ultra-trace elements in mineral and ore samples as well as in environmental matrices.

### Physical and computational methods

Modern time-resolved electron spin resonance (ESR) spectroscopy to study the structure and function of photosynthetic reaction centres and porphyrin-based model systems; theoretical and experimental work on the spin polarization and spin dynamics of coupled triplet-doublet pairs in copper and vanadyl porphyrins; study of reaction mechanisms using theory; rationalization and prediction of stereoselectivity of catalytic asymmetric reactions using computational theory.

## Facilities

**Mass Spectrometry Facility:**

(i) Thermo DFS High Resolution GC/MS system (Spring 2014) The system is equipped with dual polarity EI, CI and FAB sources and a Thermo Trace series capillary GC. The XCalibur data system runs under Windows 7 Professional and contains a sophisticated suite of programs for data acquisition and processing. Sample library searches may be carried out using the NIST database; (ii) Bruker Esquire HCTU Ultra LC/MS/MS fitted with electrospray (ESI) and atmospheric pressure chemical ionization (APCI) sources. Sample interface is via an Agilent 1100 HPLC system or by syringe pump infusion. The data system runs Bruker Compass and Agilent Chemstation software on a networked PC platform. (iii) Bruker Autoflex MALDI/TOF/TOF system for large molecule, polymer, protein and peptide work. The system is capable of MS/MS for protein sequencing and identification using Bruker Compass software on a networked PC platform. (iv) Perkin-Elmer Turbomass Gold GC/MS/HS for normal or headspace GC/MS/HS analysis of samples. The PC based data system is equipped with a full NIST searchable database.

#### **Nuclear Magnetic Resonance Facility:**

(i) 600 NMR: Bruker Avance AV 600 Digital NMR spectrometer with a 14.1 Tesla Ultrashield Plus magnet. The system is equipped for triple resonance and includes a BBO Z-gradient ATMA probehead which covers the tuning range 15N through 31P with proton decoupling, and an inverse triple resonance gradient TXI probe for observation of protons while decoupling 13C and 15N. The system is also capable of solids observation with a broadband CP/MAS probehead. All probes have full VT capability.

(ii) 400 NMR: Bruker Avance III HD 400 Digital NMR spectrometer with a 9.4 Tesla Ascend Magnet. The system is equipped with a BBO Z-gradient ATMA probehead which covers the tuning range 15N through 31P and is also 19F capable. The system is equipped for VT. The 400 system runs in a Microsoft Windows 7 Professional environment using Bruker TOPSPIN 3.2 PL5 software for data acquisition and analysis. A TOPSPIN data processing workstation is also part of the NMR facility in "Cairns Family" Biosciences Research Complex. (iii) 300 NMR: Bruker Avance AV 300 Digital NMR spectrometer with a 7.05 Tesla Ultrashield magnet. The system is equipped for double resonance and includes a BBFO Z-gradient ATMA probehead which covers the tuning range 15N through 31P and is also 19F capable. The system is equipped for VT.

The 400 system runs in a Microsoft Windows 7 Professional environment using Bruker TOPSPIN 3.2 PL5 software for data acquisition and analysis. A TOPSPIN data processing workstation is also part of the NMR facility in "Cairns Family" Biosciences Research Complex. (iii) 300 NMR: Bruker Avance AV 300 Digital NMR spectrometer with a 7.05 Tesla Ultrashield magnet. The system is equipped for double resonance and includes a BBFO Z-gradient ATMA probehead which covers the tuning range 15N through 31P and is also 19F capable. The system is equipped for VT.

Both NMR systems run in a Microsoft Windows 7 Professional environment using Bruker TOPSPIN 2.1 PL6 software for data acquisition and analysis. A TOPSPIN data processing workstation is also part of the NMR facility in "Cairns Family" Biosciences Research Complex.

Electron Paramagnetic Resonance Facility:

(i) Bruker ElexSys E580 X-band (9 GHz) EPR spectrometer operating in both cw and pulsed modes. The instrument runs using the Bruker XEPR software package. (ii) Bruker E-series Q-band (35 GHz) spectrometer for continuous-wave and transient experiments. All three instruments can be operated with a CF950 cryostat for temperature control between 5K and 300K and they are designed with optical excitation capability using a Continuum Surelite pulsed NdYAG Laser.

#### **Computing Facilities:**

The University is a member of Canada's Shared Hierarchical Academic Research Computing Network (SHARCNET). Students and faculty researchers have access to cluster platform systems, housed at Brock and at other SHARCNET academic institutions.

#### **Spectroscopy:**

(i) Thermo-Mattson RS-1 infrared spectrometer, equipped with various sampling accessories including normal transmission mode, ATR and DRIFT units. Software acquisition and processing is handled with a PC running WinFirst software. Basic library search facilities are available; (ii) Bomem MB100 FTIR, controlled by a PC/Grams based data acquisition and processing system; (iii) Thermo-Spectronic(ATI/Unicam) UV4 ultraviolet/visible spectrometer, controlled by a PC running Vision-32 acquisition and processing software; (iv) Photon Technology International Fluorescence Spectrometer, interfaced to a PC for acquisition and processing; (v) Molecular Devices SpectraMax microplate spectrofluorometer for direct plate scans. A PC controls data collection and processing; (vi) ICP/MS spectrometry in the laboratory of Prof. I.D. Brindle; (vii) Cary 4000 UV/VIS spectrophotometer.

#### **Chromatography:**

(i) Agilent 6890 research GC system with a Gerstel prep/autosampler, controlled by an extended version of Chemstation running on a PC; (ii) Waters 600 series LC systems running under PC based Millennium software; (iii) Dionex 3000 ionic chromatography; (iv) Bio-Rad Duoflow FPLC.

#### **Polarimeter:**

Rudolph Autopol III polarimeter for optical rotation measurements.

#### **Bioanalytical:**

(i) Biotek enzyme-linked immuno-sorbent assay (ELISA); (ii) Analight-200 dual polarization interferometer from Fairfield Scientific (UK) for surface adsorption and molecular association measurements.

**Biochemistry/Biotechnology Unit:**

(i) Biosafety cabinet; (ii) Shaking incubator; (iii) PCR thermocycler; (iv) Freeze-dryer; (v) -80°C to -30°C freezers; (vi) FPLC; (vii) DNA synthesizers; (viii) centrifuges

**X-ray Crystallography Facility:**

A Bruker Apex II CCD single crystal X-ray diffractometer with a Kappa goniometer, equipped with an Oxford Cryostream Plus system suitable for variable temperature measurements is available in the laboratory of M. Pilkington. In 2017 the Mo source was upgraded to an INCOATEC microfocus source for the measurement of very small single crystals. The system is suitable for structure determination of small molecules and larger supramolecular systems. Bruker software is available for structure solution and refinement.

**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.

CHEM 5F90

**MSc Research and Thesis**

Theoretical and/or experimental research. An external examiner will participate in the evaluation of the student's performance in this course.

CHEM 5N01

**Scientific Writing**

The organizational and stylistic skills of writing and referencing a scientific document. Examples from the various literature forms such as primary journals, reviews, reports, and theses, as well as presentations and seminars. Database use and reference citation, and use of figures and graphs to illustrate data.

CHEM 5P00

**Quantum Chemistry: Theory**

(also offered as PHYS 5P00)

Self-consistent-field (SCF) method; configuration interaction; basis functions; electron correlation; physical properties of atoms, diatomic and polyatomic molecules.

CHEM 5P03

**Advanced Topics in Photobiology**

(also offered as BIOL 5P03)

A graduate seminar/lecture course covering topics in photobiology. A series of lectures designed to introduce some of the major research areas in photobiology will be followed by student seminars on selective topics (usually two or three papers on one subject).

Note: course taught in conjunction with BIOL/BCHM 4P03.

CHEM 5P11

**Special Topics in Physical Chemistry**

Topics may include aspects of chemical dynamics, molecular spectroscopy, statistical mechanics and quantum theory.

CHEM 5P13

**Electron Paramagnetic Resonance Spectroscopy**

An introduction to the theory and application of modern EPR spectroscopy. Theoretical treatment of coupled spin systems; the Bloch equations; the density matrix and pulsed EPR; waveguide components; resonant cavities.

CHEM 5P19

**Organic Reaction Mechanisms**

The critical study of papers of mechanistic and/or synthetic interest in the recent literature drawing attention to the ways in which mechanisms are established and applied as well as to the mechanisms themselves.

CHEM 5P20

**Special Topics in Organic Chemistry**

Topics may include organic photochemistry, biotransformation, free radical chemistry, symmetry and stereochemistry and a further study of mechanistic or synthetic organic chemistry.

CHEM 5P21

**Advanced Organic Synthesis**

Strategies and tactics in the design of organic syntheses. Discussion of comparative design for complex natural products. Historical overview of total synthesis of terpenes, alkaloids, and other natural products. Examples from the current literature will be used to illustrate new trends in synthetic methodology and approaches to the synthesis of complex organic molecules and natural products. The use of organometallic and/or enzymatic catalysis will also be featured.

CHEM 5P22

**Special Topics in Chemical Biology**

(also offered as BTEC 5P22)

Focuses on the chemical-biology of select biologically active compounds of current interest in the literature. The occurrence, biosynthesis and biological activity, including structure-activity correlations, will be studied. Strategies toward the chemical synthesis of these important compounds will also be investigated.

CHEM 5P25

**Medicinal Chemistry**

(also offered as BTEC 5P25)

Structure and activity of biologically active organic compounds; introduction to pharmacology, pharmacodynamics, and receptor theory as a background for a more detailed study of chemistry of drugs such as enzyme inhibitors and receptor antagonists; rational drug design, combinatorial libraries, screening and general routes of metabolism.

Note: a background in organic chemistry at the third-year undergraduate level will be assumed.

CHEM 5P27

**Advanced Enzyme and Co-enzyme Mechanisms**

(also offered as BTEC 5P27)

Hydrolytic and other processes catalyzed by enzymes lacking non-protein prosthetic groups reactions involving the co-enzymes biotin, pyridoxal phosphate, thiamine pyrophosphate, folic acid and cobalamin; oxidation mechanisms involving pyridine nucleotides, flavoenzymes, hydroperoxidases and oxygenases.

Note: a background in this material, taken at the undergraduate level, will be assumed. Taught in conjunction with BCHM/BTEC/CHEM 4P67.

CHEM 5P28

**Bioorganic Chemistry: Carbohydrates and Nucleic Acids**

(also offered as BTEC 5P28)

Mono- and oligosaccharides; preparative carbohydrate chemistry; neoglycoconjugates; immunochemistry of carbohydrates; nucleosides and nucleotides; oligonucleotide synthesis; medicinal chemistry of oligonucleotide; amino acids; protein structures; peptide chemistry; post-translational modification.

CHEM 5P31

**Advanced Coordination Chemistry**

(also offered as CHEM 4P31)

(also offered as CHEM 4P31) Bonding and electronic structure of transition metal coordination complexes through an application of symmetry properties and group theory tools. Topics include bonding, electronic structure and properties (ligand field theory), molecular magnetism, EPR properties.

Restriction: Open to graduate students in the chemistry program

Prerequisite(s): CHEM 2P32 and 3P51 or permission of the instructor.

CHEM 5P32

**Advanced Characterization Methods for Inorganic Chemistry**

The theory and application of specialized characterization methods used for the electronic structure elucidation of inorganic compounds with a focus on molecular coordination complexes. Techniques may include, EPR spectroscopy, electrochemistry, X-ray absorption and photoelectron spectroscopies, Mossbauer spectroscopy and magnetic circular dichroism. Other topics may be included depending on class composition and interest.

CHEM 5P33

**Supramolecular Chemistry**

An examination of non-covalent interactions and their impact in biology and chemistry. Topics will include self-assembly, molecular recognition, polymer organization, dendrimers, crystallization and applications of the above for the design and synthesis of nanostructured materials.

CHEM 5P34

**Structure Determination by X-ray Crystallography**

Overview of X-ray diffraction by crystalline materials to determine the structures of small molecules. Topics include crystal growth, selection and mounting, X-ray generation, crystal symmetry and space groups, X-ray diffraction, the "Phase Problem", structure solution (Patterson, direct methods and dual space methods), structure refinement, interpretation of structural data, presentation of structural data, twinning, powder XRD.

Note: CHEM 4P30 recommended. May be taken concurrently. Course taught in conjunction with CHEM 4P34.

CHEM 5P38

**Bioanalytical Chemistry**

(also offered as BTEC 5P38)

Chemical and biochemical techniques used for separation, detection, and analysis of biomolecules and special topics in functional nucleic acids and nano medicine.

CHEM 5P40

**Advanced Spectroscopy**

The theory and practice of common spectroscopic techniques used for structural identification of chemical compounds and analysis of their properties, emphasizing mainly nuclear magnetic resonance and mass spectrometry.

CHEM 5P41

**Special Topics in Analytical Chemistry**

The course will include topics such as pesticide and residue analysis, advanced chromatographic techniques, chemical analysis applied to environmental and agricultural problems, preconcentration techniques and new analytical techniques.

CHEM 5P44

**Directed Readings in Chemistry**

An investigation of a specific area or group of related topics in contemporary chemistry.

Note: approval of the departmental graduate studies committee is required prior to registration. The instructor(s) for this course must be different from those in the following "Special Topics" courses, in which the student has, or will have, credit: 5P11, 5P20, 5P31, or 5P41.

CHEM 5P67

**Biophysical Techniques**

(also offered as BIOL 5P67, BTEC 5P67 and PHYS 5P67)

An advanced seminar/lecture course on experimental techniques in biophysics. The focus is on understanding the theory, applications and limitations of a variety of techniques students will encounter during their graduate studies. Techniques will range from advanced spectroscopy (absorption, fluorescence, NMR, X-ray diffraction) to molecular biochemistry.

Note: course taught in conjunction with BCHM/BTEC//CHEM 4P67.

CHEM 5P95

**Graduate Seminar**

A forty minute presentation of one research seminar on a topic approved by the student's supervisor in a public forum followed by ten minutes for questions and discussion. A minimum mark of 70% in the seminar component must be attained to obtain a credit grade in the course. Students should attend all presentations given in this course and by invitees to the Departmental seminar series, but attendance is required at a minimum of ten such seminars accumulated over two consecutive offerings of the course, during the student's graduate program.

Note: This course will be evaluated as Credit/No-Credit

CHEM 7F90

**PhD Research and Thesis**

Original theoretical and/or experimental research and thesis. An external examiner will participate in the final thesis defence to evaluate the student's performance in this course.

CHEM 7P95

**Graduate Seminar II**

A forty minute presentation of one research seminar in a public forum followed by ten minutes for questions and discussion on a topic approved by the student's supervisor. A minimum mark of 70% in the seminar component must be attained to obtain a credit grade in the course. Students should attend all presentations given in this course and by invitees to the Departmental seminar series, but attendance is required at a minimum of ten such seminars accumulated over two consecutive offerings of the course.

Prerequisite(s): Enrolment in PhD program or permission of the instructor and CHEM 5P95.

Note: This course will be evaluated as Credit/No-Credit.

## 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, 2021**.

**Submitted by Abigail MacCormack on October 14, 2021 at 03:55:09 PM**

**Rejected by Melanie Pilkington on October 18, 2021 at 01:54:03 PM**

We have not completed all of the edits.

**Submitted by Elena Genkin on October 18, 2021 at 03:08:16 PM**

**Submitted by Melanie Pilkington on October 18, 2021 at 05:45:20 PM**

**Submitted by Cheryl McCormick on October 18, 2021 at 06:16:16 PM**

**Submitted by Edlira (Christina) Zahaj on October 21, 2021 at 12:31:25 PM**

**Rejected by Jasmine Stasiuk Riddell on November 29, 2021 at 10:40:32 AM**

Per email from subcommittee chair on Sat 2021-11-27 4:40 PM

Being rejected due to several typos/errors in the below paragraph

Nuclear Magnetic Resonance Facility: (i) 600 NMR: Bruker Avance AV 600 Digital NMR spectrometer with a 14.1 Tesla Ultrashield Plus magnet. The system is equipped for triple resonance and includes a BBO Z-gradient ATMA probehead which covers the tuning range 15N through 31P with proton decoupling, and an inverse triple resonance gradient TXI probe for observation of protons while decoupling 13C and 15N. The system is also capable of solids observation with a broadband CP/MAS probehead. All probes have full VT capability. (ii) 400 NMR: Bruker Avance III HD 400 Digital NMR spectrometer with a 9.4 Tesla Ascend Magnet. The system is equipped for double resonance and includes a BBFO Z-gradient ATMA probehead which covers the tuning range 15N through 31P and is also 19F capable. The system is equipped for VT. The 400 system runs in a Microsoft Windows 7 Professional environment using Bruker TOPSPIN 3.2 PL5 software for data acquisition and analysis. A TOPSPIN data processing workstation is also part of the NMR facility in "Cairns Family" Biosciences Research Complex. (iii) 300 NMR: Bruker Avance AV 300 Digital NMR spectrometer with a 7.05 Tesla Ultrashield magnet. The system is equipped for double resonance and includes a BBFO Z-gradient ATMA probehead which covers the tuning range 15N through 31P and is also 19F capable. The system is equipped for VT. Both NMR systems run in a Microsoft Windows 7 Professional environment using Bruker TOPSPIN 2.1 PL6 software for data acquisition and analysis. A TOPSPIN data processing workstation is also part of the NMR facility in Mackenzie CHown Complex

**Submitted by Elena Genkin on November 29, 2021 at 01:35:16 PM**

**Submitted by Melanie Pilkington on December 10, 2021 at 11:22:29 AM**

**Submitted by Cheryl McCormick on December 10, 2021 at 12:01:37 PM**

**Submitted by Amanda DiFonzo on December 10, 2021 at 03:12:06 PM**

# Academic Program Calendar Submission #2022-3205

Department/Centre: English

Program(s): English

## Program Additions/Terminations

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

**Please note: The calendar year runs from May 1, 2022 to April 30, 2023 and begins with the Spring/Summer sessions. All new programs being introduced or the termination of programs will be effective beginning 2022 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. Proposal(s) and Effective Date(s)

**Please note: The Calendar year runs from May 1, 2022 to April 30, 2023 and begins with the Spring/Summer sessions. All programs being changed will be effective beginning 2022 Spring Session.**

List all proposals, to be implemented, numerically in the following order:

1. **Officers of Instruction be revised.**
2. **ENGL 5V20.**
3. **ENGL 5V40.**
4. **ENGL 5V14.**
5. **ENGL 5V78.**
6. **ENGL 5V60.**
7. **ENGL 5V10.**
8. **ENGL 5V54.**
9. **ENGL 5V79.**

### 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. **Update list to reflect Ronald Cummings departure from the department.**
2. **ENGL 5V20 course be added. Courses added to reflect instructors' current research, reflect developments in the field(s), and to ensure variety and coverage in grad course offerings.**
3. **ENGL 5V40 not offered in 2022-23**
4. **ENGL 5V14 course be added. Courses added to reflect instructors' current research, reflect developments in the field(s), and to ensure variety and coverage in grad course offerings.**
5. **ENGL 5V78 not offered in 2022-23**
6. **ENGL 5V60 not offered in 2022-23**
7. **ENGL 5V10 not offered in 2022-23**
8. **ENGL 5V54 Course be added. Courses added to reflect instructors' current research, reflect developments in the field(s), and to ensure variety and coverage in grad course offerings.**
9. **ENGL 5V79 course be added. Courses added to reflect instructors' current research, reflect developments in the field(s), and to ensure variety and coverage in grad course offerings.**

### 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.

---

## English

### Master of Arts in English

#### Field(s) of Specialization

Text/ Community/ Discourse

*Dean*

Carol U. Merriam

Faculty of Humanities

*Associate Dean*

J. Keri Cronin

Faculty of Humanities

### **Core Faculty**

#### *Professors*

Gregory Betts (English Language and Literature), Tim Conley (English Language and Literature), Adam Dickinson (English Language and Literature), Martin Danahay (English Language and Literature), Neta Gordon (English Language and Literature), Mathew Martin, (English Language and Literature), Elizabeth Sauer (English Language and Literature), Barbara K. Seeber (English Language and Literature), Carole Stewart (English Language and Literature)

#### *Associate Professors*

Robert Alexander (English Language and Literature), James Allard (English Language and Literature), Lynn Arner (English Language and Literature), Natalee Caple (English Language and Literature), Gale Coskan-Johnson (English Language and Literature), **Ann Howey**, ~~Ronald Cummings~~ (English Language and Literature), **Leah Knight**, ~~Ann Howey~~ (English Language and Literature), ~~Leah Knight~~ (English Language and Literature), Andrew Pendakis (English Language and Literature), Susan Spearey (English Language and Literature)

#### *Graduate Program Director*

Gale Coskan-Johnson  
 gcoskanjohnson@brocku.ca

#### *Graduate Program Assistant*

Melissa Vanatte  
 905-688-5550, extension 3884  
 573A Glenridge GLN A 202  
<https://brocku.ca/english>

## **Program Description**

The MA in English has a Field of "Text/Community/Discourse." As mutually informing concepts, "text," "community" and "discourse" suggest the power of texts to reflect and to shape both communities of origin and communities of reception. The program also focuses critical attention on the kinds of negotiation - both material and theoretical - attending the production, performance, and reception of texts. Literary and textual problems acquire richer significance when viewed in relation to the ways in which texts, both literary and non-literary, are produced and used in the often conflicting discourses that constitute the culture of a community.

While the program offers both a Thesis option and a Major Research Paper option, students are strongly encouraged to pursue the Major Research Paper option. Both options are designed to be completed in three terms or one year.

## **Admission Requirements**

Successful completion of four-year Bachelor's degree, or equivalent, in English Literature, with a minimum average of B+. Applications with a co-major in English and a related discipline will be considered, although such students may be required to take additional qualifying undergraduate courses.

Exceptions for students with unique circumstances will be considered.

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

Individuals interested in part-time study should consult with the Graduate Program Director.

## **Degree Requirements**

All students are required to take the two core courses, ENGL 5P00 and ENGL 5F01. Major Research Paper students must take four additional ENGL courses selected from the variable topics offerings; Thesis students take two such additional ENGL courses. With the permission of the Graduate Program Director a student may take a course from one of the other MA programs in the university or a reading course/tutorial (ENGL 5P02) in place of a course from the variable topics list.

Major Research Paper students will with the guidance of the Graduate Program Director arrange for a supervisor and a second reader and shall choose a topic in consultation with the supervisor, the second reader and the Graduate Program Director. A Thesis student will, with the permission of the Graduate Program Director, arrange for a thesis supervisor; the student and the supervisor will, with a supervisory committee appointed by the Graduate Program Director, choose a thesis topic.

## 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.

ENGL 5F01

### **Professional Skills and Development**

Topics such as the nature of graduate studies, pedagogy, advanced research skills and resources, the development of research and grant proposals, career preparation, and preparation for conference presentations and publishing.

ENGL 5F90

### **Major Research Paper**

A research project on a selected topic involving independent work and original research and thought.

ENGL 5F91

### **MA Thesis**

An extended research project involving the preparation and defence of a thesis which shall demonstrate capacity for independent work and original research and thought.

ENGL 5P00

### **Theoretical Foundations**

Surveys a range of thinkers and theoretical schools structuring the current discipline of English, including critical race theory, psychoanalysis, postcolonial theory, feminist theory, queer theory, British cultural studies, Foucault, and Bourdieu.

ENGL 5P02

### **Graduate Tutorial**

Research course with directed study and regular meetings with a faculty member, covering topics not offered in a designated course. Requires permission of the Graduate Program Director.

ENGL 5V10-5V19

### **Medieval and Early Modern Literature and Culture**

English literature, literary culture, and discourses on community from the 14th century to the late 17th century.

ENGL 5V10

### **2021-2022 Early Modern Women's Books and Reading**

Inquiry-based study of sixteenth- and seventeenth-century writers, readers, and books; critical survey of the historiography of early modern reading; development of individual case studies focused on early modern women's books.

ENGL 5V14

### **2022-2023 Christopher Marlowe: Texts and Contexts**

Production, dissemination, and reception of the plays and poetry of Christopher Marlowe in the contexts of early modern culture. Issues ranging from the relationship between trauma and tragedy to the role of censorship in the works' textual histories.

ENGL 5V20-5V29

### **The Long Eighteenth Century Literature and Culture**

Studies in literature and culture from the Restoration of Charles II to the ascension of Victoria, 1660-1837.

ENGL 5V20

### **2022-2023 Frantic and Sickly: Gothic Texts and Contexts**

Examinations of the emergence of and responses to gothic texts in the latter half of the eighteenth century in Great Britain. Special attention will be given to non-canonical works. Topics may include the politics of taste; criticism and the literary marketplace; popular rewritings; and the culture of "terror."

ENGL 5V30-5V39

### **Nineteenth Century British and American Literature and Culture**

Literature and literary culture in relation to the political, social and intellectual movements of the 19th century. May include transatlantic or nationally located studies.

ENGL 5V40-5V49

**Twentieth Century Literature and Culture**

Literature and cultural identity, location and change in established and developing literatures in the 20th century.

ENGL 5V40

**2021-2022 Literary London**

This course examines the historical and contemporary representation of London poetry and fiction from the nineteenth and twentieth centuries, as well as related texts from urban and literary theory.

ENGL 5V50-5V59

**Canadian Literature and Culture**

Studies in Canadian literature with an emphasis on texts and their relation to intersecting notions of community.

ENGL 5V54

**2022-2023 Reparation, Restoration, Restory-ation**

Explores the capacity of literary and cultural texts to respond to intersecting contemporary crises, such as pandemics, the proliferation of mental illness, the rise of white supremacy, species extinctions, and climate catastrophe. Examines how texts and practices that sit uneasily within the framework of the humanities might catalyze feminist, decolonial, anti-racist, anti-oppressive reworlding and animate alternative pathways for living, dying, being, and feeling otherwise amid social and planetary crises.

ENGL 5V60-5V69

**Contemporary Literature and Culture**

The role of literature in the creation and maintenance of located and imagined communities in the contemporary world.

ENGL 5V60

**2021-2022 Female Superheros and Supervillains in Popular Culture**

Representations of women, women's violence, and women's agency in self-creation through examination of stories about female superheroes in popular cultural objects such as novels, comics, movies, and TV series; examination of characters including Ms. Marvel (both Carol Danvers and Kamala Khan), Jessica Jones, She-Hulk, and others; analysis of multiple iterations across different media through different theoretical lenses.

ENGL 5V70-5V79

**Special Topics in Literature and Culture**

Literature, culture and community in areas such as genre studies, specialized theoretical studies and comparative historical studies.

ENGL 5V78

**2021-2022 Literary Journalism and Ecocriticism**

Examination of the unique prominence creative nonfiction generally, and literary journalism in particular, occupy in Ecocriticism. Special focus on works written after WWII and the questions they raise concerning genre, the factual, and literariness as a critique of and response to the anthropocentric bias of mainstream media representations of nonhuman animals and the environment.

ENGL 5V79

**2022-2023 Literature of Early Nationhood**

Examinations of the literary evidence for early nationhood &#150; Renaissance to Romantic &#150; in writings by such authors as E. Spenser, A. Bradstreet, J. Milton, J. Swift, T. Cary, A. L. Barbault, and A. Kidd. Historicist, literary critical, cultural, and theoretical perspectives. Includes re-evaluations of seminal contributions to nationalism studies by Gellner, Hobsbawm, Anderson, Greenfeld, and others.

ENGL 5V80-5V89

**Rhetoric and Discourse Studies**

Study of rhetoric, genre, discourse and language. Topics may include rhetorical instantiations of textual communities, ideologies of language as they operate in conceptualizations of nation and self, and discourse analytic methods for examining texts and their contexts.

## 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):

#### ENGL 5V14 - 2022-2023 Christopher Marlowe: Texts and Contexts

1. Course classification: **Regular**
2. Which department will be financially responsible as the Home department?  
**English**
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: **No**
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**

#### ENGL 5V20 - 2022-2023 Frantic and Sickly: Gothic Texts and Contexts

1. Course classification: **Regular**
2. Which department will be financially responsible as the Home department?  
**English**
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: **No**
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**

#### ENGL 5V54 - 2022-2023 Reparation, Restoration, Restory-ation

1. Course classification: **Regular**
2. Which department will be financially responsible as the Home department?  
**English**
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: **No**
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**

#### ENGL 5V79 - 2022-2023 Literature of Early Nationhood

1. Course classification: **Regular**
2. Which department will be financially responsible as the Home department?  
**English**
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: **No**
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.

**ENGL 5V40 - 2021-2022 Literary London**

**ENGL 5V78 - 2021-2022 Literary Journalism and Ecocriticism**

**ENGL 5V60 - 2021-2022 Female Superheros and Supervillains in Popular Culture**

**ENGL 5V10 - 2021-2022 Early Modern Women's Books and Reading**

## **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, 2021**.

**Submitted by Melissa Vanatte on October 14, 2021 at 08:41:39 AM**

**Submitted by James Allard on October 14, 2021 at 11:33:55 AM**

**Submitted by Keri Cronin on October 15, 2021 at 11:37:17 AM**

**Submitted by Edlira (Christina) Zahaj on October 18, 2021 at 04:45:27 PM**

**Rejected by Jasmine Stasiuk Riddell on November 29, 2021 at 09:39:08 AM**

Per email from subcommittee on Sat 2021-11-27 4:21 PM

- 'Calendar-ese'- ENGL 5V74 seems unnecessarily wordy- please tighten up
- Explanation of proposed changes: Nos. 2,4,8, and 9 are not really explanations. Why are the new courses being added?
- 
- 'Calendar-ese'- ENGL 5V14: Begin with "Production, dissemination..." Begin second sentence with "Issues ranging..."
- 
- 'Calendar-ese'- ENGL 5V54: Begin with "Explores the capacity..."

**Submitted by Melissa Vanatte on November 29, 2021 at 12:20:11 PM**

**Submitted by James Allard on November 29, 2021 at 12:21:35 PM**

**Submitted by Gale Coskan-Johnson on November 29, 2021 at 12:21:43 PM**

**Submitted by Keri Cronin on November 29, 2021 at 01:41:22 PM**

**Submitted by Jasmine Stasiuk Riddell on December 3, 2021 at 03:56:55 PM**

## University Educational and Information Technology Services Support for Course Additions/Deletions/Revisions

This two-part form is intended to assess and confirm that adequate technical resources will be available to support the delivery of this course. All UPC submissions are asked to have the first part of this form completed upon submission. Submissions of the course types *Synchronous Conferencing*, *Blended Learning* or *Fully Online Learning (asynchronous)* are asked to complete both parts and have both parts reviewed by Information Technology Services (ITS) and the Centre for Pedagogical Innovation (CPI).

ACADEMIC UNIT: ENGLISH

COURSE NUMBER:  
5V54

COURSE TITLE: Reparation, Restoration, Restory-ation

PROJECTED  
ENROLLMENT:

PROPOSED CALENDAR DESCRIPTION: This course explores the capacity of literary and cultural texts that respond to intersecting crises of the present day, such as pandemics, the proliferation of mental illness, the rise of white supremacy, species extinctions, and climate catastrophe to catalyze feminist, decolonial, anti-racist, anti-oppressive reworlding. It examines how texts and practices that sit, however uneasily, within the framework of the humanities, might be deployed to animate alternative pathways for living, dying, being, and feeling otherwise amid social and planetary crises.

INSTRUCTOR (if  
applicable): Susan  
Spearey

Chair/Director: \_\_\_\_\_

Date: Oct. 28, 2021

Dean: \_\_\_\_\_

Date: Nov 2, 2021

## Part 1: Course Type

Please approximate the distribution between online delivery and other types of delivery:

*Measures might be in the form of percentage, ratios, time, etc.*

**100% face-to-face.**

Deleted: ¶

According to the following descriptions, based on the Ministry of Training, Colleges and Universities' categorizations, what type of course is this?

**This course will be Face-to-Face.**

**a Face-to-Face**

This type of course can be considered a conventional or classical course at Brock University. Typically these courses have physical space associated with the delivery of the course where instructors and students meet two or more hours a week.

**b Directed reading**

Research course with directed study and regular meetings with a faculty member on or offline. Pre-allocated physical space is typically not associated with the delivery of this type of course, meetings are coordinated between the student(s) and the instructor.

**c Blended Learning Course**

This is a course where face-to-face teaching time is reduced, but not eliminated, to allow students more time for online study. This model comes in a number of formats; however **the online component is typically 50%-80% of the total course delivery**. In this case, a blended learning course may have components delivered via traditional face-to-face; however, over half the course delivery should be online.

**d On-Line: Synchronous Conferencing Course**

This describes a course delivered through audio and video conferencing to provide synchronous communications (i.e., at the same time) between an instructor at one site and students at other sites. **A course is considered to be offered via synchronous conferencing if 80% or more of the content is delivered this way**. For example, a synchronous conferencing course may have occasional face-to-face meetings, a proctored exam, etc. with the remainder of the content delivered through audio and video conferencing.

**On-Line: Fully Online Learning (asynchronous) Course**

This is a form of distance learning delivered to individuals with access to the Internet, either at home, work or through an access centre. Although courses may have a set start date and set due dates for assignments, students can otherwise access and participate in courses at times and places of their own choosing. **The online component is typically over 80% of the total delivery**. For example, a fully online course may include occasional face-to-face meetings, a proctored exam, etc. with the remainder of the content delivered online.

## For all course types

### Information Resources and Protection Privacy

- 1 Will you, or anyone involved in this course, be sharing any information about Brock University students with a third party as part of the delivery of this course?

#### No

*We would like to know about third parties that/who will receive private student information and ensure that a Confidentiality and Privacy Agreement is arranged with these third parties if one does not already exist. Turnitin.com is an example of a third party, though there is an existing Confidentiality and Privacy Agreement. Other examples might be eTextbook providers or "clicker" services which require the university to provide student information, as opposed to students being asked to optionally provide it.*

- 2 Please describe any student assessment to be submitted or collected electronically.  
*We would like to know this because depending on the size of the item being submitted, and the number of students, special accommodations may need to be made. Text-based items are rarely an issue, multi-media items have the potential to be an issue.*

### Electronic Copyright and Accessibility

- 3 Have all items used as part of the online delivery of this course been demonstrated to meet Brock University and the Government of Ontario's requirements for accessibility, or is there a plan to address the accessibility of the content?

*Accessibility is important for student learning and a requirement in Ontario. There are many measures of the accessibility content. Please identify any issues and how they might be overcome.*

- 4 Will you ensure that all items distributed electronically are either:
  - a Owned by Brock University or yourself;
  - b Covered by a licence from the copyright holder;
  - c Out of copyright (i.e., the copyright has expired); or
  - d Covered by an exception in the Canadian Copyright Act?

*It is important to note that copyright is applied differently online than in a classroom in Canada.*

## **Part 2: On-Line Synchronous Conferencing Course, Blended Learning Course or Fully Online Learning Course**

### **For Synchronous Conferencing Courses**

- 1 Are there any required technologies that differ from what Brock University currently provides in computer labs?

*For example: A web cam, microphone, tablet computer...*

- 2 What service(s) will be used to facilitate Synchronous Conferencing?

*For example: A piece of video conferencing hardware, Skype, Elluminate, Saba Centra, Adobe or Citrix solutions...*

- 3 Who is/are the service provider(s) or host(s)?

*For example: Brock University, Contact North, another institution or commercial provider such as Skype*

- 4 Please describe where participants (including instructors) will be located?

*For example: Their homes, a lecture hall, other countries....*

- 5 Please indicate the approximate frequency and duration of each meeting.

*For example: 2 times a week for an hour.*

### **For Blended Learning and Fully Online Learning Course**

- 1 Are there any required technologies that differ from what Brock University currently provides in computer labs?

*For example: web cam, microphone, tablet computer...*

- 2 Will there be non-text-based forms of instruction such as video, audio or large computer files and what services will be used to distribute these files?

*For example: A weekly video produced by the instructor or from other sources that is posted on a service like YouTube as an unlisted video.*

- 3 Will there be non-text-based forms of assessment such as video, audio or large computer files and what services will be used to collect these files?

*For example: Video submitted to the Isaak/Sakai Assignments tool or posted on a public video site such as YouTube.*

University Educational and Information Technology Services  
TECHNOLOGY SUPPORT CONSIDERATION

**For Brock University central services:**

CPI recommendation:

CPI has no concerns with this proposal  
-mbrousseau, Nov 2021



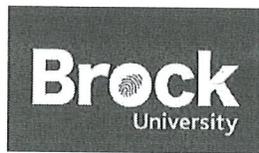
Mike Brousseau  
Manager, Educational Technologies  
Brock University | Centre for Pedagogical Innovation  
Niagara Region | 1812 Sir Isaac Brock Way | St. Catharines, ON L2S 3A1  
[www.brocku.ca](http://www.brocku.ca) | T: 905 688 5555 x3701

ITS recommendation:

ITS has no issues with this proposal



Zaher Elahi  
Director, Client Services  
Brock University | Information Technology Services  
Niagara Region | 1812 Sir Isaac Brock Way | St. Catharines, ON L2S 3A1  
brocku.ca | T 905 688 5550 x 3102



James A. Gibson Library
Library Support for New
Courses Form

Niagara Region
1812 Sir Isaac
Brock Way
St. Catharines, ON
L2S 3A1

To be completed by the Academic Program

Undergraduate Program Committee Graduate Studies Committee

Academic Unit: ENGLISH Course Number: ENGL 5V54

Course Title: REPARATION, RESTORATION, RESTORY-ATION

Proposed Calendar Description: THIS COURSE EXPLORES THE CAPACITY OF LITERARY AND CULTURAL TEXTS THAT RESPOND TO INTERSECTING CRISES OF THE PRESENT DAY, SUCH AS PANDEMICS, THE PROLIFERATION OF MENTAL ILLNESS, THE RISE OF WHITE SUPREMACY, SPECIES EXTINCTIONS, AND CLIMATE CATASTROPHE TO CATALYZE FEMINIST, DECOLONIAL, ANTI-RACIST, ANTI-OPPRESSOVE REWORLDDING. IT EXAMINES HOW TEXTS AND PRACTICES THAT SIT, HOWEVER UNEASILY WITHIN THE FRAMEWORK OF THE HUMINITIES, MIGHT BE DEPLOYED TO ANIMATE ALTERNATIVE PATHWAYS FOR LIVING, DYING, BEING, AND FEELING OTHERWISE AMID SOCIAL PLANETARY CRISES.

To be completed by the Liaison Librarian

Assessment of existing collection (print & online) in areas relevant to this course:

- Strong, no budgetary implications
Adequate, minimal budgetary implications beyond current funding allocations
Inadequate, requires additional one time only and/or ongoing additional funding

Comments: This course may need additional resources but they may be added from the existing library budget.

Budget implications of this proposed course:

- Books, e-books, monographic collections, etc.
Reference resources, handbooks, encyclopedias, dictionaries, etc.
Journals, newspapers, serials, databases, etc.
Geospatial maps, data, statistics, GIS, etc.
Special collections, primary resources, etc.

Comments:

- The Library can support this proposed course with current funding
The Library can support this proposed course with additional funding
The Library can't support this proposed course

Justine Cotton
Liaison Librarian

Justine Cotton
Signature

November 3, 2021
Date

Gale Costan-Johnson
Academic Program
Library Representative,
Chair or Director

Signature

Nov. 3, 2021
Date

# Academic Program Calendar Submission #2022-3290

**Department/Centre:** Game Studies

**Program(s):** Game Studies

## Program Additions/Terminations

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

**Please note: The calendar year runs from May 1, 2022 to April 30, 2023 and begins with the Spring/Summer sessions. All new programs being introduced or the termination of programs will be effective beginning 2022 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. Program in Master of Arts Game Studies be introduced.**

### **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.

#### **1. Approved by MCU**

### **3. Required Documentation/Information**

If a new or specialization is being proposed, the following documentation must be submitted:

#### 1. Program in Master of Arts Game Studies be introduced.

##### **Program Structure:**

A detailed description of the proposed program/specialization.

**See PPB**

##### **Appropriate Nomenclature:**

Is the name of the program and/or specialization(s) appropriate? Are there similar programs/specializations offered at other universities?

**See PPB**

##### **Financial Viability:**

The Costing of New or Significantly Revised Programs form must be completed and included as part of the submission.

**See PPB**

##### **Student Demand:**

Evidence that there is a demand for the new program/specialization on the part of potential students (please note that Section C of the [Costing form](#) asks for enrolment projections).

**See PPB**

##### **Societal Need:**

Evidence that there is a need for graduates of the proposed program/specialization on the part of society (e.g. letters from potential employers or governmental agencies).

**See PPB**

##### **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.

**See PPB**

**Duplication:**

If the proposed program/specialization has duplicative similarities to existing programs in Ontario or Canada, reasons for such duplication.

**See PPB**

**Library Resources:**

Certification from the Library that adequate Library resources are available to offer the program (please note that Section A of the [Library Support form](#) asks for information about the potential cost of additional Library resources).

**Yes**

**Information Technology:**

If significant IT resources will be required to offer the new program/specialization(s), certification from the Director of Information and Technology Services that adequate resources will be available is required (please note that Section D of the [IT/ET Support form](#) asks for information about IT resources).

**Yes**

**Decanal/Co-operating Department(s)/Centre(s):**

The Dean of the appropriate Faculty must certify that the new program/specialization(s) 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 program/specialization(s).

**Yes**

## Program Changes

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

**Please note: The Calendar year runs from May 1, 2022 to April 30, 2023 and begins with the Spring/Summer sessions. All programs being changed will be effective beginning 2022 Spring Session.**

List all proposals, to be implemented, numerically in the following order:

#### 1. New Program.

### 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. New program

### 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.

## Game Studies

### Game Studies

#### Master of Arts in Game Studies

### Faculty

<em style="font-size: 11pt;">Dean</em>

Carol U. Merriam (Faculty of Humanities)

<em style="font-size: 11pt;">Associate Dean, Research and Graduate Studies</em>

Keri Cronin (Faculty of Humanities)

<em style="font-size: 11pt;">Professors</em>

David Hutchison (Education, Centre for Digital Humanities), Michael Winter (Computer Science)

<em style="font-size: 11pt;">Associate Professors </em>

Jason Hawreliak (Centre for Digital Humanities)

<em style="font-size: 11pt;">Assistant Professors</em>

Alex Christie (Centre for Digital Humanities), <span style="font-size: 11pt;">Aaron Mauro (Centre for Digital Humanities)</span>

### Program Description

#### Program Description

The MA in Game Studies is an interdisciplinary and interfaculty program designed to provide students with a well-rounded, high-quality venue for studying and designing games in all their forms. Throughout the program, students will engage with both scholarly and professional literature which explores the key debates and design paradigms within the discipline. A special focus of the program is 'Games for Education, Health, and Persuasion,' which explores how principles of game studies and design can be used in non-gaming fields like education, public policy and healthcare, which allows students to pursue a wide range of options upon graduation. The underlying principle of the program is that theory informs practice, and vice versa. Students will

therefore have the opportunity to both study and make games using a variety of industry standard tools. The program is designed to support students interested in pursuing doctoral studies as well as students interested in careers outside of academia.

## Admission Requirements

Successful completion of a four-year Bachelor's degree, or equivalent in a relevant discipline, or demonstration of experience studying and/or designing games, with an average of not less than 80% in the final 10 credits of undergraduate study. Students entering the program are expected to have foundational knowledge in game studies and/or design.

Part-time study is available.

## Degree Requirements

### Degree Requirements

While the program offers both a thesis and a major research project option, students are strongly encouraged to pursue the major research project option, as the additional coursework required by this choice provides more opportunity for students to gain a broad understanding of the discipline. The thesis option is by application no later than the end of the first term in the program and recommendation of the Program Committee.

### Major Research Project option

Students pursuing the major research project option are required to take six half-credit courses: the two core courses (GAME 5P01 and GAME 5P02) and four elective courses. Students may select up to two half-credit course electives from another program with approval from the supervisor and graduate program director. In addition to the courses, students must complete a major research project (GAME 5F91) which can take the form of a 40-60 page paper, or an applied work, such as a game prototype, which must be accompanied by a written component of 20-30 pages. Students who wish to submit an applied component can only do so with permission from the supervisor and graduate program director. Full-time students will typically finish the program in 6 terms; part-time students will typically finish the program in 12 terms

### Thesis option

Students approved for the thesis option will take four half-courses: the two core courses (GAME 5P01 and GAME 5P02) and two elective courses. Students may select one half-credit elective course from another program with approval from the supervisor and graduate program director. In addition to the courses, each student must complete and defend at a public oral examination a thesis (GAME 5F90) of 80-100 pages. Full-time students will typically finish the program in 6 terms; part-time students will typically finish the program in 12 terms.

## 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.

GAME 5F90

### MA Thesis

An extended research paper on a subject developed in consultation with the Graduate Program Director and faculty supervisor. The thesis should be narrowly defined, meticulously researched and provide an original contribution to a field related to game studies and/or design. It will be examined by an external reader and will require a public defense.

GAME 5F91

### Major Research Project

A research project on a subject determined in consultation with the Graduate Program Director and faculty supervisor. The project should give evidence of mastery of subject matter, creativity, and application of competencies developed through coursework. Projects may include an applied component.

GAME 5P01

**Methodological Paradigms in Game Studies**

Key debates and methodological frameworks in the fields of game studies and design. Techniques for the critical analysis of games and best practices in game design. Consideration of disciplinary specializations in games including design, production, narrative, art, sound and coding.

GAME 5P02

**Games for Education, Health, and Persuasion**

History and best practices of gamification, serious and persuasive games. The study and design of games in non-game contexts, such as industry, education, health and public policy.

GAME 5P10

**Game Engine**

Working in game engines for interactive media. Includes scripting, asset implementation, camera, lighting, and manipulating objects in virtual environments.

GAME 5P11

**Videogame Art**

Includes best practices in concept art, modelling, rigging, texturing and animation. Asset creation and manipulation in virtual environments.

GAME 5P21

**Gamification and Game-Based Learning**

In-depth examination of principles of game-based learning applied to educational and training contexts. Case studies, debates, and critiques. Best practices in the design of games for the educational marketplace.

GAME 5P22

**Semiotics of Videogames**

Examination of the various ways meaning is constructed through videogames. Conceptual and analytical frameworks for understanding meaning in games, such as multimodality, rhetoric, and conceptual metaphor theory.

GAME 5P23

**Advanced Concepts in Interactive Storytelling**

In-depth examination of historical and contemporary practices in interactive storytelling. Differentiating interactive from non-interactive narrative techniques. Analysis and production of interactive stories in digital, analog, and mixed-reality environments.

GAME 5P71

**Constructing Identity in Games and Gaming Culture**

Exploration of how identity is constructed in videogames with a focus on class, race, gender, (dis)ability, and sexuality. Examination of toxicity in gaming culture.

GAME 5P73

**History in Interactive Media**

Themes in the history of games and games as history. Depictions of historical people, places, and events through games, simulations, augmented and virtual reality.

GAME 5P97

**Special Topics in Game Studies**

Special topics and/or themes in Game Studies.

GAME 5P98

**Directed Reading**

Program of study through research and readings designed in consultation with a faculty member. Covering topics not offered in a designated course. and with permission of the Graduate Program Director.

**INTERNSHIP COURSE**

GAME 5P95

**Internship**

Part-time internship in a business related to interactive media or the gaming industry. Note: application required. Enrolment will be limited to the number of placements available. Students will be required to attend orientation meetings and develop professional learning objectives. Additional components typically include a site visit, a work term report and an employer performance evaluation.

## 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):

#### **GAME 5F90 - MA Thesis**

1. Course classification: **Regular**
2. Which department will be financially responsible as the Home department?  
**Game 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: **No**
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**

#### **GAME 5F91 - Major Research Project**

1. Course classification: **Regular**
2. Which department will be financially responsible as the Home department?  
**Game 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: **No**
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**
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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**

#### **GAME 5P01 - Methodological Paradigms in Game Studies**

1. Course classification: **Regular**
2. Which department will be financially responsible as the Home department?  
**Game 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: **No**
5. Does this addition affect program requirements in other departments/centres? **No**
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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**

#### **GAME 5P02 - Games for Education, Health, and Persuasion**

1. Course classification: **Regular**
2. Which department will be financially responsible as the Home department?  
**Game 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: **No**
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**

#### **GAME 5P10 - Game Engine**

1. Course classification: **Regular**
2. Which department will be financially responsible as the Home department?  
**Game 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: **No**
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**
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**None**
9. Does this course result from the renumbering of another (current or previously offered) course? **No**

#### **GAME 5P11 - Videogame Art**

1. Course classification: **Regular**
2. Which department will be financially responsible as the Home department?  
**Game 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: **No**
5. Does this addition affect program requirements in other departments/centres? **No**
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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**

#### **GAME 5P21 - Gamification and Game-Based Learning**

1. Course classification: **Regular**
2. Which department will be financially responsible as the Home department?  
**Game 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: **No**
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**

#### **GAME 5P22 - Semiotics of Videogames**

1. Course classification: **Regular**
2. Which department will be financially responsible as the Home department?  
**Game 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: **No**
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**

#### **GAME 5P23 - Advanced Concepts in Interactive Storytelling**

1. Course classification: **Regular**
2. Which department will be financially responsible as the Home department?  
**Game 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: **No**
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**
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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**

#### **GAME 5P71 - Constructing Identity in Games and Gaming Culture**

1. Course classification: **Regular**
2. Which department will be financially responsible as the Home department?  
**Game 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: **No**
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**

#### **GAME 5P73 - History in Interactive Media**

1. Course classification: **Regular**
2. Which department will be financially responsible as the Home department?  
**Game 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: **No**
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**

#### **GAME 5P95 - Internship**

1. Course classification: **Regular**
2. Which department will be financially responsible as the Home department?  
**Game 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: **No**
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**

#### **GAME 5P97 - Special Topics in Game Studies**

1. Course classification: **Regular**
2. Which department will be financially responsible as the Home department?  
**Game 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: **No**

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**

### **GAME 5P98 - Directed Reading**

1. Course classification: **Regular**
2. Which department will be financially responsible as the Home department?  
**Game 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: **No**
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, 2021**.

**Submitted by Jason Hawreliak on November 5, 2021 at 02:32:41 PM**

**Rejected by Keri Cronin on November 10, 2021 at 02:29:19 PM**

Hi Jason--as we discussed.

JKC

**Submitted by Jason Hawreliak on November 11, 2021 at 10:27:54 AM**

**Submitted by Keri Cronin on November 11, 2021 at 11:03:30 AM**

**Submitted by Keri Cronin on November 11, 2021 at 11:03:55 AM**

**Submitted by Edlira (Christina) Zahaj on November 15, 2021 at 09:08:28 AM**

**Rejected by Jasmine Stasiuk Riddell on November 29, 2021 at 10:15:56 AM**

Per email from chair of subcommittee on Sat 2021-11-27 4:32 PM

- Admission Requirements (this is repeated under heading) Successful completion of a four-year Bachelor's degree (hyphen should be added)
- Full-time students typically finish the program in 6 terms; part-time students typically finish the program in 12 terms must be rewritten, since no student has completed the program yet!
- GAME 5P73: consider adding places: historical people, places, and events
- GAME 5P97: delete and Design

**Submitted by Jason Hawreliak on December 15, 2021 at 11:29:17 AM**

**Submitted by Keri Cronin on December 15, 2021 at 12:05:34 PM**

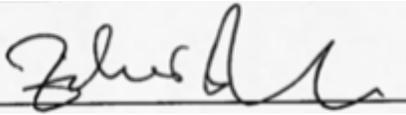
**Submitted by Keri Cronin on December 15, 2021 at 12:06:21 PM**

**Submitted by Cheryl McCormick on December 15, 2021 at 12:06:41 PM**

**Submitted by Jasmine Stasiuk Riddell on December 16, 2021 at 01:00:49 PM**

As this program was introducing 12 new courses, their signatures from CPI and ITS were permitted by the subcommittee to be collected in a spreadsheet form rather than on 12 separate forms.

The signatures are preserved below. For a copy of the full spreadsheet to review, please email [graduatestudies@brocku.ca](mailto:graduatestudies@brocku.ca).

Program Chair / Director	ITS	CPI Staff Member Signature
Signature / e-Signature:  (Insert → Image)	ITS has no concerns.	No concerns indicated.
		 <small>               Mike Ambrose                Director, Client Services                Brock University   Information                Technology Services                Niagara Region   1812 Sir Isaac                Brock Way   St. Catharines, ON                L2S 3A1                brocku.ca   T 905 688 5550 x 3102             </small>
Print Name:	Jason Hawreliak Zaher Elahi Director, Client Services Brock University   Information Technology Services Niagara Region   1812 Sir Isaac Brock Way   St. Catharines, ON L2S 3A1 brocku.ca   T 905 688 5550 x 3102	mbrousseau Dec 2021
Date Signed:	2-Dec-21	



# James A. Gibson Library Library Support for New Courses Form

Niagara Region  
1812 Sir Isaac  
Brock Way  
St. Catharines, ON  
L2S 3A1

## To be completed by the Academic Program

Undergraduate Program Committee  Graduate Studies Committee

Academic Unit: Centre for Digital Humanities Course Number: GAME 5F90

Course Title: MA Thesis

Proposed Calendar Description: \_\_\_\_\_

An extended research paper on a subject developed in consultation with the Graduate Program Director and faculty supervisor.

The thesis should be narrowly defined, meticulously researched and provide an original contribution to a field related to game studies and design.

It will be examined by an external reader and will require a public defense.

## To be completed by the Liaison Librarian

### Assessment of existing collection (print & online) in areas relevant to this course:

- Strong, no budgetary implications
- Adequate, minimal budgetary implications beyond current funding allocations
- Inadequate, requires additional one time only and/or ongoing additional funding

Comments: The Library's existing collection of book, journal, and database resources is sufficient to support graduate-level research on a variety of topics related to game studies and design.

### Budget implications of this proposed course:

- Books, e-books, monographic collections, etc.
- Reference resources, handbooks, encyclopedias, dictionaries, etc.
- Journals, newspapers, serials, databases, etc.
- Geospatial maps, data, statistics, GIS, etc.
- Special collections, primary resources, etc.

Comments: Beyond regular updates to the existing collection, no additional budget implications are anticipated as a result of this course.

- The Library can support this proposed course with current funding
- The Library can support this proposed course with additional funding
- The Library can't support this proposed course

John Dingle  
Liaison Librarian

John Dingle  
Signature

2021-10-13  
Date

\_\_\_\_\_  
Academic Program  
Library Representative,  
Chair or Director

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date



# James A. Gibson Library Library Support for New Courses Form

Niagara Region  
1812 Sir Isaac  
Brock Way  
St. Catharines, ON  
L2S 3A1

## To be completed by the Academic Program

Undergraduate Program Committee  Graduate Studies Committee

Academic Unit: Centre for Digital Humanities Course Number: GAME 5P01

Course Title: Methodological Paradigms in Game Studies

Proposed Calendar Description: \_\_\_\_\_

Key debates and methodological frameworks in the fields of game studies and design. Techniques for the critical analysis of games and best practices in game design.

Consideration of disciplinary specializations in games including design, production, narrative, art, sound and coding.

## To be completed by the Liaison Librarian

Assessment of existing collection (print & online) in areas relevant to this course:

- Strong, no budgetary implications
- Adequate, minimal budgetary implications beyond current funding allocations
- Inadequate, requires additional one time only and/or ongoing additional funding

Comments: Good collection of foundational texts on game design and game studies and coverage of core journals in the field.

Budget implications of this proposed course:

- Books, e-books, monographic collections, etc.
- Reference resources, handbooks, encyclopedias, dictionaries, etc.
- Journals, newspapers, serials, databases, etc.
- Geospatial maps, data, statistics, GIS, etc.
- Special collections, primary resources, etc.

Comments: Beyond regular collection development, the budgetary impact of the course should be minimal.

- The Library can support this proposed course with current funding
- The Library can support this proposed course with additional funding
- The Library can't support this proposed course

John Dingle  
Liaison Librarian

John Dingle  
Signature

2021-10-13  
Date

\_\_\_\_\_  
Academic Program  
Library Representative,  
Chair or Director

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## To be completed by the Academic Program

Undergraduate Program Committee  Graduate Studies Committee

Academic Unit: Centre for Digital Humanities Course Number: GAME 5P02

Course Title: Games for Education, Health, and Persuasion

Proposed Calendar Description: \_\_\_\_\_  
History and best practices of gamification, serious and persuasive games. The study and design of games in non-game contexts, such as industry, education, health and public policy.  
\_\_\_\_\_  
\_\_\_\_\_

## To be completed by the Liaison Librarian

### Assessment of existing collection (print & online) in areas relevant to this course:

- Strong, no budgetary implications
- Adequate, minimal budgetary implications beyond current funding allocations
- Inadequate, requires additional one time only and/or ongoing additional funding

Comments: Excellent collection of material related to serious games and gamification, supported by general collection strengths in Education and Applied Health Sciences. Good coverage of core journal literature in the field.  
\_\_\_\_\_  
\_\_\_\_\_

### Budget implications of this proposed course:

- Books, e-books, monographic collections, etc.
- Reference resources, handbooks, encyclopedias, dictionaries, etc.
- Journals, newspapers, serials, databases, etc.
- Geospatial maps, data, statistics, GIS, etc.
- Special collections, primary resources, etc.

Comments: Beyond regular collection development in these areas, additional budget implications should be minimal.  
\_\_\_\_\_  
\_\_\_\_\_

- The Library can support this proposed course with current funding
- The Library can support this proposed course with additional funding
- The Library can't support this proposed course

John Dingle  
Liaison Librarian

John Dingle  
Signature

2021-10-13  
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Academic Program  
Library Representative,  
Chair or Director

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date



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## To be completed by the Academic Program

Undergraduate Program Committee  Graduate Studies Committee

Academic Unit: Centre for Digital Humanities Course Number: GAME 5P10

Course Title: Game Engine

Proposed Calendar Description: \_\_\_\_\_

Working in game engines for interactive media. Includes scripting, asset implementation, camera, lighting, and manipulating objects in virtual environments.

## To be completed by the Liaison Librarian

Assessment of existing collection (print & online) in areas relevant to this course:

- Strong, no budgetary implications
- Adequate, minimal budgetary implications beyond current funding allocations
- Inadequate, requires additional one time only and/or ongoing additional funding

Comments: Decent but not comprehensive collection of handbooks and practitioner literature related to various game engines.

Budget implications of this proposed course:

- Books, e-books, monographic collections, etc.
- Reference resources, handbooks, encyclopedias, dictionaries, etc.
- Journals, newspapers, serials, databases, etc.
- Geospatial maps, data, statistics, GIS, etc.
- Special collections, primary resources, etc.

Comments: Some additional one-time purchases may be needed to update and maintain the collection, but these can be accommodated within current library funding.

- The Library can support this proposed course with current funding
- The Library can support this proposed course with additional funding
- The Library can't support this proposed course

John Dingle  
Liaison Librarian

John Dingle  
Signature

2021-10-13  
Date

\_\_\_\_\_  
Academic Program  
Library Representative,  
Chair or Director

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date



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## To be completed by the Academic Program

Undergraduate Program Committee  Graduate Studies Committee

Academic Unit: Centre for Digital Humanities Course Number: GAME 5P11

Course Title: Videogame Art

Proposed Calendar Description: \_\_\_\_\_

Art for videogames. Includes best practices in concept art, modelling, rigging, texturing and animation. Asset creation and manipulation in virtual environments.

## To be completed by the Liaison Librarian

Assessment of existing collection (print & online) in areas relevant to this course:

- Strong, no budgetary implications
- Adequate, minimal budgetary implications beyond current funding allocations
- Inadequate, requires additional one time only and/or ongoing additional funding

Comments: Adequate collection of professional literature related to art design in videogames.

Budget implications of this proposed course:

- Books, e-books, monographic collections, etc.
- Reference resources, handbooks, encyclopedias, dictionaries, etc.
- Journals, newspapers, serials, databases, etc.
- Geospatial maps, data, statistics, GIS, etc.
- Special collections, primary resources, etc.

Comments: Some additional one-time purchases may be needed to update and maintain the collection, but these can be accommodated within current library funding.

- The Library can support this proposed course with current funding
- The Library can support this proposed course with additional funding
- The Library can't support this proposed course

John Dingle  
Liaison Librarian

John Dingle  
Signature

2021-10-13  
Date

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Academic Program  
Library Representative,  
Chair or Director

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## To be completed by the Academic Program

Undergraduate Program Committee  Graduate Studies Committee

Academic Unit: Centre for Digital Humanities Course Number: GAME 5P21

Course Title: Gamification and Game-based Learning

Proposed Calendar Description: \_\_\_\_\_

In-depth examination of principles of game-based learning applied to educational and training contexts. Case studies, debates, and critiques. Best practices in the design of games for the educational marketplace.

## To be completed by the Liaison Librarian

### Assessment of existing collection (print & online) in areas relevant to this course:

- Strong, no budgetary implications
- Adequate, minimal budgetary implications beyond current funding allocations
- Inadequate, requires additional one time only and/or ongoing additional funding

Comments: Strong collection of material related to educational games and gamification, supported by general collection strengths in Education.

Good coverage of core journal literature in this field.

### Budget implications of this proposed course:

- Books, e-books, monographic collections, etc.
- Reference resources, handbooks, encyclopedias, dictionaries, etc.
- Journals, newspapers, serials, databases, etc.
- Geospatial maps, data, statistics, GIS, etc.
- Special collections, primary resources, etc.

Comments: Beyond regular collection development in these areas, additional budget implications should be minimal.

- The Library can support this proposed course with current funding
- The Library can support this proposed course with additional funding
- The Library can't support this proposed course

John Dingle  
Liaison Librarian

John Dingle  
Signature

2021-10-13  
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Academic Program  
Library Representative,  
Chair or Director

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Signature

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## To be completed by the Academic Program

Undergraduate Program Committee  Graduate Studies Committee

Academic Unit: Centre for Digital Humanities Course Number: GAME 5P22

Course Title: How Games Mean: The Semiotics of Videogames

Proposed Calendar Description: \_\_\_\_\_  
Examination of the various ways meaning is constructed through videogames. Conceptual and analytical frameworks for understanding meaning  
in games, such as multimodality, procedural rhetoric, and conceptual metaphor theory.  
\_\_\_\_\_  
\_\_\_\_\_

## To be completed by the Liaison Librarian

### Assessment of existing collection (print & online) in areas relevant to this course:

- Strong, no budgetary implications
- Adequate, minimal budgetary implications beyond current funding allocations
- Inadequate, requires additional one time only and/or ongoing additional funding

Comments: Good collection of book and ebooks relevant to semiotic analysis, supported by collection strengths related to English. Good coverage of  
core journal titles and relevant subject databases.  
\_\_\_\_\_  
\_\_\_\_\_

### Budget implications of this proposed course:

- Books, e-books, monographic collections, etc.
- Reference resources, handbooks, encyclopedias, dictionaries, etc.
- Journals, newspapers, serials, databases, etc.
- Geospatial maps, data, statistics, GIS, etc.
- Special collections, primary resources, etc.

Comments: Beyond regular collection development in these areas, additional budget implications should be minimal.  
\_\_\_\_\_  
\_\_\_\_\_

- The Library can support this proposed course with current funding
- The Library can support this proposed course with additional funding
- The Library can't support this proposed course

John Dingle  
Liaison Librarian

John Dingle  
Signature

2021-10-13  
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Academic Program  
Library Representative,  
Chair or Director

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Signature

\_\_\_\_\_  
Date



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## To be completed by the Academic Program

Undergraduate Program Committee  Graduate Studies Committee

Academic Unit: Centre for Digital Humanities Course Number: GAME 5P23

Course Title: Advanced Concepts in Interactive Storytelling

Proposed Calendar Description: \_\_\_\_\_

In-depth examination of historical and contemporary practices in interactive storytelling. Differentiating interactive from non-interactive narrative techniques. Analysis and production of interactive stories in digital, analog, and mixed-reality

## To be completed by the Liaison Librarian

### Assessment of existing collection (print & online) in areas relevant to this course:

- Strong, no budgetary implications
- Adequate, minimal budgetary implications beyond current funding allocations
- Inadequate, requires additional one time only and/or ongoing additional funding

Comments: Good collection of book, journal, and conference proceeding research literature relevant to interactive storytelling, as well as an adequate collection of professional and practitioner literature.

### Budget implications of this proposed course:

- Books, e-books, monographic collections, etc.
- Reference resources, handbooks, encyclopedias, dictionaries, etc.
- Journals, newspapers, serials, databases, etc.
- Geospatial maps, data, statistics, GIS, etc.
- Special collections, primary resources, etc.

Comments: Beyond regular collection development in these areas, additional budget implications should be minimal.

- The Library can support this proposed course with current funding
- The Library can support this proposed course with additional funding
- The Library can't support this proposed course

John Dingle  
Liaison Librarian

John Dingle  
Signature

2021-10-13  
Date

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Academic Program  
Library Representative,  
Chair or Director

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date



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## To be completed by the Academic Program

Undergraduate Program Committee  Graduate Studies Committee

Academic Unit: Centre for Digital Humanities Course Number: GAME 5P71

Course Title: Constructing Identity in Games and Gaming Culture

Proposed Calendar Description: \_\_\_\_\_

Exploration of how identity is constructed in videogames with a focus on class, race, gender, (dis)ability, and sexuality.

Examination of toxicity in gaming culture and potential solutions.

## To be completed by the Liaison Librarian

### Assessment of existing collection (print & online) in areas relevant to this course:

- Strong, no budgetary implications
- Adequate, minimal budgetary implications beyond current funding allocations
- Inadequate, requires additional one time only and/or ongoing additional funding

Comments: Good collection of book and ebooks relevant to gaming culture and identity from sociological and other disciplinary perspectives. Strong strong collection of core journal titles relevant to game studies.

### Budget implications of this proposed course:

- Books, e-books, monographic collections, etc.
- Reference resources, handbooks, encyclopedias, dictionaries, etc.
- Journals, newspapers, serials, databases, etc.
- Geospatial maps, data, statistics, GIS, etc.
- Special collections, primary resources, etc.

Comments: Beyond regular collection development in these areas, additional budget implications should be minimal.

- The Library can support this proposed course with current funding
- The Library can support this proposed course with additional funding
- The Library can't support this proposed course

John Dingle  
Liaison Librarian

John Dingle  
Signature

2021-10-13  
Date

\_\_\_\_\_  
Academic Program  
Library Representative,  
Chair or Director

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date



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## To be completed by the Academic Program

Undergraduate Program Committee  Graduate Studies Committee

Academic Unit: Centre for Digital Humanities Course Number: GAME 5P73

Course Title: History in Interactive Media

Proposed Calendar Description: \_\_\_\_\_

Themes in the history of games and games as history. Depictions of historical people and events through games, simulations, augmented and virtual reality.

## To be completed by the Liaison Librarian

Assessment of existing collection (print & online) in areas relevant to this course:

- Strong, no budgetary implications
- Adequate, minimal budgetary implications beyond current funding allocations
- Inadequate, requires additional one time only and/or ongoing additional funding

Comments: Adequate collection of titles related to video game history, though some additional foundational titles can be acquired. Good collection of core journal titles related to game studies.

Budget implications of this proposed course:

- Books, e-books, monographic collections, etc.
- Reference resources, handbooks, encyclopedias, dictionaries, etc.
- Journals, newspapers, serials, databases, etc.
- Geospatial maps, data, statistics, GIS, etc.
- Special collections, primary resources, etc.

Comments: Some additional one-time purchases may be need to acquire some foundational texts, but these can be accommodated within current library funding.

- The Library can support this proposed course with current funding
- The Library can support this proposed course with additional funding
- The Library can't support this proposed course

John Dingle  
Liaison Librarian

John Dingle  
Signature

2021-10-13  
Date

\_\_\_\_\_  
Academic Program  
Library Representative,  
Chair or Director

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Signature

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Date



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1812 Sir Isaac  
Brock Way  
St. Catharines, ON  
L2S 3A1

## To be completed by the Academic Program

Undergraduate Program Committee  Graduate Studies Committee

Academic Unit: Centre for Digital Humanities Course Number: GAME 5P97

Course Title: Special Topics in Game Studies

Proposed Calendar Description: Special topics and/or themes in Game Studies and Design.

## To be completed by the Liaison Librarian

### Assessment of existing collection (print & online) in areas relevant to this course:

- Strong, no budgetary implications
- Adequate, minimal budgetary implications beyond current funding allocations
- Inadequate, requires additional one time only and/or ongoing additional funding

Comments: The Library's existing collection of book, journal, and database resources is sufficient to support graduate-level research on a variety of topics related to game studies and design.

### Budget implications of this proposed course:

- Books, e-books, monographic collections, etc.
- Reference resources, handbooks, encyclopedias, dictionaries, etc.
- Journals, newspapers, serials, databases, etc.
- Geospatial maps, data, statistics, GIS, etc.
- Special collections, primary resources, etc.

Comments: Beyond regular updates to the existing collection, no additional budget implications are anticipated as a result of this course.

- The Library can support this proposed course with current funding
- The Library can support this proposed course with additional funding
- The Library can't support this proposed course

John Dingle  
Liaison Librarian

John Dingle  
Signature

2021-10-13  
Date

\_\_\_\_\_  
Academic Program  
Library Representative,  
Chair or Director

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date



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Niagara Region  
1812 Sir Isaac  
Brock Way  
St. Catharines, ON  
L2S 3A1

## To be completed by the Academic Program

Undergraduate Program Committee  Graduate Studies Committee

Academic Unit: Centre for Digital Humanities Course Number: GAME 5P98

Course Title: Directed Reading

Proposed Calendar Description: Program of study through research and readings designed in consultation with the faculty member directing the course.

## To be completed by the Liaison Librarian

### Assessment of existing collection (print & online) in areas relevant to this course:

- Strong, no budgetary implications
- Adequate, minimal budgetary implications beyond current funding allocations
- Inadequate, requires additional one time only and/or ongoing additional funding

Comments: The Library's existing collection of book, journal, and database resources is sufficient to support graduate-level research on a variety of topics related to game studies and design.

### Budget implications of this proposed course:

- Books, e-books, monographic collections, etc.
- Reference resources, handbooks, encyclopedias, dictionaries, etc.
- Journals, newspapers, serials, databases, etc.
- Geospatial maps, data, statistics, GIS, etc.
- Special collections, primary resources, etc.

Comments: Beyond regular updates to the existing collection, no additional budget implications are anticipated as a result of this course.

- The Library can support this proposed course with current funding
- The Library can support this proposed course with additional funding
- The Library can't support this proposed course

John Dingle  
Liaison Librarian

John Dingle  
Signature

2021-10-13  
Date

\_\_\_\_\_  
Academic Program  
Library Representative,  
Chair or Director

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

**Table A.1: Course Level Learning Outcomes**

Course: GAME 5P01 - Methodological Paradigms in Game Studies

Course Calendar Description: Key debates and methodological frameworks in the fields of game studies and design. Techniques for the critical analysis of games and best practices in game design.

<b>Learning Outcome</b>  <i>A student will be able to:</i>	<b>Learning Activity/Experience</b>  <i>A student will learn this by:</i>	<b>Assessment</b>  <i>Achievement of this outcome will be demonstrated by:</i>	<b>Strategy for Improvement</b>
Develop an in-depth understanding of key concepts, methods, and debates within the field of game studies and design.	<ul style="list-style-type: none"> <li>• Assigned and independent reading</li> <li>• Game analyses</li> <li>• Design exercises</li> <li>• In-class discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Test or quiz</li> <li>• Seminar participation</li> <li>• Research essays</li> <li>• Design documentation</li> <li>• Oral presentations</li> </ul>	
Evaluate information from a diverse range of sources including academic publications, design documents, blogs, and news outlets.	<ul style="list-style-type: none"> <li>• Assigned and independent reading</li> <li>• In-class discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Seminar participation</li> <li>• Research essays</li> <li>• Annotated bibliographies</li> </ul>	
Synthesize scholarly and/or professional literature from a variety of fields in the construction of an original, persuasive argument.	<ul style="list-style-type: none"> <li>• Assigned and independent reading</li> <li>• In-class discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Research essays</li> <li>• Document and case studies</li> <li>• Oral presentations</li> </ul>	

Course: GAME 5P02 - Games for Education, Health, and Persuasion

Course Calendar Description: History and best practices of gamification, serious and persuasive games. The study and design of games in non-game contexts, such as industry, education, health and public policy.

<b>Learning Outcome</b> <i>A student will be able to:</i>	<b>Learning Activity/Experience</b> <i>A student will learn this by:</i>	<b>Assessment</b> <i>Achievement of this outcome will be demonstrated by:</i>	<b>Strategy for Improvement</b>
Synthesize scholarly and/or professional literature from a variety of fields in the construction of an original, persuasive argument.	<ul style="list-style-type: none"> <li>• Assigned and independent reading</li> <li>• In-class discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Seminar participation</li> <li>• Research essays</li> <li>• Document and case studies</li> <li>• Oral presentations</li> </ul>	
Demonstrate an ability to effectively apply principles of gaming and interactivity to non-ludic environments such as education, training, and healthcare.	<ul style="list-style-type: none"> <li>• Design critiques</li> <li>• Design exercises</li> <li>• In-class discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Test or quiz</li> <li>• Seminar participation</li> <li>• Design documentation</li> <li>• Prototyping</li> </ul>	
Develop skills related to persuasive communication in the form of essays, design critiques, and case studies;	<ul style="list-style-type: none"> <li>• Assigned and independent reading</li> <li>• Design critiques</li> <li>• In-class discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Seminar participation</li> <li>• Research essays</li> <li>• Document and case studies</li> <li>• Oral presentations</li> </ul>	
Identify and assess the expressive affordances and limitations of games in comparison with other media.	<ul style="list-style-type: none"> <li>• Assigned and independent reading</li> <li>• Game analyses</li> <li>• In-class discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Seminar participation</li> <li>• Research essays</li> <li>• Prototyping</li> <li>• Oral presentations</li> </ul>	

Course: GAME 5P10 - Game Engine

Course Calendar Description: Working in game engines for interactive media. Includes scripting, asset implementation, camera, lighting, and manipulating objects in virtual environments.

<b>Learning Outcome</b> <i>A student will be able to:</i>	<b>Learning Activity/Experience</b> <i>A student will learn this by:</i>	<b>Assessment</b> <i>Achievement of this outcome will be demonstrated by:</i>	<b>Strategy for Improvement</b>
Evaluate and apply established game design paradigms in the production of an original, playable prototype	<ul style="list-style-type: none"> <li>• Assigned and independent reading</li> <li>• Design exercises</li> <li>• Software tutorials</li> </ul>	<ul style="list-style-type: none"> <li>• Seminar/lab participation</li> <li>• Design documentation</li> <li>• Prototyping</li> </ul>	
Demonstrate competence in game engines and other development tools	<ul style="list-style-type: none"> <li>• Design exercises</li> <li>• Software tutorials</li> </ul>	<ul style="list-style-type: none"> <li>• Seminar/lab participation</li> <li>• Prototyping</li> </ul>	
Develop strong interpersonal skills and collaborative troubleshooting techniques within team environments	<ul style="list-style-type: none"> <li>• In-class discussion</li> <li>• Design pitches</li> </ul>	<ul style="list-style-type: none"> <li>• Seminar/lab participation</li> <li>• Design documentation</li> <li>• Prototyping</li> <li>• Oral presentations</li> </ul>	
Evaluate and apply best practices in technical communication related to game design, such as documentation, project management, and oral presentations	<ul style="list-style-type: none"> <li>• In-class discussion</li> <li>• Design pitches</li> </ul>	<ul style="list-style-type: none"> <li>• Seminar /lab participation</li> <li>• Design documentation</li> <li>• Oral presentations</li> </ul>	

Course: GAME 5P11 - Game Art

Course Calendar Description: Designing art for games. Includes best practices in concept art, modelling, rigging, texturing and animation. Asset creation and manipulation in virtual environments.

<b>Learning Outcome</b> <i>A student will be able to:</i>	<b>Learning Activity/Experience</b> <i>A student will learn this by:</i>	<b>Assessment</b> <i>Achievement of this outcome will be demonstrated by:</i>	<b>Strategy for Improvement</b>
Demonstrate competence in game engines and other development tools	<ul style="list-style-type: none"> <li>• Design exercises</li> <li>• Software tutorials</li> </ul>	<ul style="list-style-type: none"> <li>• Seminar / lab participation</li> <li>• Prototyping</li> </ul>	
Evaluate and apply best practices in technical communication related to game design, such as documentation, project	<ul style="list-style-type: none"> <li>• Design exercises</li> <li>• Design pitches</li> <li>• Software tutorials</li> <li>• In-class discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Seminar / lab participation</li> <li>• Design documentation</li> <li>• Oral presentations</li> </ul>	
management, and oral presentations			
Identify and assess the expressive affordances and limitations of games in comparison with other media.	<ul style="list-style-type: none"> <li>• Design exercises</li> <li>• In-class discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Seminar / lab participation</li> <li>• Document and case studies</li> <li>• Oral presentations</li> </ul>	

Course: GAME 5P21 - Gamification and Game-based Learning

Course Calendar Description: In-depth examination of principles of game-based learning applied to educational and training contexts. Case studies, debates, and critiques. Best practices in the design of games for the educational marketplace.

<b>Learning Outcome</b> <i>A student will be able to:</i>	<b>Learning Activity/Experience</b> <i>A student will learn this by:</i>	<b>Assessment</b> <i>Achievement of this outcome will be demonstrated by:</i>	<b>Strategy for Improvement</b>
Evaluate information from a diverse range of sources including academic publications, design documents, blogs, and news outlets	<ul style="list-style-type: none"> <li>Assigned and independent reading</li> <li>In-class discussion</li> </ul>	<ul style="list-style-type: none"> <li>Research essays</li> <li>Document and case studies</li> <li>Annotated bibliographies</li> </ul>	
Synthesize scholarly and/or professional literature from a variety of fields in the construction of an original, persuasive argument	<ul style="list-style-type: none"> <li>Assigned and independent reading</li> <li>In-class discussion</li> </ul>	<ul style="list-style-type: none"> <li>Research essays</li> <li>Document and case studies</li> <li>Oral presentations</li> </ul>	
Demonstrate an ability to effectively apply principles of gaming and interactivity to non-ludic environments such as education, training, and healthcare	<ul style="list-style-type: none"> <li>Design exercises</li> <li>Design pitches</li> <li>In-class discussion</li> </ul>	<ul style="list-style-type: none"> <li>Document and case studies</li> <li>Design documentation</li> <li>Prototyping</li> </ul>	
Identify and assess the expressive affordances and	<ul style="list-style-type: none"> <li>Assigned and independent reading</li> </ul>	<ul style="list-style-type: none"> <li>Seminar participation</li> <li>Research essays</li> </ul>	
limitations of games in comparison with other media	<ul style="list-style-type: none"> <li>Design exercises</li> <li>Game analyses</li> <li>In-class discussion</li> </ul>	<ul style="list-style-type: none"> <li>Oral presentations</li> </ul>	

Course: GAME 5P22 - How Games Mean: The Semiotics of Videogames

Course Calendar Description: Examination of the various ways meaning is constructed through videogames. Conceptual and analytical frameworks for understanding meaning in games, such as multimodality, procedural rhetoric, and conceptual metaphor theory.

<b>Learning Outcome</b> <i>A student will be able to:</i>	<b>Learning Activity/Experience</b> <i>A student will learn this by:</i>	<b>Assessment</b> <i>Achievement of this outcome will be demonstrated by:</i>	<b>Strategy for Improvement</b>
Develop an in-depth understanding of key concepts, methods, and debates within the field of game studies and design	<ul style="list-style-type: none"> <li>Assigned and independent reading</li> <li>Game analyses</li> <li>Design exercises</li> <li>In-class discussion</li> </ul>	<ul style="list-style-type: none"> <li>Test or quiz</li> <li>Research essays</li> <li>Oral presentations</li> </ul>	
Synthesize scholarly and/or professional literature from a variety of fields in the construction of an original, persuasive argument	<ul style="list-style-type: none"> <li>Assigned and independent reading</li> <li>In-class discussion</li> </ul>	<ul style="list-style-type: none"> <li>Research essays</li> <li>Document and case studies</li> <li>Oral presentations</li> </ul>	
Develop skills related to persuasive communication in the form of essays, design critiques, and case studies	<ul style="list-style-type: none"> <li>Game analyses</li> <li>Design exercises</li> <li>In-class discussion</li> </ul>	<ul style="list-style-type: none"> <li>Seminar participation</li> <li>Research essays</li> <li>Document and case studies</li> <li>Oral presentations</li> </ul>	
Identify and assess the expressive affordances and limitations of games in comparison with other media	<ul style="list-style-type: none"> <li>In-class discussion</li> <li>Design exercises</li> <li>Game analyses</li> </ul>	<ul style="list-style-type: none"> <li>Research essays</li> <li>Document and case studies</li> <li>Oral presentations</li> </ul>	

Course: GAME 5P23 - Advanced Concepts in Interactive Storytelling

Course Calendar Description: In-depth examination of historical and contemporary practices in interactive storytelling. Differentiating interactive from non-interactive narrative techniques. Analysis and production of interactive stories in digital, analog, and mixed-reality environments.

<b>Learning Outcome</b> <i>A student will be able to:</i>	<b>Learning Activity/Experience</b> <i>A student will learn this by:</i>	<b>Assessment</b> <i>Achievement of this outcome will be demonstrated by:</i>	<b>Strategy for Improvement</b>

Develop an in-depth understanding of key concepts, methods, and debates within the field of game studies and design	<ul style="list-style-type: none"> <li>Assigned and independent reading</li> <li>Game analyses</li> <li>Design exercises</li> <li>In-class discussion</li> </ul>	<ul style="list-style-type: none"> <li>Seminar participation</li> <li>Research essays</li> <li>Document and case studies</li> <li>Oral presentations</li> </ul>	
Synthesize scholarly and/or professional literature from a variety of fields in the construction of an original, persuasive argument	<ul style="list-style-type: none"> <li>Assigned and independent reading</li> <li>In-class discussion</li> </ul>	<ul style="list-style-type: none"> <li>Seminar participation</li> <li>Research essays</li> <li>Annotated bibliographies</li> </ul>	
Evaluate and apply established game design paradigms in the production of an original, playable prototype	<ul style="list-style-type: none"> <li>Software tutorial</li> <li>Design exercises</li> </ul>	<ul style="list-style-type: none"> <li>Design documentation</li> <li>Prototyping</li> </ul>	
Develop skills related to persuasive communication in the form of essays, design critiques, and case studies	<ul style="list-style-type: none"> <li>Design exercises</li> <li>Game analyses</li> <li>In-class discussion</li> </ul>	<ul style="list-style-type: none"> <li>Seminar participation</li> <li>Research essays</li> <li>Document and case studies</li> <li>Oral presentations</li> </ul>	

Course: GAME 5P71 - Constructing Identity in Games and Gaming Culture

Course Calendar Description: Exploration of how identity is constructed in videogames with a focus on class, race, gender, (dis)ability, and sexuality. Examination of toxicity in gaming culture and potential solutions.

<b>Learning Outcome</b>	<b>Learning Activity/Experience</b>	<b>Assessment</b>	<b>Strategy for Improvement</b>
<i>A student will be able to:</i>	<i>A student will learn this by:</i>	<i>Achievement of this outcome will be demonstrated by:</i>	
Evaluate information from a diverse range of sources including academic publications, design documents, blogs, and news outlets	<ul style="list-style-type: none"> <li>Assigned and independent reading</li> <li>In-class discussion</li> </ul>	<ul style="list-style-type: none"> <li>Seminar participation</li> <li>Research essays</li> <li>Annotated bibliographies</li> </ul>	

Synthesize scholarly and/or professional literature from a variety of fields in the construction of an original, persuasive argument	<ul style="list-style-type: none"> <li>Assigned and independent reading Game</li> <li>analyses</li> </ul>	<ul style="list-style-type: none"> <li>Research essays</li> <li>Document and case studies</li> <li>Oral presentations</li> </ul>	
Develop skills related to persuasive communication in the form of essays, design critiques, and case studies	<ul style="list-style-type: none"> <li>Design exercises</li> <li>In-class discussion</li> </ul>	<ul style="list-style-type: none"> <li>Seminar participation</li> <li>Research essays</li> <li>Document and case studies</li> <li>Oral presentations</li> </ul>	

Course: GAME 5P73 - History in Interactive Media

Course Calendar Description: Themes in the history of games and games as history. Depictions of historical people and events through games, simulations, augmented and virtual reality.

<b>Learning Outcome</b> <i>A student will be able to:</i>	<b>Learning Activity/Experience</b> <i>A student will learn this by:</i>	<b>Assessment</b> <i>Achievement of this outcome will be demonstrated by:</i>	<b>Strategy for Improvement</b>
Evaluate and apply established game design paradigms in the production of an original, playable prototype	<ul style="list-style-type: none"> <li>Assigned and independent reading</li> <li>Design exercises</li> <li>Software tutorial</li> </ul>	<ul style="list-style-type: none"> <li>Seminar participation</li> <li>Design documentation</li> <li>Prototyping</li> </ul>	
Demonstrate competence in game engines and other development tools	<ul style="list-style-type: none"> <li>Design exercises</li> <li>Software tutorial</li> </ul>	<ul style="list-style-type: none"> <li>Design documentation</li> <li>Prototyping</li> </ul>	
Develop strong interpersonal skills and collaborative	<ul style="list-style-type: none"> <li>Design exercises</li> <li>In-class discussion</li> </ul>	<ul style="list-style-type: none"> <li>Seminar participation</li> <li>Design documentation</li> <li>Prototyping</li> </ul>	
troubleshooting techniques within team environments			

<p>Demonstrate an ability to effectively apply principles of gaming and interactivity to non-ludic environments such as education, training, and healthcare</p>	<ul style="list-style-type: none"> <li>• Assigned and independent reading</li> <li>• Design exercises</li> <li>• Design pitches</li> <li>• In-class discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Document and case studies</li> <li>• Design documentation</li> <li>• Prototyping</li> <li>• Oral presentations</li> </ul>	
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NB: not included here are several courses which will be on the books but do not easily map to the table provided.

- GAME 5P95: Internship, may take any number of forms depending on the placement. An internship at a game studio, for instance, may entail working with technical tools, production and/or project management, marketing, document writing and editing, various forms of research, etc., and so it is difficult to map PLOs, learning activities and methods of assessment without knowing the exact placement.
- GAME 5P98: Directed Studies, may likewise take any number of forms depending on how the course is developed.
- The MRP and Thesis courses will of course include some of the PLOs, but again, the exact nature of the projects will differ based on the student and supervisor.

## Appendix B - Course Outlines

Courses under development

## Appendix C - Program Governance and Unit Rules and Regulations

### Overview

The Masters of Game Studies program will be housed in the Centre for Digital Humanities (CDH) which is an academic teaching and research unit within Brock's Faculty of Humanities. In line with Brock's Collective Agreement, the program will be led by a Graduate Program Director and governed by a Graduate Program Committee comprising: the Graduate Program Director, the Director of the CDH, all Centre for Digital Humanities appointed faculty members, the CDH Technical Associate (non-voting), and the CDH Administrative Assistant (non-voting and secretary). All affiliated faculty members who serve on the CDH governance committee will be invited to join the Graduate Program Committee.

Quoting from the Collective Agreement, the Graduate Program Committee will "liaise" with the CDH governance committee by regularly communicating and reporting to the CDH governance committee as a standing agenda item. The Graduate Program Director will "report" to the Director of the CDH. The Graduate Program Director will also work closely with the Associate Dean, Research and Graduate Studies, Faculty of Humanities.

The Graduate Program Committee will be responsible for managing all aspects of the graduate program, including program policies, admissions, curriculum, quality assurance, and program reviews. Similar to other Graduate Program Directors at Brock, the Graduate Program Director will regularly participate in meetings organized by the Faculty of Graduate Studies.

Please see [Section 9 of the Brock Faculty Handbook](#) for general guidelines and regulations regarding supervision, theses, and student appeals. Below are brief descriptions of program-specific rules and regulations.

#### 1. Participating Faculty

- a. Faculty with relevant research expertise and/or teaching experience from any unit at Brock may participate in the program.
- b. Members who wish to participate in the program must submit their CVs and a one-page statement of interest outlining their potential fit with the program to the program committee.

#### 2. Supervision

Supervision and participation in supervisory committees will be limited to tenured or tenure-track faculty with terminal degrees unless otherwise approved by the program committee. In accordance with section 9.1B of the Brock Faculty Handbook, Professors Emeriti may co-supervise students.

### **3. Teaching**

Participating faculty in the program must teach a minimum of 2/3 of courses offered each year, and will be granted right of first refusal for courses housed in the program. CUPE employees with the appropriate qualifications may apply for positions not filled by participating faculty.

## Game Studies

### Master of Arts in Game Studies

*Dean*

Carol U. Merriam  
Faculty of Humanities

*Associate Dean*

Michael Carter  
Faculty of Humanities

### Core Faculty

*Professors*

David Hutchison (Education, Centre for Digital Humanities), Michael Winter (Computer Science)

*Associate Professors*

John Bonnett (History)

*Assistant Professors*

Jason Hawreliak (Centre for Digital Humanities)  
Alex Christie (Centre for Digital Humanities)

*Graduate Program Director*

TBD

*Administrative Assistant*

Clara Suba (Centre for Digital Humanities and Studies in Arts and Culture) Thistle  
269D

## Program Description

The MA in Game Studies is an interdisciplinary and interfaculty program designed to provide students with a well-rounded, high-quality venue for studying and designing games in all their forms. Throughout the program, students will engage with both scholarly and professional literature which explores the key debates and design paradigms within the discipline. A special focus of the program is “Games for Education, Health, and Persuasion,” which explores how principles of game studies and design can be used in non-gaming fields like education, public policy and healthcare, which allows students to pursue a wide range of options upon graduation. The underlying principle of the program is that theory informs practice, and vice versa. Students will therefore have the opportunity to both study and make games using a variety of industry standard tools. The program is designed to support students interested in pursuing doctoral studies as well as students interested in careers outside of academia.

## Admission Requirements

Successful completion of a four year Bachelor's degree, or equivalent in a relevant discipline, or demonstration of experience studying and/or designing games, with an average of not less than 80% in the final 10 credits of undergraduate study. Students entering the program are expected to have foundational knowledge in game studies and/or design.

In addition, applicants must submit a one-page Statement of Interest to be adjudicated by the Admissions Committee.

Part-time study is available.

## Degree Requirements

While the program offers both a thesis and a major research project option, students are strongly encouraged to pursue the major research project option, as the additional coursework required by this choice provides more opportunity for students to gain a broad understanding of the discipline. The thesis option is by application—no later than the end of the first term in the program—and recommendation of the Program Committee.

### Major Research Project Option

Students pursuing the major research project option are required to take six half-credit courses: the two core courses (GAME 5P01 and GAME 5P02) and four elective courses. Students may select up to two half-credit course electives from another program with approval from the supervisor and graduate program director. In addition to the courses, students must complete a major research project (GAME 5F91) which can take the form of a 40-60 page paper, or an applied work, such as a game prototype, which must be accompanied by a written component of 20-30 pages. Students who wish to submit an applied component can only do so with permission from the supervisor and graduate program director. Full-time students typically finish the program in 6 terms; part-time students typically finish the program in 12 terms.

### Thesis option

Students approved for the thesis option will take four half-courses: the two core courses (GAME 5P01 and GAME 5P02) and two elective courses. Students may select one half-credit elective course from another program with approval from the supervisor and graduate program director. In addition to the courses, each student must complete and defend at a public oral examination a thesis (GAME 5F90) of 80-100 pages. Full-time students typically finish the program in 6 terms; part-time students typically finish the program in 12 terms.

## Course Descriptions

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

### GAME 5F90: MA Thesis

An extended research paper on a subject developed in consultation with the Graduate Program Director and faculty supervisor. The thesis should be narrowly defined,

meticulously researched and provide an original contribution to a field related to game studies and design. It will be examined by an external reader and will require a public defense.

### **GAME 5F91: Major Research Project**

A research project on a subject determined in consultation with the Graduate Program Director and faculty supervisor. The project should give evidence of mastery of subject matter, creativity, and application of competencies developed through coursework. Projects may include an applied component.

### **GAME 5P01: Methodological Paradigms in Game Studies**

Key debates and methodological frameworks in the fields of game studies and design. Techniques for the critical analysis of games and best practices in game design. Consideration of disciplinary specializations in games including design, production, narrative, art, sound and coding.

### **GAME 5P02: Games for Education, Health, and Persuasion**

History and best practices of gamification, serious and persuasive games. The study and design of games in non-game contexts, such as industry, education, health and public policy.

### **GAME 5P10: Game Engine**

Working in game engines for interactive media. Includes scripting, asset implementation, camera, lighting, and manipulating objects in virtual environments.

### **GAME 5P11: Videogame Art**

Fundamentals of art for games. Includes best practices in concept art, modelling, rigging, texturing and animation. Asset creation and manipulation in virtual environments.

### **GAME 5P21: Gamification and Game-based Learning**

In-depth examination of principles of game-based learning applied to educational and training contexts. Case studies, debates, and critiques. Best practices in the design of games for the educational marketplace.

### **GAME 5P22: How Games Mean: The Semiotics of Videogames**

Examination of the various ways meaning is constructed through videogames. Conceptual and analytical frameworks for understanding meaning in games, such as multimodality, procedural rhetoric, and conceptual metaphor theory.

### **GAME 5P23: Advanced Concepts in Interactive Storytelling**

In-depth examination of historical and contemporary practices in interactive storytelling. Differentiating interactive from non-interactive narrative techniques. Analysis and production of interactive stories in digital, analog, and mixed-reality environments.

**GAME 5P71: Constructing Identity in Games and Gaming Culture**

Exploration of how identity is constructed in videogames with a focus on class, race, gender, (dis)ability, and sexuality. Examination of toxicity in gaming culture and potential solutions.

**GAME 5P73: History in Interactive Media**

Themes in the history of games and games as history. Depictions of historical people and events through games, simulations, augmented and virtual reality.

**GAME 5P95: Internship**

Part-time internship in a business related to interactive media or the gaming industry.

Note: application required. Enrolment will be limited to the number of placements available. Students will be required to attend orientation meetings and develop professional learning objectives. Additional components typically include a site visit, a work term report and an employer performance evaluation.

**GAME 5P97: Special Topics in Game Studies**

Special topics and/or themes in Game Studies and Design.

# Jason Hawreliak

Assistant Professor, Game Studies  
Centre for Digital Humanities  
Brock University  
St. Catharines, Ontario, Canada [jhawreliak@brocku.ca](mailto:jhawreliak@brocku.ca)

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## Earned Degrees

2007 - 2013      **Ph.D.**, English, University of Waterloo  
                            Thesis: *Heroism, Gaming, and the Rhetoric of Immortality*  
                            Supervisor: Dr. Marcel O’Gorman

2006 - 2007      **Master of Arts**, English and Film Studies, Wilfrid Laurier  
                            University

2001 - 2006      **Bachelor of Arts (Honours)**, English Language and  
Literature,  
                            University of Waterloo

## Research and Teaching Interests

- Game Studies
- Semiotics
- Rhetoric
- Maker Culture
- Project-based Pedagogy

## Academic Employment

2014 - present **Assistant Professor, Game Studies.** Brock University  
Centre for Digital Humanities

2014 **Mitacs Accelerate Postdoctoral Fellow,**  
  
University of Waterloo Games Institute and  
InsightNG (industry partner)  
Project: “Applying Gamification Principles to Digital Concept  
Mapping”

2009 - 2014 **Lecturer,** University of Waterloo  
Department of English Language and Literature

2009 - 2013 **Research Assistant,** University of Waterloo Critical  
Media Lab

## Grants

### Principal Investigator

Ontario Council on Articulation and Transfer: Beta Version of the Game Education  
Matrix (GEM) Online Profile/Transfer Tool

Grant amount: \$197,175

Duration: April 2016 - February 2018

Brock SSHRC Institutional Grant (Manuscript Preparation)

Grant amount: \$1,000

Duration: July 2017 - July 2018

Humanities Research Institute: The Effects of Multimodal Variance on Meaning  
Conveyance and Player Immersion in Videogames

Grant amount: \$3,000

Duration: February 2015 - February 2016

## **Collaborator or Co-Applicant**

SSHRC Insight Grant: “Maker Literacies”

Grant amount: \$101,517

Principal Investigator: Jennifer Rowsell (Brock University)

Duration: June 2017 - June 2022

IBM/Arduino Partnership

Grant amount: \$20,000

Principal Investigator: David Hutchison

Duration: October 2015 - July 2016

SSHRC Mitacs Accelerate Postdoctoral Fellowship, University of Waterloo Award  
amount: \$15,000

Supervisor: Neil Randall.

Duration: March 2014 - July 2014.

## **Honoraria**

Shared Online Course Fund: Design for Mobile App Development (Game Design Module)

Honorarium amount: \$2,500

Principal Investigator: David Gelb, York University

Duration: March 2016 - September 2016

Ontario Online Initiative module development: Interactive Art and Design: Theory and Practice.

Honorarium amount: \$2,500

Principal Investigator: Michael Longford, York University.

Duration: March 2015 - September 2015

## **Monographs**

Hawreliak, J. (2018). *Multimodal semiotics and rhetoric in videogames*. New York: Routledge.

## Refereed Publications

Quilley, S., Hawreliak, J., and Kaitlin Kish. (2016). Finding an alternate route: Towards open, eco-cyclical, and distributed production. *Journal of peer production*, no. 8.

Hawreliak, J. (2013). “To be shot at without result”: Gaming and the rhetoric of immortality. In R. Luppicini (Ed.), *Handbook of Research on Technoself: Identity in a Technological Society* (pp. 531-553). Hershey, PA: Information Science Publishing. doi:10.4018/978-14666-2211-1.ch028 (Book chapter)

## Forthcoming Refereed Publications (Accepted)

Hawreliak, J. (forthcoming 2019). Game design as experiential rhetoric. *Games criticism*. Ed.

Gaines Hubbell. Jefferson, North Carolina: McFarland

Hawreliak, J. (forthcoming 2019). On the procedural mode. *Approaches to videogame discourse*. Eds. Balteiro, I. and Astrid Ensslin. London: Bloomsbury.

## Selected Online Scholarly Publications

Hawreliak, J. (2015). “Looking back and looking ahead: An editorial from the essays editor.” *First Person Scholar*. July, 2015.

<http://www.firstpersonscholar.com/looking-back-and-looking-ahead/>

Hawreliak, J. (2014). Generating tension in *Papers, Please*: A case for ludonarrative dissonance. *The Ontological Geek*. August, 2014.

<http://ontologicalgeek.com/generating-tension-in-papers-please-a-case-for-ludonarrativedissonance/>

Hawreliak, J. (2014). In the shadow of tomorrow: Huizinga on play before *Homo Ludens*. *First Person Scholar*, April, 2014.

<http://www.firstpersonscholar.com/johan-huizinga-in-the-shadow-of-tomorrow/>

Hawreliak, J. (2013). Modal rhetoric: Multimodal metonymy in videogames. *First Person*

*Scholar*. September, 2013. <http://www.firstpersonscholar.com/modalrhetoric/>

Hawreliak, J. (2013). Playing with identity: Otherness and sexuality in *The Witcher 2*. *First Person Scholar*. May, 2013.

<http://www.firstpersonscholar.com/thewitcher-2/>

Hawreliak, J. (2012). In defense of procedurality: Procedural rhetoric, *Civilization* and “you didn’t build that!” *First Person Scholar*, December 2012.

<http://www.firstpersonscholar.com/procedural-rhetoric-civ3/>

## Refereed Conference Papers (selected)

(2017). “Multimodal (con)figurations in *Battlefield 1*.” *The Canadian Game Studies Association*. Ryerson University, Toronto, ON.

(2017). “How Videogames Mean: The Effects of Multimodality on Meaning Conveyance and Immersion in Videogames.” *Canadian Communication Association*. Ryerson University, Toronto, ON.

(2016). “Relational Topoi in Videogames.” *The Rhetoric Society of America*. Atlanta, Georgia.

(2015). “Multimodal Propaganda in Military-themed Videogames.” *The Canadian Game Studies Association*. University of Ottawa, Ottawa, ON.

(2015). “Towards a Semiotics of Videogames: A Multimodal Approach to Analysis and Design.” *Canadian Communication Association*. University of Ottawa, Ottawa, ON.

(2014). “Keeping Death at Bay: A Terror Management Study in Videogame Death.” *The Canadian Game Studies Association*. Brock University, St. Catharines, ON.

(2014). “More than a Counterpoint: Games in the Middle-East and North Africa Region.” *The Canadian Association of Cultural Studies*. Wilfrid Laurier University, Waterloo, ON.

- (2013). "First Person Scholar: The Space Between Game Journals and Blogs." *The Society for Literature, Science and the Arts*. Notre Dame University, South Bend, IN.
- (2012). "Über Other: Kenneth Burke and the Nazi Zombie Figure." *Canadian Communication Association*. University of Waterloo, Waterloo, ON.
- (2011). "Every Hero Needs a Villain: Representations of Cultural Hero Systems in First Person Shooters." *The Society for Literature, Science and the Arts*. University of Waterloo, Waterloo, ON.
- (2011). "Virtual Kleos: Rhetorics of Heroism in Contemporary Video Games." *Literature, Rhetoric, Values Conference*. University of Waterloo, Waterloo, ON.
- (2010). "I Am Not an Animal, But You Are: Infra-humanization in Contemporary Video Games." *Canadian Communication Association*. Concordia University, Montreal, QC.
- (2009). "Encoding Code: Digital Games and Ideology." *Immersive Worlds / Brock University*, St. Catharines, ON.

## Invited Papers and Public Talks

- "Multimodal Representations of Class, Race, and Gender in Videogames." Social Justice Research Institute Symposium. Brock University, St. Catharines, ON, 2017.
- "The Role of Play in Maker Culture." (re)Making the World. Centre for International Governance and Innovation. Waterloo, ON. 2016.
- "Multimodal Persuasion in Videogames." Brock Talks. St. Catharines Public Library, St. Catharines, ON. 2015
- "Becker and the Death Denying Function of Play." The Ernest Becker Foundation / University of Seattle, Seattle, WA. 2012.

“Terror Management in Digital Game Analysis and Design.” The Ernest Becker Foundation / University of Washington, Seattle, WA. 2009.

## Academic and Administrative Experience

- 2018 External Reviewer, Sheridan College: Bachelor of Game Design program
- 2018 Insight Grant Assessment, SSHRC
- 2017 OGS Doctoral Adjudication Committee, Brock University
- 2017 SSHRC Doctoral Adjudication Committee, Brock University
- 2017 Chair, Centre for Digital Humanities Graduate Program Planning Committee
- 2015 - present Brock University Academic Review Committee, Faculty of Humanities representative
- 2015 - present Ad hoc rules and procedures committee, Centre for Digital Humanities
- 2015 - present GAME steering committee, Brock University and Niagara College
- 2014 - present GAME program planning committee, Brock University
- 2014 - present Centre for Digital Humanities governance committee, Brock University
- 2014 - present Interactive Arts and Science planning committee, Brock University  
2014 - 2015 Project manager, Green Prosperity and the (re)Maker Society,  
University of Waterloo and Brock University
- 2014 Ad hoc Centre for Digital Humanities visioning committee, Brock University.

## Editorial Experience

- 2017                      Reviewer *Technoculture*
- 2017 - 2018              Program committee. *Canadian Game Studies Association* annual conference.
- 2012 - 2016      Editorial board and faculty advisor. *First Person Scholar* online periodical.
- 2015                      Program committee. *21<sup>st</sup> International Symposium on Electronic Art*. Vancouver, BC.
- 2015                      Invited Reviewer. *Digital Studies* “open issues (2014-2015).”

## Doctoral Supervision

Ph.D. dissertation supervisor: Venus Torabi, PhD in Interdisciplinary Humanities, Brock University. Project: *Phi-Ludology: The Technological Sublime and Thanatos in ISIS Video Games*. Expected: 2021.

Ph.D. dissertation committee: Grace Channer, PhD in Interdisciplinary Humanities, Brock University. Project: *TEMPLE: Resistance Embodied as an Aesthetic Strategy*. Expected: 2018/2019.

Ph.D. dissertation committee. Katie Kish, Environment and Resource Studies, University of Waterloo. Project: *Ecological Economic Development Goals: Reincorporating the social sphere in ecological economic theory and practice*. SUCCESSFULLY DEFENDED (April 2018).

## Community Engagement

2016 - present. Member of Executive Board. Cross-Border Game Jam.

2015. Organizer. Niagara Game Jam at the Generator at One.

2015. Volunteer. DSBN iHub Maker Day.

## **Academic Associations and Affiliations**

PC Member, The Canadian Game Studies Association (CGSA)

Member, The Rhetoric Society of America (RSA).

Member, Canadian Communication Association (CCA)

Member, The Canadian Association of Cultural Studies (CACS)

Member, The Society for Literature, Science, and the Arts (SLSA)

Affiliated faculty member, PhD in Interdisciplinary Humanities, Brock University

Affiliated faculty member, The Games Institute, University of Waterloo

## **Curriculum Vitae**

### **PERSONAL DETAILS**

Name            Horst Michael Winter

Date of birth November 30, 1966  
Nationality German  
Address 16-7 Gibson Place  
St. Catharines, Ontario, Canada  
L2R 0A3  
Email mwinter@brocku.ca

## DEGREES

Habilitation University of the Federal Armed Forces Munich, 2002  
Dr. rer. nat. University of the Federal Armed Forces Munich, 1998 Dipl.  
Inform. University of the Federal Armed Forces Munich, 1993

## EMPLOYMENT HISTORY

2009 - present Professor, Brock University  
2003 - 2009 Associate Professor, Brock University  
1998 - 2003 wissenschaftl. Assistent (Assistant Professor),  
University of the Federal Armed Forces Munich  
1995 - 1998 wissenschaftl. Mitarbeiter (Lecturer),  
University of the Federal Armed Forces Munich

## AWARDS

2017 - Faculty of Graduate Studies Michael Plyley Graduate Mentorship Award, Brock University  
  
2010 - Faculty Award for Excellence in Teaching, Faculty of Mathematics and Science, Brock University  
  
1998 - Research Award of the University of the Federal Armed Forces Munich  
(founded by Wacker-Chemie GmbH, Munich)  
  
1993 - Study Award of the University of the Federal Armed Forces Munich

(founded by Wacker-Chemie GmbH, Munich)

## GRANTS

NSERC CRDOJ (Co-Applicant) Development of a heat strain estimator algorithm control for personal cooling in ultra-deep mining, \$96,740, 2018-2020

NSERC Discovery Grant, Computing and Information Science A, \$23,000/year, 20172017

OCE Voucher for Innovation and Productivity (VIP) and NSERC Engage, \$49,999, 2015

Match of Minds (Natassia Bork), Summer Ventures, Brock University, \$4,500, 2015

NSERC Discovery Grant, Computing and Information Science A, \$14,000/year, 20122017

NSERC Discovery Grant, Computing and Information Science A, \$23,000/year, 20072012

NSERC Discovery Grant, Computing and Information Science A, \$21,700/year, 20042007

## COURSES TAUGHT

Brock University (F = Fall, W = Winter, F\W = Fall\Winter, S = Spring):

COSC 5V90 - Functional Programming and Interactive Theorem Proving

(F16 - 5 Students, W18 - 5 Students)

COSC 5P75 - Directed Reading (formerly COSC 5V90)

(F06 - 1 Student, W07 - 1 Student, S07 - 1 Student,

F08 - 2 Students, W10 - 3 Students, W11 - 2 Students, W12 - 1 Student,  
W13 - 1 Student, W14 - 2 Students, W16 - 1 Student, W17 - 3 Students,  
W18 - 3 Students)

COSC 5P05 - Introduction to Lambda Calculus

(F09 - 3 Students, W12 - 6 Students, F13 - 5 Students, W15 - 3

Students)

COSC 5P02 - Logic in Computer Science

- (W07 - 5 Students, F08 - 3 Students, F10 - 8 Students, F12 - 8 Students, F14 - 6 Students, F15 - 7 Students, F16 - 6 Students, W18 - 9 Students)
- COSC 4P87 - Foundation of Reasoning under Uncertainty  
(F09 - 9 Students)
- COSC 4P79 - Expert Systems  
(W04 - 10 Students)
- COSC 4P61 - Theory of Computation  
(F15 - 44 Students)
- COSC 4P42 - Formal Methods in Software Engineering  
(F07 - 16 Students, W09 - 13 Students, F10 - 19 Students, W13 - 33 Students, W15 - 33 Students, F17 - 21 Students)
- COSC 4P41 - Functional Programming (formerly COSC 4V81)  
(F04 - 7 Students, W06 - 18 Students, F06 - 18 Students, W08 - 26 Students, F09 - 13 Students, F11 - 35 Students, W14 - 35 Students, W16 - 24 Students)
- IASC 4F00 - Team-based Practicum in Interactive Media Design and Production  
(F\W11 - 12 Students, F\W12 - 11 Students, F\W13 - 11 Students, F\W14 - 12 Students)
- COSC 3P40/91 - Advanced Object Oriented Programming  
(W04 - 41 Students, W05 - 17 Students, W06 - 21 Students, W07 - 15 Students, W08 - 17 Students, W09 - 15 Students, W11 - 12 Students, S13(SC) - 25 Students, S14(SC) - 17 Students, S15(SC) - 27 Students, S16(SC) - 23 Students, S17(SC) S1 - 24 Students, S17(SC) S2 - 27 Students)
- IASC 3F02 - Interactive Media Practices, Prototyping and Production  
(F\W17 - 21 Students)
- IASC 3F00 - Imagining Immersive Worlds  
(F\W15 - 24 Students, F16 - 14 Students)
- COSC 2P91 - Procedural Programming  
(W05 - 28 Students)
- COSC 2P90 - Programming Languages & Object Orientation  
(F03 - 64 Students, F04 - 36 Students, F05 - 71 Students, F06 - 63 Students, F07 - 28, F08 - 28 Students)

## IASC 1P30 - Programming for Interactive Media

(F17 - 21 Students)

University of the Federal Armed Forces Munich (F = Fall, W = Winter, S = Spring, SC = Super Course):

Programmiersprachen I, (W01, W02, W03), approximate enrolment: 40

Programmiersprachen II, (S99, S00, S01, S02, S03), approximate enrolment: 30

Berechenbarkeit (F00), approximate enrolment: 40

Lineare Algebra II (W00), approximate enrolment: 60

## GRADUATE SUPERVISIONS

Tonet, Adam: Relational Models of Concurrency (tentative title), 2016-2018.

Ghosh, Pranab: Modal Logics for Qualitative Spatial Reasoning (tentative title), 2016-2018.

Alkhulaif, Shams: A Functional Programming Language with Patterns and Copatterns (tentative title), 2016-2018.

Santos Teixeira, Milene: An Implementation of an L-Fuzzy Controller, UFSM Brazil, 2016-2017.

Chowdhury, Durjay: Approximation Algorithms using Allegories and Coq, 2015-2017.

Killingbeck, Dylan: A Generic Matrix Manipulator, Brock University, 2015-2016.

Adjei, Evans: *L-Fuzzy Structural Query Language*. Brock University, 2013-2015.

Chowdhury, Abdul Wazed: *An Abstract Algebraic Theory of L-Fuzzy Relations for Relational Databases*. Brock University, 2013-2015.

Jackson, Ethan: *Fuzzy Controller in Arrow Categories*. Brock University, 2012-2014.

- Ghosh, Manas: *Extensional Models of RCC Composition Tables*. Brock University, 20112013.
- Atampore, Francis Kwesi: *A Library for Relations based on Heterogeneous OMDDs*. Brock University, 2010-2012.
- Das, Tuhin Kanti: *A System for First-Order Dynamic Logic*. Brock University, 2010 - 2012.
- Lenarčić, Adam: *Formalizing Affordances in Situation Theory*. Brock University, 20102011.
- Mahmood, Shahid: *Efficient Computation of Reducts in Rough Set based Data Mining*. Brock University 2010-2011.
- Hossain, Md Nour: *Equational Reasoning about Object-Oriented Programs*. Brock University, 2009-2011.
- Abdalbari, Anwar: *A System for Models of First-order Theories*. Brock University, 20092011.
- Siddavataam, Prathap: *Generating Relation Algebras for Qualitative Spatial Reasoning*. Brock Univeristy, 2009-2011.
- Aameri, Bahar: *Extending RelAPS to full First-Order Logic*. Brock University, 20082010.
- Zhang, Si: *Generating Finite Ingetral Relation Algebras*. Brock University, 20082010.
- Foy, Grant: *An Win->Foy Functional Object-Oriented Programming Language*. Brock University, 2006-2009
- Ahmed, Zafor: *ReAIM – A System to manipulate Relations*. Brock University, 20062009
- Glanfield, Joel: *RelAPS: A Proof System for Relational Categories*. Brock University, 2006-2008
- Kölle, Hans-Martin: *Difunktionale Abhängigkeiten in relationalen Datenbanken*. University of the Federal Armed Forces Munich, 2003
- Triebsees, Thomas: *Extending RATH by Goguen Categories*. University of the Federal Armed Forces Munich, 2002

Ebert, Michael: *Entwurf und Implementierung eines Simulators für relationale Berechnungen in Matrixalgebren*. University of the Federal Armed Forces Munich, 1999

Grüttner, Ron: *Implementierung der Geschäftsprozesse eines Internet-Journals*. University of the Federal Armed Forces Munich, 1999

Giercke, Sebastian: *Untersuchungen zu Berechnungsverfahren mit transfiniten Iteration*. University of the Federal Armed Forces Munich, 1996

## UNDERGRADUATE SUPERVISIONS

Al Jumaily, Maysara: *Analyzing Soccer Data using Graphs*, 2017.

Simonits, Alexander: *Automatic Quest Generation*, 2017.

Caven, Nichole and Miskimin, Mathew: *3D Virtual Tour of MIWSFPA*, 2016.

Kurylovich, Anton: *Development of an animated geometry learning platform*, 2015-2017.

Kazemi, Yosra and DeForest, Amber: *Interactive Induction for High School Students*, 2015-2017.

Owen, Scott: *Visualizing Proofs in Natural Deduction*, Brock University, 2015.

Jones, Alec: *Dante's Inferno*. Brock University, 2014.

Santos Teixeira, Milene: *A Generic Matrix Manipulator*. Brock University, 2014.

Graham, Fred: *Developing a Hybrid Control System*. Brock University, 2014.

Menonkariyil, Mathew: *Higher-order Matching for Interactive Theorem Proving*. Brock University, 2013.

Jaques, Chris: *Art in Augmented Reality*. Brock University, 2013.

Pascuzzi, Vince: *Simulating Quantum Computing in Haskell*. Brock University, 2012.

Stinson, Christopher: *Operation Olympic - A history simulation*. Brock University, 2012.

Bond, Ron: *Translation of First-Order Properties into relational Equations*. Brock University, 2011-2012.

Jackson, Ethan: *An UNITY Interpreter suitable for Genetic Programming*. Brock University, 2011-2012.

Sharp, Graham: *An educational tool for the Floyd-Hoare calculus*. Brock University, 2009.

Dalcourt, Greg: *A Reference Manager*. Brock University, 2008.

Marinic, Nik: *An Interactive Prover in Haskell (Research Project)*. Brock University, 2008-2009.

Zhang, Si: *XML Serialization*. Brock University 2007-2008.

Griffiths, Bryan: *Rule-based Emergent Behavior*. Brock University, 2006-2007.

Skacal, Michael: *Comparison of rule-based real-time Warfare Simulations*. Brock University, 2006-2007.

Rozema, Lee: *Semantics of an object-oriented language (Research Project)*, Brock University, 2006.

Glanfield, Joel: *ReWiRe: Reasoning with Relations*. Brock University, 2005-2006.

Cottrell, Rylan: *Tool – Strongly Typed Object Oriented Language*. Brock University, 2004-2005.

Imada, Janine - unnamed research project, Brock University, 2004-2005.

Glanfield, Joel - unnamed research project, Brock University, 2004-2005.

Liehr, Andreas: *Implementierung einer objekt-orientierten Programmiersprache in Haskell*. University of the Federal Armed Forces Munich, 2002.

Ihloff, Heiko: *Denotationelle Semantik objekt-orientierter Programmiersprachen*. University of the Federal Armed Forces Munich, 2002.

Eckhard, André and Kölle, Hans-Martin: *Implementierung einer statischen Semantik einer typisierten objekt-orientierten Programmiersprache mit Matchingrelation*. University of the Federal Armed Forces Munich, 2001.

Braun, Oliver and Dolfen, Markus: *Implementierung des Objektkalküls  $Ob_{\omega < \mu}$  in Smalltalk*. University of the Federal Armed Forces Munich, 1999.

Giercke, Sebastian: *Implementierung eines Verfahrens mit transfiniten Iteration zur Konvergenzbeschleunigung*. University of the Federal Armed Forces Munich, 1996.

#### GRAD. SUPERVISORY COMMITTEE MEMBERSHIP/EXTERNAL REFEREE

Grossi, Gina: *Communication strategies for evolved cooperating multi-agent teams in pursuit games*. Brock University, 2014-2017.

Opoku-Amankwaah, Audrey: *Using genetic algorithms for the multi-depot vehicle routing problem*. Brock University, 2014-2016.

Maltese, Justin: *Tackling High-Dimensional Many-Objective Optimization Problems using Computational Intelligence Algorithms*. Brock University, 2014-2016.

Arabpour, Mehrdad: *Interconnection Networks and Parallel Algorithms*. Brock University, 2014-2016.

Rybkin, Oleg: *A Genetic Algorithm Approach for Finding Rough Set Decision Rules*. Brock University, 2013-2015.

Noroozi, Keivan: *Properties and Algorithms of Interconnection Networks*. Brock University, 2013-2015.

Bond, Ron: *Tracking multiple Peaks in Dynamic Environments using PSO*. Brock University, MSc. 2012-2014.

Maghoumi, Mehran: *Real-time Unsupervised Object Classification Tracking using Genetic Programming and NVIDIA CUDA*. Brock University, MSc. 2012-2014.

Zhao, Li: *Properties and Algorithms of the KCube Graphs*. Brock University, MSc. 2010-2013.

Zhang, Tian: *A Unifying Theory of Multi-Exit Programs*. McMaster, PhD., 2013.

Hahmann, Torsten: *Topological and Mereological Relations as Basis for Commonsense Representations of Space*. University of Toronto, PhD., 2008-2012.

Edalamananesh, Mahmood: *Heuristics for critical detection problem*. Brock University, MSc., 2011-2013.

Zhao, Li: *Properties and Algorithms of the KCube-A Novel Architecture For Interconnection Networks*. Brock University, MSc., 2011-2012.

Li, Zhiyuan: *Construction of 1-Deletion-Correcting Ternary Codes*. Brock University, MSc., 2010-2011.

Zhu, He: *Parallel Approximate String Matching Algorithms for Requests of Bioinformatics*. Brock University, MSc., 2010-2012.

Peters, Darren: *Improving Short DNA Sequence Alignment with Parallel Computing*. Brock University, MSc., 2010-2011.

Corrado Coia: *Automatic Evolution of Conceptual Building Architectures*. Brock University, MSc., 2010-2011.

Xiang Yin: *Quadtree Representation & Compression of Spatial Data*. Brock University, MSc., 2008-2009.

Liang He: *Properties and Algorithms of the  $(n,k)$ -Star Graphs*. Brock University, MSc., 2007-2008.

## UNIVERSITY/DEPARTMENT SERVICE

- GAME Program Director, 2017-2018.
- Chair of Recruiting and Retention Committee (Department of Computer Science), 2017-2018.
- GAME Program Director, 2006-2017.
- Chair of Recruiting and Retention Committee (Department of Computer Science), 2016-2017.
- Coordinator Seminar Series (Department of Computer Science), 2015-2016.
- GAME Program Director, 2005-2016.
- Chair of Recruiting and Retention Committee (Department of Computer Science), 2015-2016.
- GAME Program Director, 2004-2015.
- Graduate Program Committee (Department of Computer Science), 2014-2015.
- Graduate Program Director (Department of Computer Science), 2013-2014.
- Organizer Computer Science Fair, 2013.
- Organizer Programming Contest, 2014.
- Graduate Program Director (Department of Computer Science), 2012-2013.
- Organizer Computer Science Fair, 2012.
- Organizer Programming Contest, 2012.

- Graduate Program Director (Department of Computer Science), 2011-2012.
- Recruitment and Retention Committee (Department of Computer Science), 2011-2012.
- Organizer Computer Science Fair, 2011.
- Organizer Programming Contest, 2011.
- Organization Committee of the 'Interacting with Immersive Worlds' Conference at Brock University, 2011.
- Chair of the Recruitment and Retention Committee (Department of Computer Science), 2010-2011.
- Recruitment and Retention Committee (Faculty of Mathematics and Science), 2010-2011.
- Graduate Program Committee (Department of Computer Science), 2010-2011.
- Organizer Computer Science Fair, 2010.
- Organizer Programming Contest, 2010.
- Committee for the Search of the Dean of Graduate Studies, 2008-2009.
- Organization Committee of the 'Interacting with Immersive Worlds' Conference at Brock University, 2009.
- Chair of the Comparators Subcommittee of the Academic Review (Department of Computer Science), 2009.
- Recruiting and Retention Committee (Department of Computer Science), 2009-2010.
- Chair of the Undergraduate Curriculum Committee (Department of Computer Science), 2007-2009.
- Undergraduate Curriculum Committee (Department of Computer Science), 2005-2006.
- Degree Audit (Department of Computer Science), 2005-2007.
- Chair of the Scientific Events Committee (Department of Computer Science), 2003-2005. Organization of the following workshops/conferences
  - Relation Day 2003 at Brock University, September 2003. <sup>th</sup> International Conference on Relational Methods in Computer Science ○
  - 8 (RelMiCS 8), February 2005.
  - Relation Day 2005 at Brock University, September 2005.
- Graduate Program Committee (Department of Computer Science), 2003-2007.
- Coordinator Seminar Series (Department of Computer Science), 2003-2006.

## SCHOLARLY AND PROFESSIONAL ACTIVITIES

Managing editor: *Journal on Relational Methods in Computer Science (JoRMICS)*

Invited talks: *Dependently typed fuzzy sets,*  
*Computational Topology and its Application,*

Kent State University, OH, November 07, 2014

*Categories of L-Fuzzy Relations*,  
Kent State University, OH, October 18, 2013

*Categories of L-Fuzzy Relations*,  
Special Session “A Survey of Lattice-Valued Mathematics and its  
Applications”.

AMS Sectional Meeting, Akron, OH, October 21, 2012

*Relation Algebraic Approaches to Fuzzy Relations*, RAMiCS  
12, Rotterdam. June 05, 2011

*Ordered Categories of Processes*, AIST,  
Osaka, May 31, 2007

*Contact Algebras*,  
Department of Mathematics, Kyushu University, May 30, 2007

*Ordered Categories of Processes*,  
Department of Informatics, Kyushu University, May 25, 2007

*Goguen Categories*,  
COST273/TARSKI - Workshop Tampere, June 09, 2004

*A necessary relation algebra for mereotology*,  
COST274/TARSKI - Workshop Leeds, January 24, 2003

*Zur Theorie heterogener Relationen*,  
Bayerisches Mathematisches Kolloquium, Herrsching am  
Ammersee, May 14, 1999

*Strukturtheorie heterogener Relationenalgebren mit Anwendung auf  
Nichtdeterminismus in Programmiersprachen*, Kolloquium GI  
Dissertationspreis, IBFI Schloß Dagstuhl, April 08, 1999

Others: - Referee for numerous journals, book series and organizations,  
including

- Artificial Intelligence

- Association for Symbolic Logic
- Acta Informatica
- Axioms
- European Journal of Operation Research
- Expert Systems with Applications
- Formal Aspects of Computing
- Fundamenta Informaticae
- Fuzzy Sets and Systems
- INS Information Sciences
- International Journal of Computer Mathematics
- International Journal of Geographical Information Science
- Journal on Logic and Algebraic Programming
- Journal on Multiple Valued Logic and Soft Computing
- Journal on Relational Methods in Computer Science
- Journal of Symbolic Computation
- Knowledge-Based Systems
- Lecture Notes in Artificial Intelligence
- Lecture Notes in Computer Science
- Lecture Notes in Logic
- Logic Journal of the IGPL
- Spatial Cognition and Computation
- Reviewer, Computing Reviews
- Member of the Steering Committee of the international interest group and the conference series on *Relational and Algebraic Methods in Computer Science (RAMiCS)*.
- Participant of EU - COST274 / TARSKI Action "Theory and Applications of Relational Structures as Knowledge Instruments"

## PUBLICATIONS

### 1) Life-time summary:

	Published	In-print/Accepted	Submitted
Books authored	2	1	-
Books edited	3	-	-

Chapters in books (invited papers)	4	-	-
Papers in refereed journals	31	-	2
Papers in refereed conference proceedings	27	-	5
Technical reports etc	50	-	-

## 2) Details:

### Papers in refereed journals

Killingbeck D., Santos Teixeira M., Winter M.: *Relations in Linear Algebra*. JLAMP 91(1), 1-16 (2017).

Berghammer R., Stucke I., Winter M: *Using Relation-Algebraic Means and Tool Support for Investigating and Computing Bipartitions*. JLAMP 90(1), 102-124 (2017).

Berghammer R, Winter M.: *Solving Computational Tasks on Finite Topologies by Means of Relation Algebra and the RelView Tool*. JLAMP 88(1), 1-25 (2017).

Winter M.: *Dependencies in Relational Models of Databases*. JLAMP 85(5), 1095-1107 (2016).

Winter M., Jackson E.: *Categories of Relations for Variable-Basis Fuzziness*. Fuzzy Sets and Systems 298, 222-237 (2016).

Winter M.: *Membership Values in Arrow Categories*. Fuzzy Sets and Systems 267. 41-61 (2015).

Winter M, Kempf, P.: *Relational Properties of Sequential Composition of Co-Algebras*. JLAMP 83(2), Special Issue: Festschrift in Honour of Gunther Schmidt on the Occasion of his 75th Birthday, 284-299 (2014).

Berghammer, R., Winter, M.: *Decomposition of Relations and Concept Lattices*. Fundamenta Informaticae 126(1), pp. 37-82 (2013).

Lenarčić, A., Winter, M.: *Affordances in Situation Theory*. Ecological Psychology 25(2), pp. 155-181 (2013).

Winter M., Hahmann T., Grüninger M.: *On the algebra of regular sets: Properties of representable Stonian  $p$ -Ortholattices*. Annals of Mathematics and Artificial Intelligence 65(1), pp. 25-60 (2012).

Koppelberg S., Düntsch I., Winter M.: *Remarks on contact relations on Boolean algebras*. Algebra Universalis 68(3), pp. 353-366 (2012).

Furusawa H., Kawahara Y., Winter M.: *Dedekind Categories with Cutoff Operators*. Fuzzy Sets and Systems 173, pp. 1-24 (2011).

Kawahara Y., Winter M.: *Cardinality Functions in Allegories*. Journal on Logic and Algebraic Programming 79(8), pp. 830-844 (2010).

Berghammer, R., Winter, M.: *Embedding mappings and splittings with applications*. Acta Informatica 47(2), pp. 77-110 (2010).

Hahmann T., Winter M., Gruninger M.: *Stone Ortholattices: A new approach to the mereotopology  $RT_0$* . Artificial Intelligence 173(15), pp. 1424-1440 (2009) .

Winter, M.: *Arrow Categories*. Fuzzy Sets and Systems 160, pp. 2893-2909 (2009).

Winter, M.: *A Relation Algebraic Theory of Bisimulations*. Fundamenta Informaticae 83(1), pp. 1-21 (2008).

Winter, M.: *Products in Categories of Relations*. Journal of Logic and Algebraic Programming 76(1), pp.145-159 (2008).

Düntsch, I., MacCaull W., Vakarelov, D. Winter, M.: *Distributive Contact Lattices: Topological Representations*. Journal of Logic and Algebraic Programming 76(1), pp. 1834 (2008).

Düntsch, I., Winter, M.: *Rough relation algebras revisited*. Fundamenta Informaticae 74(23), pp. 283-300 (2006).

Winter, M.: *On Problems in Polymorphic Object-Oriented Languages With Self Types and Matching*. Fundamenta Informaticae 71(4), pp. 477-491 (2006).

Düntsch, I., Winter, M.: *A Representation Theorem for Boolean Contact Algebras*. Theoretical Computer Science 347(3), pp. 498-512 (2005).

Winter, M.: *Goguen Categories*. JoRMiCS 1, pp. 339-357 (2005).

Düntsch I., Winter M.: *Algebraization and representation of mereotopological structures*. JoRMiCS 1, pp. 161-180 (2005).

Düntsch, I., Winter, M.: *Construction of Boolean contact algebras*. AI Communications 17(4), pp. 235-246 (2004).

Winter, M.: *Representation Theory of Goguen Categories*. Fuzzy Sets and Systems 38(1), pp. 85-126 (2003).

Winter, M.: *Derived Operations in Goguen Categories*. TAC Theory and Applications of Categories, Vol. 10, No. 11, pp. 220-247 (2002).

Winter, M.: *A new Algebraic Approach to L-Fuzzy Relations convenient to study crispness*. INS Information Science 139/3-4, pp. 233-252 (2001).

Düntsch, I., Schmidt, G., Winter, M.: *A necessary relation algebra for mereotopology*. Studia Logica 69, pp. 381-409 (2001).

Winter, M.: *A Pseudo Representation Theorem for various Categories of Relations*. TAC Theory and Applications of Categories, Vol. 7, No. 2, pp. 23-37 (2000).

Winter, M.: *A Relation Algebraic Approach To Interaction Categories*. INS Information Sciences 119/3-4, pp. 301-314 (1999).

#### Books (authored)

Schmidt G., Winter M.: *Relational Topology*. LNM 2208, Springer 2018, ISBN 978-331974450-6.

Winter, M.: *Goguen Categories - A Categorical Approach to L\_Fuzzy Relations*. Trends in Logic Vol. 25, Springer 2007, ISBN 978-1-4020-6163-9

Winter, M.: *Strukturtheorie heterogener Relationenalgebren mit Anwendung auf Nichtdeterminismus in Programmiersprachen*. Dissertationsverlag NG Kopierladen GmbH, München, 1998, ISBN 3-933214-11-4

#### Books (edited)

Kahl W., Winter M., Oliveira J. (Eds.): *Relational and Algebraic Methods in Computer Science, 15th International Conference RAMiCS 2015, LNCS 9348* (2015).

Berghammer, R., Möller, B., Winter, M. (eds.): *Festschrift in Honour of Gunther Schmidt on the Occasion of his 75<sup>th</sup> Birthday*. Journal of Logical and Algebraic Methods in Programming JLAMP 83(2), Elsevier 2014.

MacCaull, W., Winter, M. and Düntsch, I. (eds.): *Relational Methods in Computer Science*, ReMiCS 2005, LNCS 3929 (2006).

Chapters in books (invited papers)

Berghammer, R., Schmidt, G., Winter, M.: *Relview and Rath - Two Systems for Dealing with Relations*. Theory and Applications of Relational Structures as Knowledge Instruments, COST Action 274, TARSKI, LNCS 2929, pp. 1-16 (2003)

Winter, M., Kempf, P.: *Processes as Relations*. In: Relational Methods for Computer Science Applications. Studies in Fuzzyness and Soft Computing. Physika Verlag Heidelberg, pp. 59-73 (2001)

Winter, M.: *Strukturtheorie heterogener Relationenalgebren mit Anwendung auf Nichtdeterminismus in Programmiersprachen*. In: *Dissertationspreise GI, Ausgezeichnete Informatikdissertationen 1998*. B.G. Teubner Stuttgart, Leipzig, pp. 218-229 (1999)

Schmidt, G., Hattensperger, C., Winter, M. *Heterogeneous Relation Algebras*. In: Brink, C., Kahl, W., Schmidt, G. (eds.) *Relational Methods in Computer Science*. Advances in Computer Science, Springer, pp. 39-53 (1997)

Papers in refereed conference proceedings

Jackson, E., Hughes, J., Daley, M., Winter, M.: *An Algebraic Generalization for Graph and Tensor-Based Neural Networks*. IEEE International Conference on Computational Intelligence in Bioinformatics and Computational Biology (IEEE CIBCB 2017), (2017).

Winter M: *Type-n Arrow Categories*. 16<sup>th</sup> International Conference on Relational and Algebraic Methods in Computer Science (RAMiCS 16), LNCS 10266, pp.307-322 (2017).

Killingbeck D., Santos Teixeira M., Winter M.: *Relations among Matrices over a Semiring*. 15<sup>th</sup> International Conference on Relational and Algebraic Methods in Computer Science (RAMiCS 15), LNCS 9348, pp. 96-113 (2015).

Adjei E., Chowdhury W., Winter M.: *L-Fuzzy Databases in Arrow Categories*. 15<sup>th</sup> International Conference on Relational and Algebraic Methods in Computer Science (RAMiCS 15), LNCS 9348, pp. 288-304 (2015).

Berghammer R., Stucke I., Winter M.: *Investigating and Computing Bipartitions with Algebraic Means*. 15<sup>th</sup> International Conference on Relational and Algebraic Methods in Computer Science (RAMiCS 15), LNCS 9348, pp. 252-269 (2015).

Winter M., Jackson E., Fujiwara Y.: *Type-2 Fuzzy Controllers in Arrow Categories*. 14<sup>th</sup> International Conference on Relational and Algebraic Methods in Computer Science (RAMiCS 14), LNCS 8428, pp. 293-308 (2014).

Winter M.: *Higher-Order Arrow Categories*. 14<sup>th</sup> International Conference on Relational and Algebraic Methods in Computer Science (RAMiCS 14), LNCS 8428, pp. 277-292 (2014).

Ghosh M., Winter M.: *Refinements of the RCC25 Composition Table*. 14<sup>th</sup> International Conference on Relational and Algebraic Methods in Computer Science (RAMiCS 14), LNCS 8428, pp. 379-394 (2014).

Atampore, F., Winter, M.: *Relation Algebras, Matrices, and Multi-Valued Decision Diagrams*. 13<sup>th</sup> International Conference on Relational and Algebraic Methods in Computer Science (RAMiCS 13), LNCS 7560, pp. 248-263 (2012).

Winter M.: *Relation Algebraic Approaches to Fuzzy Relations*. 12<sup>th</sup> International Conference on Relational and Algebraic Methods in Computer Science (RAMiCS 12), LNCS 6663, pp. 70-73 (2011).

Siddavaatam P., Winter M.: *Splitting Atoms in Relational Algebras*. 12<sup>th</sup> International Conference on Relational and Algebraic Methods in Computer Science (RAMiCS 12), LNCS 6663, pp. 331-346 (2011).

Aameri B., Winter M.: *A First-Order Calculus for Allegories*. 12<sup>th</sup> International Conference on Relational and Algebraic Methods in Computer Science (RAMiCS 12), LNCS 6663, pp. 74-91 (2011).

Kawahara Y., Winter M.: *Cardinal Addition in Distributive Allegories*. Relations and Kleene Algebra in Computer Science RelMiCS/AKA 2009, LNCS 5827, pp. 227-241 (2009)

Winter M.: *Complements in Distributive Allegories*. Relations and Kleene Algebra in Computer Science RelMiCS/AKA 2009, LNCS 5827, pp. 337-350 (2009)

Winter M., Hahmann T., Gruninger M.: *On the Skeleton of Stonian  $p$ -Ortholattices*.

Relations and Kleene Algebra in Computer Science RelMiCS/AKA 2009, LNCS 5827, pp. 351-365 (2009)

Düntsch, I., Winter, M.: *Time Contact Algebras*. 16<sup>th</sup> International Symposium on Temporal Representation and Reasoning TIME 2009, IEEE, pp. 133-138 (2009)

Düntsch, I., Winter, M.: *Moving Spaces*. 15<sup>th</sup> International Symposium on Temporal Representation and Reasoning TIME 2008, IEEE, pp. 59-63 (2008)

Düntsch, I., Winter M.: *The lattice of Contact Relations on a Boolean Algebra*. Relations and Kleene Algebra in Computer Science RelMiCS10/AKA5, LNCS 4988, pp. 98-109 (2008)

Kawahara Y., Winter M.: *Cardinality in Allegories*. Relations and Kleene Algebra in Computer Science RelMiCS10/AKA5, LNCS 4988, pp. 275-290 (2008)

Winter M.: *An Ordered Category of Processes*. Relations and Kleene Algebra in Computer Science RelMiCS10/AKA5, LNCS 4988, pp. 367-381 (2008)

Winter, M.: *Weak relational products*. Relational Methods in Computer Science RelMiCS / AKA 2006, LNCS 4136, pp. 417-431 (2006)

Düntsch, I., MacCaull W., Vakarelov, D. Winter, M.: *Topological Representation of Contact Lattices*. Relational Methods in Computer Science RelMiCS / AKA 2006, LNCS 4136, pp. 135-147 (2006)

Winter, M.: *Time-Dependent Contact Structures in Goguen Categories*, Relational Methods in Computer Science RelMiCS 2005, LNCS 3929, pp. 249-262 (2006)

Düntsch, I., Winter, M.: *Weak Contact Structures*, Relational Methods in Computer Science RelMiCS 2005, LNCS 3929, pp. 73-82 (2006)

Winter, M.: *Decomposing relations into orderings*. Relational and Kleene-Algebraic Methods in Computer Science, LNCS 3051, pp. 265-277 (2004).

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Winter, M.: *Relational Constructions in Goguen Categories*. Relational Methods in Computer Science, 6<sup>th</sup> Int. Conf. RelMiCS, LNCS 2561, pp. 212-227 (2002).

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Bonnett J., Ralph W., Brule A., Dempsey E., Bolton J., Anderson M., Jaques C., Winter M.: *The DataScapes Project*. Conference: 2014 ISSEI Porto Conference - Images of Europe: Past, Present, Future (International Society for the Study of European Ideas. Catholic University of Portugal. Porto, Portugal (2014).

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Winter, M: *Categories of Relations for Variable-Basis Fuzziness (Extended Abstract)*. 35<sup>th</sup> Linz Seminar on Fuzzy Set Theory - Graded Logical Approaches and their Applications, Johannes Kepler University, 130-134 (2014).

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Winter M, Kempf P.: *Relational Properties of Sequential Composition of Co-Algebras*. University CS-13-10 (2013).

Winter, M.: *Towards Quantum Relation Algebras*. Brock University CS-12-05 (2012).

Atampore, F., Winter, M.: *Relation Algebras, Matrices, and Multi-Valued Decision Diagrams*. Brock University CS-12-03 (2012).

Winter M.: *Mereotopological Aspects of Stonian  $p$ -Ortholattices*. Abstract of Talks, The 2<sup>nd</sup> International Conference on Order, Algebra, and Logics OAL2.0, University of Kraków (2011).

Siddavaatam P., Winter M.: *Splitting Atoms in Relational Algebras*. Brock University CS-1003 (2010).

Aameri B., Winter M.: *A First-Order Calculus for Allegories*. Brock University CS-1004 (2010).

Winter M.: *A First-Order Characterization of Allen's Interval Algebra*. Brock University CS10-05 (2010).

Zhang S., Winter M.: *Three structures for generating finite integral relation algebras*. Proceedings of the PhD Program of RelMiCS/AKA 2009. Qatar University, pp. 28-32 (2009)

Winter M., Hahmann T., Gruninger M.: *On the Skeleton of Stonian  $p$ -Ortholattices*. Brock University CS-09-07 (2009).

Winter M.: *Complements in Distributive Allegories*. Brock University CS-09-06 (2009).

Kawahara Y., Winter M.: *Cardinality Addition in Distributive Allegories*. Brock University CS-00-04 (2009).

Düntsche, I., Winter, M.: *Time Contact Algebras*. Brock University CS-09-03 (2009).

Hahmann T. Gruninger M., Winter M.: *Stone Ortholattices: A new approach to the mereotopology  $RT_0$* . Brock University CS-09-02 (2009).

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*Participants Proceeding of the 8<sup>th</sup> Internatiuonal Conference on Relational Methods in Computer Science (RelMiCS 8)*, Brock University, St. Catharines, Canada, pp. 37-39 (2005).

Winter, M.: *Time-dependent Contact Structures in Goguen Categories*. In Düntsch, I., Winter, M. (eds.): *Participants Proceeding of the 8<sup>th</sup> Internatiuonal Conference on Relational Methods in Computer Science (RelMiCS 8)*, Brock University, St. Catharines, Canada, pp. 273-280 (2005).

Düntsch, I., Winter, M.: *Construction of Boolean contact algebras*. Brock University CS0401 (2004).

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Düntsch, I., Winter, M.: *A Representation Theorem for Boolean Contact Algebras*. Brock University CS-03-08 (2003).

Kempf, P., Winter, M.: *Relational unsharpness and processes*. In: Berghammer, R, and Möller, B (eds.): *Participants Proceedings of the 7<sup>th</sup> International Seminar on Relational Methods in Computer Science (RelMiCS)*, Christian-Albrechts-Universität zu Kiel, pp. 270-276 (2003).

Winter, M.: *Decomposing relations into orderings*. In: Berghammer, R, and Möller, B. (eds.): *Participants Proceedings of the 7<sup>th</sup> International Seminar on Relational Methods in Computer Science (RelMiCS)*, Christian-Albrechts-Universität zu Kiel, pp. 190-196 (2003).

Winter, M.: *Relational Constructions in Goguen Categories*. In: de Swart, H. (ed.): *Participants Proceedings of the 6<sup>th</sup> International Seminar on Relational Methods in Computer Science (RelMiCS)*. Katholieke Universiteit Brabant, Tilburg, Nederlande, pp. 222-236 (2001).

Winter, M.: *Generating Processes from Specifications using RELVIEW*. In: Kahl, W., Parnas, D.L., Schmidt, G. (eds.): *Participants Proceedings of RelMiS 2001 - Relational Methods in Software*, A satellite event to *ETAPS 2001*, Genova, Italy. Report Nr. 200101, Universität der Bundeswehr München, pp. 81-98 (2001).

Winter, M.: *An algebraic formalisation of L-fuzzy relations*. In: Desharnais, J. (ed.): *Participant's Proceedings of the 5<sup>th</sup> International Seminar on Relational Methods in Computer Science (RelMiCS)*. Université Laval, Quebec, Canada, pp. 233-242 (2000).

Winter, M.: *Crispness of L-fuzzy relations*. In: Poetzsch-Heffter, A., Meyer, J. (eds.): *Programmiersprachen und Grundlagen der Programmierung*. Report Nr. 263-1/2000, FernUniversität Hagen, pp. 1-8 (2000).

Winter, M.: *Theory of Heterogeneous Relation Algebras with Application to Nondeterminism in Programming Languages (Abstract)*. *Bulletin of the EATCS*, Number 66, pp. 288-289 (1998).

Winter, M., Kempf, P.: *Processes as Relations*. In: Orłowski E., Szalas, A. (eds.): *Participants Proceedings of the 4<sup>th</sup> International Seminar on Relational Methods in Logic, Algebra and Computer Science (RelMiCS)*. University of Warsaw, Poland, pp. 206-209 (1998).

Winter, M.: *Relation Algebras are Matrix Algebras over a suitable Basis*. Report Nr. 1998-05, Universität der Bundeswehr München (1998).

Kempf, P., Schmidt, G., Winter, M.: *Konstruktion induktiv geordneter aus algebraischen Spezifikationen*. Report Nr. 1998-04, Universität der Bundeswehr München (1998).

Winter, M., Kempf, P.: *Relational Semantics for Processes*. Report Nr. 1998-01, Universität der Bundeswehr München (1998).

Winter, M.: *A Relation Algebraic Approach To Interaction Categories*. In: Jaoua, A. (ed.): *Participants Proceedings of the 3<sup>rd</sup> International Seminar on Relational Methods in Computer Science (RelMiCS)*. University of Science Technology and Medicine of Tunis, Tunisia, pp. 11-18 (1997).

Winter, M.: *Heterogeneous Relation Algebras As Models Of Linear Logic*. In Berghammer, R., Simon, F. (eds.): *Programming Languages and Fundamentals of Programming*. Report Nr. 9717, Kiel University, pp. 23-30 (1997).

Winter, M.: *Inconsistencies in ccc's*. In Bayer, A., Grobauer, B., Kahl, W., Schmalhofer, F., Schmidt, G., Winter, M.: *The Higher Object Programming System HOPS*. Interner Bericht, Universität der Bundeswehr München, pp. 145-148 (1996).

Winter, M.: *Generic Isomorphisms*. in Margaria, T. (ed.): *Kolloquium*

*Programmiersprachen und Grundlagen der Programmierung*. Report MIP-9519, Passau University, pp. 110-116 (1995).

Work submitted

Berghammer R., Schmidt, G., Winter M.: *Cryptomorphic Topological Structures: A Computational, Relation-Algebraic Approach*. (submitted to JLAMP, July 10, 2017)

Berghammer, R., Winter, M.: *Dimension of Topological Spaces and Kolmogorov Quotient Spaces with Applications to Alexandroff spaces*. (submitted to Applied Mathematics and Computation, March 01, 2018)

Bonnett J., Ralph, W., Brulé, A., Dempsey, E., Bolton, J., Anderson, M., Winter, M., Jaques, C.: *The DataScapes Project: Using Letters, Proteins and Augmented Reality as Constituents for Landscape Art*. (submitted to CYPsy23, March 31, 2018) Berghammer, R., Winter, M.: *Relational Computation of the Small Inductive Dimension*. (submitted to RAMiCS 17, April 04, 2018)

Chowdhury, D., Winter, M.: *Approximation Algorithms using Allegories and Coq*. (submitted to RAMiCS 17, April 06, 2018)

Ghosh, P.K., Winter, M.: *A Modal and Relevance Logic for Qualitative Spatial Reasoning*. (submitted to RAMiCS 17, April 06, 2018)

Winter, M.: *T-Norm Based Operations in Arrow Categories*. (submitted to RAMiCS 17, April 17, 2018)

## ALEXANDER CHRISTIE

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## PROFESSIONAL APPOINTMENTS

Assistant Professor, Digital Prototyping. Centre for Digital Humanities. Brock University. July 2016-

## EDUCATION

Ph.D. English                      University of Victoria                      June 2016

M.A. English

Loyola University Chicago

August 2012

B.A. English

University of Illinois at Urbana-Champaign May 2010

#### PUBLICATIONS Forthcoming/Accepted: Peer-reviewed

“Processing Modernism: The Textual Politics of *Nightwood*,” in Jonathan Bloom and Catherine Rovera, eds. *Genesis and Revision in Modern British and Irish Writers*. Palgrave Macmillan.

“Open source interpretation using z-axis maps,” with the INKE and MVP research groups. *New Technologies in Medieval and Renaissance Studies*.

“The Future(s) of the Book,” with Jon Bath, Alyssa Arbuckle, Constance Crompton, Ray Siemens, and the INKE Team. Forthcoming in Jentery Sayers, ed. *The Routledge Companion to Media Studies and Digital Humanities*. Routledge.

#### Peer reviewed

“Building a Toolkit for Digital Pedagogy,” Emily Murphy and Shannon Smith, eds. *Digital Humanities Quarterly* (11.3). 2017.

“Mapping Modernism’s Z-Axis: A Model for Spatial Analysis in Modernist Studies,” with Katie Tanigawa. *Reading Modernism with Machines: Digital Humanities and Modernist Literature*. Shawna Ross and James O’Sullivan, eds. Palgrave Macmillan. 2016.

“Critically Making Humanities Cyberinfrastructure,” *Scholarly and Research Communication* (7.2). 2016. (Peer reviewed conference proceedings.)

“Gaming the Edition: Modelling Scholarly Editions through Videogame Frameworks,” with Jon Saklofske, John Simpson, Nina Belojevic, Sonja Sapach, and the INKE Team. *Digital Literary Studies* (1.1). 2016.

“Intersections Between Social Knowledge Creation and Critical Making,” with Alyssa Arbuckle and the INKE, MVP, and ETCL research groups. *Scholarly and Research Communication* (6.2). 2015. (Peer reviewed conference proceedings.)

#### Special Journal Issue

“Introduction: New Knowledge Models: Sustaining Partnerships to Transform Scholarly Publishing,” with Alyssa Arbuckle, Lynne Siemens, Aaron Mauro, and the INKE Research Group. *Scholarly and Research Communication* (7.2). 2016. (Peer reviewed conference proceedings.)

*Scholarly and Research Communication*. 7.2. Double Issue. Edited with Alyssa Arbuckle and Lynne Siemens. 2016. (Peer reviewed conference proceedings.)

“Introduction: Digital Humanities, Public Humanities,” with Jana Millar Usiskin, Jentery Sayers, and Katie Tanigawa. *New American Notes Online*. 5. 2014.

*New American Notes Online*. 5. Special Issue: “Digital Humanities, Public Humanities.” Edited with Adèle Barclay, Jana Millar Usiskin, Jentery Sayers, and Katie Tanigawa. 2014.

#### Web-based

“Marcel Proust.” with Jeffrey Drouin in Stephen Ross, ed. *The Routledge Encyclopedia of Modernism*. Routledge. 1 Oct. 2017.

DOI: 10.4324/9781135000356-REM1728-1

“Manifesto of Modernist Digital Humanities.” with Andrew Pilsch, Shawna, Ross, and Katie Tanigawa. 12 Nov. 2014.

“Interactive, Interdisciplinary, and Online: Building open communication through multimodal scholarly articles and monographs,” with the INKE-MVP research team. *Scholarly Research and Communication* 5.4 (2014).

“Expert/Crowd-Sourcing for the Linked Modernisms Project,” with Stephen Ross and Jentery Sayers. *Scholarly Research and Communication* 5.4 (2014).

“Social Knowledge Creation: Three Annotated Bibliographies,” with Ray Siemens, Alyssa Arbuckle, Nina Belojevic, and Matthew Hiebert, working with Shaun Wong, Derek Siemens, Alex Christie, Jon Saklofske, Jentery Sayers, and the INKE and ETCL Research Groups. *Scholarly and Research Communication* 5.2 (2014). 219 pp.

“A Select Annotated Bibliography Concerning Game-Design Models for Digital Social Knowledge Creation,” with Ray Siemens, Nina Belojevic, Alyssa Arbuckle, Matthew Hiebert, Shaun Wong, Derek Siemens, Alex Christie, Jon Saklofske, Jentery Sayers, and the INKE and ETCL Research Groups. *Mémoires du livre / Studies in Book Culture* 5.2 (2014). 79 pp.

## Reviews

Ryan, Marie-Laure, Lori Emerson, and Benjamin J. Robertson. *The Johns Hopkins Guide to Digital Media*. *Journal of Digital Humanities*. 3.2 (Summer 2014).

Paul Wouters, Anne Beaulieu, Andrea Scharnhorst, and Sally Wyatt, eds. *Virtual Knowledge: Experimenting in the Humanities and the Social Sciences*, *Digital Studies/ Le Champ Numérique* 4 (2013).

## RESEARCH GRANTS

2014 The Association for Computers and the Humanities  
University of Victoria “Pedagogy Toolkit”  
[Pedagogy-toolkit.org](http://Pedagogy-toolkit.org)

## HONOURS AND AWARDS

2017 Honorarium, English Department, University at Buffalo

Research Award, Humanities Research Institute (HRI), Brock University

Honorarium, IDHMC, Texas A & M University

2015 Travel Grant, Modernist Studies Association (MSA), University of Victoria

2014 Peter G. Liddell Humanities Computing Award, Faculty of Humanities, University of Victoria

Young Scholar’s Bursary, Alliance of Digital Humanities Organizations (ADHO), University of Victoria

- Travel Grant, Modernist Studies Association (MSA), University of Victoria
- 2013 Digital Humanities Praxis Innovation Award, Faculty of Humanities, University of Victoria
- 2012 Humanities, Arts, Sciences, and the Humanities (HASTAC) Scholarship, HASTAC, University of Victoria
- Outstanding Graduate Student Entrance Award, English Department, University of Victoria
- 2010 High Departmental Distinction, English Department, University of Illinois at Urbana-Champaign

#### INVITED TALKS AND WORKSHOPS

- 2017 "Warped Mapping Workshop." English Department, University at Buffalo, Buffalo, NY (3 Oct).
- "Historical Maps & 3D Mapping." Digital Workshop. IDHMC, Texas A&M University, College Station, TX (18 April).
- 2016 "Prototyping Spaces: Warped Cartography and Affective Maps." Creating Spatial Historical Knowledge, the German Historical Institute, Washington, DC (22 October).

#### CONFERENCE ACTIVITY

- 2017 "The Medium In Sight: Loy's Vision." Seminar paper. Annual Modernist Studies Association (MSA) conference, Amsterdam, NL (12 August).
- "New Media and the Modernist Political Imagination." Panel chair. Annual Modernist Studies Association (MSA) conference, Amsterdam, ML (12 August).
- "Arts of Fictions/Fictions of Art." Panel chair. Annual Modernist Studies Association (MSA) conference, Amsterdam, ML (11 August).
- "Mapping the z-axis." Digital Project Exhibition. Annual Modernist Studies Association (MSA) conference, Amsterdam, ML (11 August).
- 2016 "Unspooling Roussel's Spectacle: Mass Media and the Manuscript." Panel organizer and participant. Annual Modernist Studies Association (MSA) conference, Pasadena, CA (19 November).
- "Modernist McLuhan: Retrospective Media Archaeologies." Panel chair. Annual Modernist Studies Association (MSA) conference, Pasadena, CA (19 November).
- "Critically Making Humanities Cyberinfrastructure." Implementing New Knowledge Environments (INKE) Sustaining Partnerships to Transform Scholarly Production conference, Whistler, BC (19 January).
- "Z-Axis Mapping Tool," with Stephen Ross and Katie Tanigawa. Project demonstration. Implementing New Knowledge Environments (INKE) Sustaining Partnerships to Transform Scholarly Production conference, Whistler, BC (19 January).

- 2015 “Modernist Revolutions in Digital Realism.” Roundtable organizer and chair. Annual Modernist Studies Association (MSA) conference, Boston, MA (22 Nov).
- “Modernist London and the Digital Map.” Hosted with Katie Tanigawa and Stephen Ross. Seminar (workshop). Annual Modernist Studies Association (MSA) conference, Boston, MA (20 Nov).
- “Building Social Repositories and Extending their Applications (Pedagogy Toolkit).” Workshop. Social Knowledge Creation in the Humanities conference, U of Victoria (7 June).
- “Open Source Interpretation Using Z-axis Maps.” Social Knowledge Creation in the Humanities conference, U of Victoria (7 June).
- “Building a Toolkit for Digital Pedagogy.” Digital Diversity conference, Edmonton, AB (9 May).
- “Open Modernisms Anthology Jam.” Hosted with Matt Huculak. Digital Diversity conference, Edmonton, AB (8 May).
- “Pedagogy Toolkit.” Project demonstration. Implementing New Knowledge Environments (INKE) Sustaining Partnerships to Transform Scholarly Production conference, Whistler, BC (27 January).
- “Intersections Between Social Knowledge Creation and Critical Making.” With Alyssa Arbuckle. Implementing New Knowledge Environments (INKE) Sustaining Partnerships to Transform Scholarly Production conference, Whistler, BC (27 January).
- “Hands-On Textuality: Designing Literature for Indie Game Development.” Annual Modern Language Association (MLA) conference, Vancouver, BC (9 January).
- “Arguing Through Archival Objects: A Z-Axis Method for 3D-Printed Interpretation.” Annual Modern Language Association (MLA) conference, Vancouver, BC (8 January).
- “Critical DH (Digital Humanities) Interventions in Scholarly Communications and Publishing.” Workshop. With Juan Pablo Alperin, Alyssa Arbuckle, Nina Belojevic, Matthew Hiebert, Shaun MacPherson, Alec Smecher, and Ray Siemens. Annual Modern Language Association (MLA) conference, Vancouver, BC (8 January).
- 2014 Roundtable participant. “Problems and Solutions for Modernist Digital Humanities.” With Katie Tanigawa. Annual Modernist Studies Association (MSA) conference, Pittsburgh, PA (6-9 November).
- “Algorithmic Reading Before the Computer: An Experimental Environment for Modern Manuscripts.” Implementing New Knowledge Environments (INKE) Interface Design conference, IIT Institute of Design (18-20 September).
- “Z-Axis Scholarship: Modeling how Modernists Wrote the City.” with Stephen

Ross, Jentery Sayers, Katie Tanigawa, and the INKE-MVP research team. Digital Humanities 2014 Conference, École Polytechnique Fédérale de Lausanne (EPFL) and Université de Lausanne (UNIL) (9 June).

“Interactive, Interdisciplinary, and Online: Building open communication through multimodal scholarly articles and monographs.” Implementing New Knowledge Environments (INKE) conference on Building Partnerships to Transform Scholarly Publishing, Whistler, BC (6 February).

2013 “Processing Modernism: The Textual Politics of *Nightwood*.” Joint Institut des Textes et Manuscrits Modernes (ITEM) and Etudes Montpelliérianes du Monde Anglophone (EMMA) conference, Université de Paul-Valéry Montpellier III (11 October).

“Modernism in Three Dimensions: Subjective Time and the Everyday Aesthetics of 3D Printing.” Seminar paper. Annual Modernist Studies Association (MSA) conference, University of Sussex (1 September).

“The Key to All Ontologies? The Long Now of Linked Data.” with Adèle Barclay and Jentery Sayers. Canadian Society for Digital Humanities/Société Canadienne des Humanités Numériques conference, University of Victoria (3 June).

“A Linked Open Data Approach to the Study of Global Modernism.” with Stephen Ross. Canadian Society for Digital Humanities/Société Canadienne des Humanités Numériques conference, University of Victoria (3 June).

“Gaming the Edition: Play, Collaboration, and Shared Tacit Knowledge in the Editorial Process.” With Jentery Sayers and Nina Belojevic. HASTAC 2013 conference, York University (28 April).

2012 “Humanities at the End: Apocalypse and the Digital Archive.” Enunciating the End conference, Concordia University (3 March).

2011 “Fragmented Desire: Urban Space and Aesthetic Representation in *La Recherche*.” Desire: from Eros to Eroticism conference, CUNY (10 November).

#### CAMPUS TALKS AND WORKSHOPS

2016 “Digital Humanities, Spatial Humanities.” Humanities Research Institute Fall Symposium, Brock University, St Catharines, ON (15 December).

2015 “Pedagogy Toolkit in the Classroom.” Forum For Your Ideas (FYI) speaker series. University of Victoria, Victoria, BC.

“Why Study English Now?” Forum For Your Ideas (FYI) Panel at University of Victoria IdeaFest. University of Victoria, Victoria, BC.

2014 “Z-Axis Scholarship.” Electronic Textual Cultures Lab (ETCL) Brown Bag Speaker Series. With Katie Tanigawa. University of Victoria, Victoria, BC.

2013 “Neatline Workshop.” Facilitated by Bethany Nowviskie. Co-facilitated with Katie Tanigawa. University of Victoria, Victoria, BC.

“Play-based Pedagogy.” Electronic Textual Cultures Lab (ETCL) Brown Bag Speaker Series. University of Victoria, Victoria, BC.

## PUBLIC TALKS

2017 “The Past and Future of Imaginary Worlds.” Brock Talks public speaker series (14 November).

## COURSES TAUGHT Assistant Professor, Brock University

Foundations of Interactive Arts and Science (enrolment 35)

Solving Problems through Interactive Arts and Science (enrolment 26)

New Media and Games (enrolment 65)

### **Sessional Lecturer, University of Victoria**

Academic Reading and Writing (3 sections, enrolment 35)

### **Teaching Assistant, University of Victoria**

Introduction to Literary Traditions and Transformations (4 sections, enrolment 17)

## POSITIONS HELD

2014- Executive Board Member and Webmaster, Modernist Studies Association

2014-2017 Project Lead, Pedagogy Toolkit

2013-2014 Research Assistant, Pedagogy Toolkit

2012-2015 Research Assistant, Implementing New Knowledge Environments (INKE) and the Modernist Versions Project (MVP)

2012-2014 Research Assistant, The Maker Lab in the Humanities

## DIGITAL PROJECTS

### Z-Axis Research (2013-) [zaxis.uvic.ca](http://zaxis.uvic.ca)

Co-creator of research project for Modernist Versions Project (MVP) and Implementing New Knowledge Environments (INKE) with Katie Tanigawa. Currently producing three-dimensional maps of modernist literary cities and developing a 3D mapping tool in collaboration with Compute Canada.

### Pedagogy Toolkit (2013-) [pedagogy-toolkit.org](http://pedagogy-toolkit.org)

Awarded microgrant from the Association for Computers and the Humanities (ACH) to develop open source repository and website of teaching materials, lesson plans for digital tools, open access syllabi, and an online syllabus builder. Current project lead after beginning as a research assistant. CC-BY-SA license.

## SERVICE

2017- Advisory Board, Humanities Research Institute  
Program Committee, Studies in Comparative Literature and Arts

2016- Governance Committee, Centre for Digital Humanities  
Steering Committee, Interactive Arts and Sciences Program  
Program Committee, Interactive Arts and Sciences Program

2014- Webmaster (Executive Board), Modernist Studies Association

- 2015-16 Co-organizer, Electronic Textual Cultures Lab Nuts & Bolts Speaker Series
- 2015 Instructor (HTML, CSS, and Javascript), DHSI During The Year, University of Victoria

#### LANGUAGE SKILLS

French advanced in all areas

#### TECHNICAL SKILLS

HTML 5, CSS 3, Jekyll, Wordpress, Drupal, Omeka, Git.

REFERENCES AVAILABLE UPON REQUEST

## CV for David Hutchison

#### Contact Information

David Hutchison, PhD, PMP

Professor, Department of Teacher Education

Faculty of Education

Director, Centre for Digital Humanities

Faculty of Humanities

Brock University

St. Catharines, Ontario

Canada L2S 3A1

Telephone: (905) 688-5550 x. 3354

Email: dhutchison@brocku.ca

Home Page: <http://www.ed.brocku.ca/~dhutchison/>

## Career Achievements

- 2017 Recipient of the Brock University *Distinguished Teaching Award*
- 2016 Recipient of the STLHE *Brightspace Innovation Award in Teaching and Learning*
- 2015 Certified as a Project Manager Professional (PMP)
- 2015 Recipient of the *Brock Chancellor's Chair for Teaching Excellence Award*
- 2014 Appointed Director of the Centre for Digital Humanities
- 2013 Delivered the convocation address to graduating teacher candidates
- 2013 Recipient of the *Faculty of Education Award for Excellence in Teaching*
- 2011 Promoted to Full Professor
- 2010 At the invitation of the Dean, delivered the convocation address to graduating teacher candidates
- 2009 - Interviewed by Canadian TV, radio, and newspaper media, including CBC-TV (The National), CBC-Radio, CTV, CityTV (Breakfast Television), CHCH-TV, and A-Channel London
- 2009 Publication of three books, including *Elementary Social Studies: A Practical Approach to Teaching and Learning* with Ian Wright
- 2009 Unanimously elected Chair of the Department of Teacher Education
- 2007 Publication of *Playing to Learn: Video Games in the Classroom*
- 2006 - 2009 Chair, Program Committee, Department of Teacher Education
- 2004 - 2005 Coordinator for the re-accreditation of Brock's teacher education program by the Ontario College of Teachers
- 2004 Publication of *A Natural History of Place in Education*

2004	Promoted to Associate Professor
2003 - 2005	Chair of Faculty Board
1998	Publication of <i>Growing Up Green: Education for Ecological Renewal</i>
1993	Awarded a Major Teaching Development Grant by York University
1991	Awarded the William Pakenham Fellowship, the most prestigious prize awarded to graduate students beginning studies at any Ontario institution by the Ontario Institute for Studies in Education at the University of Toronto (OISE/UT)

#### Academic Positions Held

##### **Brock University (cross-appointed to the Faculty of Education and the Faculty of Humanities)**

1999-current

Current Rank: Full Professor

##### **University of Toronto (OISE/UT)**

Contract Faculty

1997-1999

##### **York University (Faculty of Arts and Sciences)**

Contract Faculty / Teaching Assistant 1992-1994

#### Scholarly Activities

##### ***Books and Monographs***

Hutchison, David. (2017). *Project-based Learning: A Project Management Approach*. St. Catharines, Ontario: EduProject.org. Page Count: 49.

Wright, Ian and Hutchison, David. (2009). *Elementary social studies: A practical approach to teaching and learning*. 7th edition. Toronto: Pearson. Note: Wright was the lead author. Hutchison contributed approximately 25% to the book. Page Count: 341.

Hutchison, David. (Ed.). (2009). *Activity ideas for elementary social studies*. Toronto: Pearson. Page Count: 817.

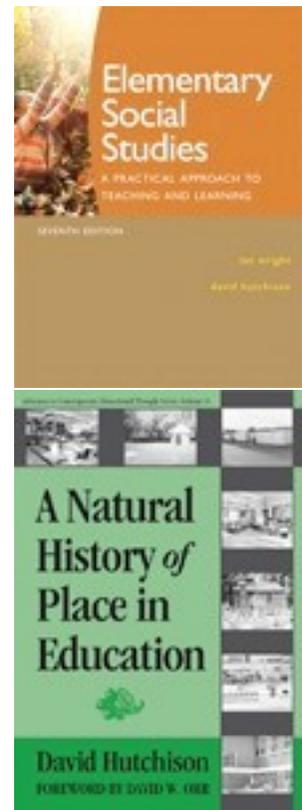
Hutchison, David. (2009). *From gamer to game designer: The official Far Cry 2 map editing guide*. Boston: Charles River Media/Cengage. Page Count: 300.

Hutchison, David. (2007). *Playing to learn: Video games in the classroom*. Portsmouth, NH: Teachers Ideas Press. Page Count: 256.

Hutchison, David. (2004). *A natural history of place in education*. New York: Teachers College Press. Page Count: 170.

Hutchison, David. (2000). *Educação ecológica: Idéias sobre consciência ambiental*. São Paulo: Artmed Editora. Note: Portuguese translation of *Growing Up Green*.

Hutchison, David. (1998). *Growing up green: Education for ecological renewal*. New York: Teachers College Press. Page Count: 176.



### **Chapters Contributed to Books**

Hutchison, David. (2014). Enhancing literacy skills through digital video production. In Booth, D. *I've got something to say!: How student voices inform our teaching*. Toronto: Pembroke Publishers, pp. 107-108.

Hutchison, David. (2008). Place education. In Eugene Provenzo (Ed.). *Encyclopedia of the social and cultural foundations of education*. New York: SAGE.

### **Articles in Peer-refereed Journals**

Hutchison, David. (2015). Project-based learning: Drawing on best practices in project management. *Research into Practice*. Ontario Association of Deans of Education.

Hutchison, David. (2012). The student filmmaker: Enhancing literacy skills through digital video production. *Research into Practice*. Ontario Association of Deans of Education.

Hutchison, David. (2008). Drawing on children's "Sense of Place" as the starting point for teaching social studies and geography. *Research into Practice*. Ontario Association of Deans of Education. March.

Hutchison, David. (2007). Video games and the pedagogy of place. *The Social Studies*. v. 98.1. January/February.

Hutchison, David. (2003). Visions of dynamic space: Place and pedagogy in Montessori and Waldorf education. *Encounter*, v. 16.4, pp. 34-42.

Hutchison, David and Bosacki, Sandra. (2000). Over the edge: Can holistic education contribute to experiential education? *Journal of Experiential Education*, v. 23.3, pp. 177-182. Note: The two authors contributed equally to this paper.

Hutchison, David. (1991). The spiritual realm within a holistic conception of child development and education. *Holistic Education Review*, v. 4.3, pp. 12-22.

### **Articles in Professional/Non-refereed Journals**

Hutchison, David. (2015). Managing risks and constraints. *EduProject*. EduProject.org.

October. URL:

[http://www.eduproject.org/monographs/EduProject\\_Monograph\\_Hutchison.pdf](http://www.eduproject.org/monographs/EduProject_Monograph_Hutchison.pdf)

Hutchison, David. (2010). Integrating video games into the middle school classroom. *Middle Ground*. National Middle School Association. October. pp. 20-22.

Hutchison, David. (2009). Video games: Ideas for teaching and library media links. *School Library Media Activities Monthly*. v. XXV.7, pp. 56-58. (Invited paper.)

Hutchison, David. (2008). School leadership and environmental education. *Patio: Revista Pedagógica*. June. (Invited paper.)

Hutchison, David (2007). Video games in the classroom. *GameInformer*. September.

Hutchison, David. (2006). Educational game development: Partnering with K-12 schools.

*SeriousGamesSource.com*. September 14. URL:

[http://seriousgamesource.com/features/feature\\_091406\\_tigc.php](http://seriousgamesource.com/features/feature_091406_tigc.php)

Hutchison, David. (2006). Presenting the most popular Xbox 360 game ever. *TeamXbox.com*.

March 13. URL: <http://community.teamxbox.com/xbox/1514/Presenting-the-MostPopularXbox-360-Game-Ever/p1/>

Hutchison, David. (2006). A battlefield analysis of Call of Duty 2's Beltot, France capture the flag map. *TeamXbox.com*. March 13. URL:

<http://community.teamxbox.com/xbox/1513/ABattlefield-Analysis-of-Call-of-Duty-2sBeltot-France-Capture-the-Flag-Map/p1/>

Hutchison, David. (2006). Teaching students about ergonomics. *Teaching and Learning*, v. 3.1.

Hutchison, David. (2005). iList Studio 2 Post-mortem. *REALbasic Developer*, v. 3.6, pp. 11-13; 29.

Hutchison, David. (2003). Teaching nature: From philosophy to practice. *North American Montessori Teachers Association Journal*, v. 28.1, pp. 207-218. (Invited paper.)

Hutchison, David. (2002). Building the biocentric child. *North American Montessori Teachers Association Journal*, v. 27.3, pp. 150-176. (Invited paper.)

Hutchison, David. (2001). An ecologically-sensitive curriculum for the elementary years. *Patio: Revista Pedagógica*, Summer, pp. 14-17. (Invited paper.)

Hutchison, David. (2000). A review of the Roland XV-5080. *Sonic State*, October.

Hutchison, David. (1999). The story of the universe: Ecological narrative. *Orbit*, 30(3), pp. 2425. (Invited paper.)

Hutchison, David. (1999). Childhood, rhythm, and the study of form. *Early Childhood Connections*, 5(3), pp. 24-29. (Invited paper.)

Hutchison, David. (1999). *School ground naturalization: A case study of three Toronto area schools*. Toronto: Evergreen Foundation Holdings.

### ***Interviews and Media Coverage***

Television Interviews/Media Coverage: CBC News - The National (2010); CTV News (2008);

CityTV - Breakfast Television (2008); CHCH-TV (2008); A-Channel London (2008); Cogeco (2016)

Radio Interviews/Media Coverage: CBC Radio (2010; 2008)

Print Interviews/Media Coverage: The St. Catharines Standard (2010; 2009); The Welland Tribune (2011; 2010; 2009); University Affairs (2014)

Online Interviews/Media Coverage:

Hutchison, David. (2008). David Hutchison: Playing to learn. *The Electric Playground*. June 19. (Interview) URL: <http://www.elecplay.com/feature/11869>

Hutchison, David. (2007). Why Grand Theft Auto should be taught in schools?: An interview with David Hutchison. *Henry Jenkins Blog*. October 22. URL: [http://www.henryjenkins.org/2007/10/why\\_grand\\_theft\\_auto\\_should\\_be.html](http://www.henryjenkins.org/2007/10/why_grand_theft_auto_should_be.html)

Hutchison, David (2007). Q&A: David Hutchison on Playing to Learn. *GameSpot*. November 9.

URL: <http://www.gamespot.com/news/6181223.html?tag=result;title;0>

### ***Contributions to Panels, Workshops, and Clinics (Conference Presentations)***

Hutchison, David. (2017). Scaffolding online learning in a project management course. *World Conference on Online Learning*. Toronto: October 17. (Poster)

Hutchison, David et al. (2017). Experience points: Integrating experiential education. *Digital Pedagogy Institute Conference*. St. Catharines, ON: August 16. (Panel Presentation)

Hutchison, David. (2017). Strengthening project-based learning through project management best practices. *CONNECT*. Niagara Falls, ON: April 29.

Hutchison, David. (2017). Project-based learning. *Spring Perspectives on Learning*. St. Catharines, ON: April 27. (Poster)

Hutchison, David. (2017). Project-based learning. *Chancellor's Chair Roundtables*. St. Catharines, ON: March 22.

Hutchison, David. (2016). Scaffolding project-based learning through project management best practices. *STLHE Conference*. London, ON: June 22. (Poster)

Hutchison, David et al. (2016). Digital Scholarship Ontario sponsored discussion: Towards a DH training network. *Digital Pedagogy Institute Conference*. Guelph, ON: May 13. (Panel Discussion)

Hutchison, David. (2016). Strengthening project-based learning through project management best practices. *CONNECT*. Niagara Falls, ON: April 29.

Hutchison, David. (2016). Strengthening project-based learning through project management best practices. *Educational Developers Caucus*. Windsor, ON: February 17.

Hutchison, David. (2015). Applying the principles of professional project management theory to project-based learning. *Digital Pedagogy Institute Conference*. Toronto, ON: August 20.

Hutchison, David. (2015). Project-based learning: Lessons from project management. *CONNECT*. Niagara Falls, ON: May 7. (Poster)

Hutchison, David. (2015). An introduction to game level design. *Sheridan College Game Design Program*. Oakville, ON: February 12.

Hutchison, David. (2014). How can professional project management theory inform projectbased learning in schools? *Brock Distinguished Speaker Series: Abstract Conversations*. St. Catharines, ON: October 8.

Hutchison, David. (2014). Digital humanities teaching: Leveraging best practices in projectbased learning and project management. *Digital Pedagogy Institute Conference*. Toronto, ON: August 12.

Hutchison, David. (2012). Integrating video games into the geography curriculum. *Educational Computing Organization of Ontario Conference*. Toronto, ON: November 1.

Hutchison, D. (2012). Video games in education panel discussion. *Ministry of Education Faculty of Education Conference*. Toronto, ON: May 8.

Hutchison, David. (2011). Video games in schools: The language arts and math connection. *Educational Computing Organization of Ontario Conference*. Toronto, ON: October 21.

Hutchison, D. (2011). Video games in schools: The language arts and math connection. *Immersive Worlds Conference*. St. Catharines, ON: June 13.

Hutchison, D. (2011). Why So Serious? Valuable Play & eLearning. *InPlay Conference*. Toronto, ON: May 18. Invited panel presentation.

Hutchison, David. (2010). Research Overview: Video games and K-12 teaching. *Faculty of Education Research Forum*. St. Catharines, ON: September 24.

Hutchison, David. (2010). Convocation Address. *Brock University*. St. Catharines, ON: June 9.

Hutchison, David. (2010). Integrating video games across the Intermediate curriculum. *Ministry of Education / Faculties of Education Forum 2010*. Toronto, ON: May 11.

Hutchison, David. (2009). Video games in the K-12 school. *Educational Computing Organization of Ontario Conference*. Toronto, ON: November 13.

Hutchison, David. (2009). 10 ways to integrate video games into the elementary and secondary school classroom. *Immersive Worlds Conference*. St. Catharines, ON: June 15.

Hutchison, David. (2009). Plenary Address. *Peterborough Victoria Northumberland And Clarington Catholic District School Board*. Peterborough, ON: June 5.

Hutchison, David. (2009). Keynote Address. *Central Ontario Computer Association Conference*. Niagara Falls, ON: February 10.

Hutchison, David. (2008). Linking curriculum to video games in education. *Educational Computing Organization of Ontario*. Toronto, Ontario: November 13.

Hutchison, David. (2008). Video games and learning. *Provoking Research, Provoking Communities Conference*. Windsor, ON: July 3. (Poster session)

Hutchison, David. (2008). Place-based education and learning. *Provoking Research, Provoking Communities Conference*. Windsor, ON: July 2. (Guest presentation in C.A. Bowers preconference workshop)

Hutchison, David. (2008). Keynote Address. *Canadian Council of Montessori Administrators*. Mississauga, ON: May 26.

Hutchison, David. (2008). Video games as technology education. *E-learning Comes Together*. Winnipeg: May 9.

Hutchison, David. (2008). Integrating Video Games into the Classroom. *Educational Computing Organization of Ontario Elementary Conference*. Kitchener, Ontario: April 12.

Hutchison, David. (2008). Integrating Video Games into the Social Studies Curriculum. *New York State Council for Social Studies Conference*. Buffalo, NY: April 4.

Hutchison, David. (2007). Interdisciplinary Strategies for Integrating Video Games into the Classroom. *Educational Computing Organization of Ontario Conference*. Toronto, Ontario: November 8.

Hutchison, David. (2007). Challenging the taboo of video games in the classroom. *International Study Association for Teachers and Teaching (ISATT) Conference*. St. Catharines: Brock University. July 5-9.

Hutchison, David. (2007). Virtual classroom design for teachers. *Interacting with Immersive Worlds Conference*. St. Catharines: Brock University. June 4-5.

Hutchison, David. (2007). Video games in the classroom. *Educational Computing Organization of Ontario Elementary Conference*. Kitchener, Ontario. May 5.

Hutchison, David. (2007). Video games and academic research: Opportunities and challenges. *Mapping the New Knowledges Conference*. St. Catharines: April 11.

Hutchison, David. (2006). The history of school buildings. *Canadian History of Education Association Conference*. Ottawa: October 29.

Hutchison, David. (2006). Playing to learn poster session. *Future Play*. London, Ontario: October 11.

Hutchison, David. (2006). History and video games (panel discussant). *Future Play*. London, Ontario: October 10.

Hutchison, David. (2006). Educational game development: Partnering with K-12 schools. *Toronto Independent Games Conference*. Toronto: September 1.

Hutchison, David. (2006). Reconceptualizing the concept of place in education. *Canadian Society for the Study of Education Conference*. Toronto: May 27.

Hutchison, David. (2006). Video games in the classroom: 25 teaching ideas. *Educational Computing Organization of Ontario Conference*. Toronto: May 4.

Hutchison, David. (2006). Teaching data: An affordable alternative to Filemaker Pro. *Educational Computing Organization of Ontario Conference*. Toronto: May 4.

Hutchison, David. (2006). The history of school buildings. *St. John's Historical Schooling Building Conference*. Toronto: September 1.

Hutchison, David. (2005). Xbox gaming and the pedagogy of place. *Children's Learning in a Digital World Conference*. August 18-20. (Refereed poster session.)

- Hutchison, David. (2005). Database ideas for K-12 education. *Educational Computing Organization of Ontario Conference*. Toronto: May 4.
- Hutchison, David. (2004). Introducing iList Studio 2. *Ridley School*. November 1. (Presentation to IT staff.)
- Hutchison, David. (2004). Building a better database. *Educational Computing Organization of Ontario Conference*. Toronto: May 4.
- Hutchison, David. (2002). Awakening to the world: Strategies for nurturing social consciousness in youth. *Preparing the Way: A Conference for Middle Division Teachers and Administrators*. St. Catharines: November 16. (Workshop.)
- Hutchison, David. (2002). Growing up green: Montessori, holistic education, and ecological renewal. *Montessori education for human development: The child in the natural world*. Chicago: November 1. (Invited keynote address.)
- Hutchison, David. (2002). The recovery of the earth process. *Montessori education for human development: The child in the natural world*. Chicago: November 1. (Invited workshop.)
- Hutchison, David. (2002). Manifestations of place in education. *Montessori: From CASA to biosphere*. Seattle: April 20. (Invited keynote address.)
- Hutchison, David. (2002). Visions of dynamic space: The place visions of Montessori and Waldorf education. *Canadian Society for the Study of Education Conference*, May 26.
- Hutchison, David (2001). Computers in education: A future vision. *Computer Teachers Conference*. Niagara Falls: November 27. (Invited paper.)
- Hutchison, David (2001). Guided visualization journeys in education. *Transformative Learning Conference*. Toronto: November 3.
- Hutchison, David. (2001). The story curriculum: Accepting guidance from the traditional cultures of the Americas. *Storytelling in the Americas*. St. Catharines: September 1.
- Hutchison, David. (2001). Video production for aesthetic education. *Apple College of Education Institute*. Los Angeles: June 24.
- Hutchison, David (2000). Let's talk about our schools. *OTF Public Discussion Series*. Niagara Falls: October 12. (Roundtable participant.)
- Hutchison, David. (2000). Aesthetics, architecture, and learning. *Educational Facility Planners Conference*. Toronto: May 12. (Invited paper.)
- Hutchison, David. (2000). Visioning the ideal educational space. *Educational Facility Planners Conference*. Toronto: May 12. (Invited paper.)

Hutchison, David. (1999). Growing up green: Environmental education within a developmental context. *Holistic Education Conference*. Toronto: October 23.

Hutchison, David. (1999). Growing up green. *North American Association for Environmental Education (NAAEE) Conference*. Cincinnati: August 30. Hutchison, David. (1999). Weaving the ecological narrative: A developmental perspective. *Center for Ecology and Spirituality Colloquium*. Port Burwell, ON: Summer. (Invited keynote address.)

### ***Editorial and Refereeing Duties***

2015 - : Creator and editor for EduProject.org, a knowledge mobilization portal for projectbased learning. Supported by a 2015 - 2018 Brock University Chancellor's Chair for Teaching Excellence grant.

2006 - 2014: Peer reviewer for six journal articles and two books submitted for publication in the Alberta Journal of Education, the Canadian Journal of Environmental Education, Pearson Education Canada's textbook division, and Nelson Education Canada's textbook division.

2001 - 2008: Contributing Software Reviewer, MacDirectory Magazine. Reviews (in reverse chronological order) of: Synthology Ivory 1.5, Emagic Logic 6.2, Apple DVD Studio Pro 3.0, MOTU MachFive 1.0, U&I Software Artmatic Voyager 1.0, Vienna Symphony Orchestra (4 part review), 3rd Party Apple Loops Roundup, Roxio Toast with Jam, DAZ Series Models for Poser, U&I Software VTrack 1.0, Apple Final Cut Pro 2.0, Apple DVD Studio Pro 1.0

### ***Academic Reports***

Hutchison, David. (2012). *Extended Teacher Education Program Discussion Paper*. St. Catharines: Brock University.

Department of Teacher Education. (2004). *Pre-service Accreditation Documentation*. St. Catharines: Brock University. Leader authors: David Hutchison and Sybil Wilson.

### ***Theses/Other Publications***

Hutchison, David. (1999). *Perspectives on place in education*. Toronto: University of Toronto.

(Ph.D. Thesis.)

Hutchison, David. (1999). *Unit Outline/Bibliography for 'Environmental education in cities: School ground naturalization strategies'*. Toronto: York University.

Hutchison, David. (1994). *The recovery of the earth process through childhood*. Toronto: York University. (M.E.S. Project.)

### **Formal Education**

**University of Toronto (OISE/UT)**

PhD (1999)

**York University (Faculty of Environmental Studies) MES (1994)**

**Queen's University (Faculty of Education)**

BEd. (1991)

**Trent University (Faculty of Arts and Sciences)**

BA (1990) Honours Standing

**Etobicoke Board of Education (School of Experiential Education) OSSHGD (1987) Honours Standing**

**Software Development**

1995 - current: Owner and Lead Developer, Lakewood Studios (www.lakewoodstudios.com). Lead development on iList Data 3.8 and iList Studio 3.8, database software for the Macintosh platform.

Below is an unsolicited testimonial from a historian who rates the iList software as 5/5:

“An astonishing program...As a historian who is presently writing his PhD thesis I have been using iList Studio for over a year now. I have set up a database consisting of a straightforward biographical database on the one hand and on the other hand there is an events database which is linked towards the first one so that I can find out what so-and-so did in a given month and which events occurred in a given period of time. The program is stable, fast and easy to use. The only thing that I am missing is an integrated calendar so that I can map historical events onto it and visualize them...To sum it up: a great program with a kind of support that leaves nothing to be desired.”

**Grants Obtained**

**Humanities Research Institute Fund (2017)**

Brock  
University  
Value: \$1,500

Description: Funding in support of the jointly hosted Digital Pedagogy Institute conference in August, 2017.

**Service Learning Grant (2016)**

Brock  
University  
Value: \$3,000

Description: Support for the development of the new service learning/project-based learning course IASC 3F92: Best Practices in Instructional Design.

**Match of Minds Grant (2016)**

Brock  
University  
Value: \$4,500

Description: Funding in support of the hiring of an undergraduate student research assistant to conduct research related to social entrepreneurship.

**Humanities Research Institute Fund (2015)**

Brock  
University  
Value: \$1,500

Description: Funding in support of the jointly hosted Digital Pedagogy Institute conference in May, 2016.

**Educational Developers Caucus Grant (2015)**

Society for Teaching and Learning in Higher Education  
Value: \$2,300

Description: Funding in support of the development of a project-based learning training manual for educational developers.

**Professional Development Scholarship for Learning Education and Development (2015)** Project Management Educational Foundation Value: \$2,480.30 U.S.

Description: Scholarship support for professional project management training. The competition for this award is worldwide.

**E-learning Development Grant (2015)**

Brock  
University  
Value: \$14,000

Description: Support for the development of the new online course IASC 1F02 - Being Human in a Digital World.

**Connections Grant (2015) (Co-investigator)**

Social Science and Humanities Research Council

Value: \$15,550

Description: Funding in support of the jointly hosted Digital Pedagogy Institute conference in August, 2015. Paulina Rousseau (University of Toronto Scarborough) was this lead on this grant.

**Shared Online Course Fund (2014) (Collaborator)**

Ontario Ministry of Training Colleges and Universities

Value: \$72,500

Description: Funding in support the development of online course modules related to interactive arts. Michael Longford (York University) was the lead on this grant.

**Humanities Research Institute Fund (2014)**

Brock  
University  
Value: \$1,000

Description: Funding in support of the jointly hosted Digital Pedagogy Institute conference in August, 2015.

**Brock University Advancement Fund - Special Purposes Grant (Manuscript Preparation) (2007)**

Brock University

Value: \$1,200

Description: Support for the indexing and preparation of a book manuscript.

**Brock University Advancement Fund - Special Purposes Grant (Manuscript Preparation) (2004)**

Brock University

Value: \$750

Description: Support for the indexing and preparation of a book manuscript.

**Major Teaching Development Grant (1993)**

York University

Value: \$10,000 (stipend)

Description: Competitive process by which proposals for curriculum and teaching development are evaluated on the basis of merit and contribution to the university.

## Graduate and Undergraduate Supervision

Katrina Jegg

Graduate Level: MEd (Project)

Status: In Progress

Role: Supervisor

Kyle Sutter

Graduate Level: MEd (Project)

Status: In Progress

Role: Supervisor

Patrick Tierney

Graduate Level: PhD

Status: Completed

Role: Supervisor

Mihai-Basarab Sarbu

Graduate Level: MEd (Thesis)

Status: Active

Role: Supervisory Committee Member

Tina Benevides

Graduate Level: PhD

Status: Completed

Role: External (OISE/UT)

Anoop Gupta

Graduate Level: PhD

Status: Completed

Role: Supervisory Committee Member

Oscar Vicente

Graduate Level: PhD

Status: Completed

Role: Supervisory Committee Member

Randy Boyd

Graduate Level: PhD

Status: Completed

Role: Supervisory Committee Member

Danielle Hourigan

Graduate Level: MEd Status: Completed

Role: Second Reader

James Nonnan

Graduate Level: MEd (Project)

Status: Completed

Role: Second Reader

Donia Zhang

Graduate Level: MEd (Thesis)

Status: Completed

Role: Co-supervisor

Ken McClelland

Graduate Level: PhD

Status: Completed

Role: Supervisory Committee Member

Janet Dymont

Graduate Level: PhD

Status: Completed

Role: Supervisory Committee Member

Paul Faris

1 Chantler Rd.,  
Welland, ON  
L3C-4M6

Phone: (905) 714-3526  
Fax: (905) 984-4849  
E-mail: jbonnett@brocku.ca

Graduate Level: PhD

Status: Completed

Role: Supervisory Committee Member

Terri Gregotski

Graduate Level: MEd Status: Completed

Role: Second Reader Judith Beriault

Graduate Level: MEd (Project)

Status: Completed

Role: Supervisor

Maria Rowles

Graduate Level: MEd (Project)

Status: Completed

Role: Second Reader

# John Bonnett

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**Citizenship: Canadian**

**/ American**

**Education:**

**Ph.D. Degree (2002)**

**Department of History, University of Ottawa**

- **Fields:** American, Soviet and Social History
- **Thesis Title:** "Communication, Complexity and Empire: The Systemic Thought of Harold Adams Innis."
- **Supervisor:** Chad Gaffield, (613) 562-5891 e-mail: gaffield@uottawa.ca
- **Abstract:** Harold Innis is one of Canada's most important historians and communication theorists. Marshall McLuhan once declared his work to be a mere footnote to that of Innis. While his work remains a source of inspiration to Canadian scholars, Innis interpreters remain uncertain as to the nature of his contribution, and more specifically the identity of his theoretical framework. This study argues that Innis' writings from 1920 to 1952 were distinguished by their sustained application of a construct of change that today is identified with the science of complexity. Throughout his career, Innis emphasised the importance of independent agents, selforganisation and systemic regulation in global history.

**Master of Arts Degree (1992)**

**Department of History, University of Ottawa**

- **Research Paper:** "Henry L. Stimson, *Mentalité*, and the Decision to Use the Atomic Bomb Against Japan."
- **Supervisor:** Brian Villa, (613) 233-6106 e-mail: [bvilla@uottawa.ca](mailto:bvilla@uottawa.ca)

**Bachelor of Arts Degree, *Cum Laude* (1989)**

**Western Washington University**

**Bellingham WA**

- **Major:** History, GPA 3.90
- **Minor:** French, GPA 3.30

**Professional Experience:**

**Associate Professor, 2010-Present**

**Tier II Canada Research Chair in Digital Humanities, 2005-2015**

**Assistant Professor, 2005-2010**

**July 1, 2005 to present**

**Department of History**

**Brock University**

**500 Glenridge Avenue**

**St. Catharines, ON**

**L2S-3A1**

**Chair: Professor Mark Spencer, (905) 688-5550, x3506 [mwickett@brocku.ca](mailto:mwickett@brocku.ca)**

**Research Officer**

**March 2002 to June 30, 2005**

**National Research Council of Canada**

**Institute for Information Technology**

**46 Dineen Drive**

**Fredericton, New Brunswick**

**E3B-9W4**

**Group Leader: Irina Kondratova, (506) 452-2462**

[Irina.Kondratova@nrc.gc.ca](mailto:Irina.Kondratova@nrc.gc.ca)

**Responsibilities:** History and Computing researcher, with an interest in pedagogical and scholarly applications for 3D-Immersive environments on the computer desktop, and in the emerging field of Augmented Reality.

Adjunct Professor

October 2002 to Present

Department of History

University of New Brunswick

P.O Box 4400

Fredericton, NB

E3B-5A3

**Chair: Professor J. Marc Milner, (506) 458-7428 [milner@unb.ca](mailto:milner@unb.ca)**

**Course taught:** *History 5995: Topics in History and Computing*

**Course content:** Seminar course devoted to past, present and potential future applications of the computer to support research, communication and teaching in history. Readings touched on topics ranging from databases, to newer topics ranging from virtual reality to computer simulation of artificial societies. Course also provided practical experience in interpreting primary sources such as maps and photographs, and using the data to construct 3D models of historic structures.

**Professional**

**Experience:**

Visiting Researcher

January 1998 to December 2001

National Research Council of Canada

Institute for Information Technology

Building M-50, Montreal Rd.

Ottawa, ON K1A-0R6

**Group Leader: Martin Brooks** [brooks.martin@sympatico.ca](mailto:brooks.martin@sympatico.ca)

**Responsibilities:** Design and Creation of the *3D Virtual Buildings Project* website. The rationale for the project was twofold. The first was to provide an on-line repository, one containing tutorials designed to facilitate student historical research and 3D model construction, and one enabling participants from institutions across Canada to display their models once they are completed. The second reason was to explore the efficacy of 3D modelling software packages as instruments

to teach the discipline of history, and spur student critical thinking. The site presently contains representations of Ottawa's Sparks Street District as it existed in 1878 in VRML and QuickTime VR formats. It is capable of displaying multiple cities at different points in their history, and also contains a search engine that enables users to locate particular types of structures -- such as theatres -- in any given urban space. The project is a joint initiative of the National Research Council and Industry Canada.

While the project is sixteen years old, in the intervening years it has continued to generate favourable comments nationally and internationally. In 2006, the UK website *Intute* praised the project for “delivering on its conceptual aims” and “offering an invaluable and innovative contribution to humanities computing that will allow students to develop their understanding of history in sophisticated ways.” [Intute. (2006). “The 3D Virtual Buildings Project.” Available on-line at *Intute: Helping You Find the Best Websites for Study and Research Website*:

<http://www.intute.ac.uk/cgibin/fullrecord.pl?handle=humbul2731> [October 31, 2009].] *Intute* is a consortium of British universities and institutions that include Oxford University and the British library. Its website is devoted to highlighting the best sites on the Internet devoted to supporting teaching and research.

Former SSHRC president Chad Gaffield, in his recent speech to the Canada 3.0 Forum, also praised the project for “transforming what it means to be a student in disciplines like history” [Chad Gaffield. (2009). “Canada as a Digital Nation in the 21st Century: the Innovative Contributions of the Social Sciences and Humanities.” Available online at *Social Sciences and Humanities Research Council Website*: [http://www.sshrc.ca/SITE/about-crsh/president/stratford\\_canada3\\_0\\_speech\\_e.pdf](http://www.sshrc.ca/SITE/about-crsh/president/stratford_canada3_0_speech_e.pdf) [October 31, 2009]. In 2007, the *Canadian Architectural Archive* listed the project as an architectural resource. [Canadian Architectural Archives. (2007). “Architectural Links.” Available online at *Canadian Architectural Archives Website*: <http://caa.ucalgary.ca/links> [October 31, 2009].]

(See: David Staley, "Visualizing History." In *Historically Speaking* 4(4): 42. April 2003; David Staley. *Computers, Visualization and History* (Armonk, NY, M.E. Sharpe, 2003): 97-98; Ian Wilson. "First Person, Singular ...First Person, Plural: Making Canada's Past Accessible." In *Canadian Issues/Thèmes Canadiens*. October 2003. p. 44; Kim H. Veltman. "Challenges of Virtual and Digital Culture." *Congreso Internacional Culturtec 2002, III European Conference: Employment and Cultural Heritage, Economic Development and New Technologies in the Information and Knowledge Society*. Madrid: Universidad Complutense de Madrid, 2002, pp. 1-10; The *Financial Post*, Nov. 3, 1999, p. E5; the *Humanist* e-mail discussion list, <http://www.princeton.edu/~mccarty/humanist>, May 27, 15.053, and Sept. 21, 15.261; Chad Gaffield, "Primary Resources, Historical Thinking, and the Emerging Redefinition of the B.A. as a Research Degree." in *Facsimile* (23-25): 17 n.10. 2000-2001.); Chad Gaffield, "Toward the Coach in the History Classroom," *Canadian Issues/Thèmes canadiens* October-November 2001: 12-14

For more information, see:

<http://www.brocku.ca/3DVirtualBuildings/ProjDesc/Title.html>

## **Part Time Professor**

**University of Ottawa, Department of History**

**155 Séraphin Marion**

**Ottawa, ON K1N-6N5** phone:

(613) 562-5735

September 1997-December 1997

**Course Taught:** *History 2100: Workshop in History Essay Writing.*

Course Content: Introductory course designed to teach students requisite skills in expository writing and historical research.

### **Academic Honours:**

#### **Gertrude J. Robinson Book Prize**

Annual prize awarded by the Canadian Communications Association for best book of the year. I received the 2014 prize for *Emergence and Empire*. **Date:** May 29, 2014.

## **Grants and Fellowships:**

**Tier II Canada Research Chair in Digital Humanities (Renewed) – 2010-2015. Date:** May 2010

**Tier II Canada Research Chair in Digital Humanities – 2005-2010. Date:** May 2005

### **Co-Applicant – *Canada Foundation for Innovation Innovation Fund 2017***

Amount: \$960,099.00. Title: CCOVI's expanded fermentation, wine flavour and consumer behaviour facilities. The grant is funding research infrastructure devoted to exploring wine consumer behaviour. One constituent of the grant is dedicated to the construction of a Virtual Reality and Augmented Reality Lab which will support that research object, and other research objectives dedicated to digital history and the digital humanities.

### **Co-Applicant – SSHRC Partnership Grant – 2012-2017**

Amount: \$2,300,000 Title: “Montréal, plaque tournante des échanges: histoire, patrimoine, devenir” Purpose: The project is devoted to a study of Montreal conceived as an economic gateway to the North American continent. One part of the project will be a survey of changing architecture and morphology of the city over time, using 3D computer-generated representations. Such a project will require tools to support the generation of annotations, narrations and scholarly documentation. My role is to specify user requirements for project software and to test their usability.

**Co-Recipient – *National Endowment for the Humanities Institute for Advanced Topics in the Digital Humanities – 2008*** Amount: \$250,000. Purpose: To support the development of research methods, work practices and tools to support humanities scholarship in High Performance Computing Environments. Participants collaborated with researchers at High Performance Computing Centers: *National Center for Supercomputing Applications (NCSA)*, the *Pittsburgh Supercomputing Center (PSC)*, and the *San Diego Supercomputer Center (SDSC)* August 20-26, 2009. The specific project developed under this grant was *HistorySpace*. I am the principal investigator for *HistorySpace*.

### **SSHRC Image, Text, Sound and Technology (ITST) – 2008**

Amount: \$49,444. Purpose: Funding for project “Text Mining the corpus of Harold Adams Innis”

## **Grants and Fellowships:**

**NCSA Visiting Researcher Fellowship – June to August 2007 – Amount:** \$11,653.50. Purpose: The purpose of this fellowship is to enable scholars to develop research

projects with NCSA faculty in the areas of new media, cyberinfrastructure, and highperformance computing. During my tenure there I began preliminary work on two projects, one devoted to designing and conceiving a computer-supported collaborative environment for historians, the other devoted to integrating agent-based simulations into the history curriculum. Location: National Center for Supercomputing Applications, University of Illinois, Urbana-Champaign.

**SSHRC President's Grant – 2005** Amount: \$35,000. Purpose:

Financial Support for *The Computer: The Once and Future Medium for the Social Sciences and the Humanities*, a symposium held at the 2006 Congress of the Social Sciences and the Humanities, York University, Toronto, May 30, 2006.

**Canada Foundation for Innovation Conference Grant – 2005** Amount: \$10,000. Purpose: Financial Support for computing symposium described above.

**Brock Humanities Research Institute – 2005.** Amount: \$1,000. Purpose: Financial Support for computing symposium described above.

**Canada Foundation for Innovation Infrastructure Grant – 2005** Amount: \$250,000

**Social Science and Humanities Research Council Doctoral Fellowship – 1997-1998.**

**Ontario Government Scholarship – 1996-1997;** (Offered OGS scholarship 1997-1998).

**University of Ottawa Excellence Scholarship – 1990-1991; 1994-1996.**

**University of Ottawa Entrance Scholarship – 1990-1991; 1994-1996.**

**John Ross Bullen Award -- June 1992.** Annual award given by the Department of History, University of Ottawa, to Masters Degree student who produces best seminar paper.

**Writing Fellowship -- 1989-1990.** Awarded by Department of English, Western Washington University. Nominated undergraduate students with good writing skills receive training in critiquing other students' writing skills. Serve as Professor's assistant in writing-intensive courses.

**Merit Scholarship** -- 1988. Awarded by History Department, Western Washington University for best undergraduate paper of the quarter.

### Refereed Books:

**Book:** *Emergence and Empire: Innis, Complexity and the Trajectory of History*. Montreal: McGill-Queens University Press, 2013

### Refereed Articles:

John Bonnett. "New Fundamentals for a Multi-Modal Space-Time: Teaching 3D – What it is, and Why it Matters." In *Doing Digital Humanities 2: A Companion Volume*. Eds. Richard J. Lane, Raymond Siemens, and Constance Crompton. Routledge. [**Under Review**].

John Bonnett. "Review Essay -- Harold Innis Reflects: Memoir and WWI Writings/Correspondence. Edited by William J. Buxton, Michael R. Cheney, & Paul Heyer. Foreword by Anne Innis Dagg. Lanham, Maryland: Rowman & Littlefield, 2016. 253 pp. ISBN: 9781442273993." in *Canadian Journal of Communications*. [**Forthcoming.**]

John Bonnett, "The Flux of Communication: Innis, Wiener and the Perils of Positive Feedback," in *Canadian Journal of Communication*. 42(3): 431-446. July 2017.

John Bonnett, Mark Anderson, Wei Tang, Brian Farrimond and Léon Robichaud, "StructureMorph: Creating Scholarly 3D Models for a Convergent, Digital Publishing Environment," in *Scholarly and Research Communication* 7(2). Article ID 0201253. 15 pp.

John Bonnett, "A Plea for Design: Historians, Digital Platforms, and the Mindful Dissemination of Content and Concepts," in *Journal of the Canadian Historical Association*. 25(2): 189-231.

David Connors, Michael J. Armstrong and John Bonnett. "A Counterfactual Study of the Charge of the Light Brigade." In *Historical Methods*. 48(2): 80-89. April-June 2015.

Guest Editor with Kevin Kee, Special Issue of the Journal *Digital Studies*, titled "The Computer and Canadian Scholarship: Recent Trends in the Humanities and the Social Sciences." 1(2). 2009. Available on-line at: <http://www.digitalstudies.org>

John Bonnett and Kevin Kee. "Transitions: A Prologue and Preview of Digital Humanities Research in Canada." In *Digital Studies*. 1(2). 2009.

"High-Performance Computing: An Agenda for the Social Sciences and the Humanities in Canada." In *Digital Studies*. Article is 10 pages single spaced. 1(2). 2009.

"Charting a New Aesthetics for History: 3D, Scenarios and the Future of the Historian's Craft." In *L'histoire sociale / Social History*. 40(79): 169-208. May 2007.

"Mediating the Past in 3D, and how Hieroglyphs get in the way: The *3D Virtual Buildings Project*." In *Mind Technologies: Humanities Computing and the Canadian Academic Community*. (Calgary: University of Calgary Press, 2006): 201-224.

#### **Refereed Articles:**

"Following in Rabelais' Footsteps: Immersive History and the 3D Virtual Buildings Project." In *History and Computing*. 13(2): 107-150. 2001 (Published 2004).

"Versando nuova linfa in una vecchia disciplina: Impiego del 3D per insegnare e rappresentare il passato." [English Title: "Pouring New Wine into an Old Discipline: Using 3D to Teach and Represent the Past."] in *Storic@mente*. 2004. Online journal available at:

[http://www.storicamente.org/02\\_tecnostoria/strumenti/bonnett\\_ital.htm](http://www.storicamente.org/02_tecnostoria/strumenti/bonnett_ital.htm) [December 22, 2004].

"New Technologies, New Formalisms for Historians: *The 3D Virtual Buildings Project*." In *Literary and Linguistic Computing*. 19(3): 273-287. September 2004.

"The Oral Tradition in 3D: Harold Innis, Information Visualisation and the 3D Historical Cities Project." In *Text Technology*. 12(1): 1-8. 2003.

"Following in Rabelais' Footsteps: Immersive History and the 3D Virtual Buildings Project." In *Journal of the Association for History and Computing*. 6(2). September 2003. Available on-line at:

<http://bit.ly/2alPPC6> [July 25, 2016]

"The Oral Tradition in 3D: Harold Innis, Information Visualisation and the 3D Historical Cities Project." In *Computing in the Humanities Working Papers*. A.20. September 2003. Available on-line at:

<http://www.chass.utoronto.ca/epc/chwp/titles.html> [April 30, 2005]

Bringing Students to a Virtual Past: Teaching Ottawa History with the *3D Historical Cities Project*." in *Construire une capitale -- Ottawa -- Making A Capital*. Eds. Jeff

Keshen and Nicole Saint-Onge. (Ottawa: University of Ottawa Press, 2001): 483-502.

"Jekyll and Hyde: Henry L. Stimson, Mentalité, and the Decision to Use the Atomic Bomb." in *War In History*. 4(2): 174-212. April 1997.

John Bonnett, Joseph Bolton, William Ralph, Amy Brulé, Erin Dempsey, Chris Jaques, Mark Anderson and Michael Winter. *The DataScapes Project*. **Display Location:** Canadian National Exhibition, Toronto, ON. **Dates:** August 19-September 5, 2016.

John Bonnett, Joseph Bolton, William Ralph, Amy Brulé, Erin Dempsey, Chris Jaques, Mark Anderson and Michael Winter. *The DataScapes Project*. **Display Location:** Brock University. **Dates:** May 26-30, 2014. **Website:** <http://www.edgehill.ac.uk/computing/csdh/>

#### **Other Publications:**

John Bonnett, "Digital Histories," in *Canadian History: Post-Confederation*, John Belshaw, gen. author (Vancouver: BCCampus, 2016).

"Historians and Technology: The 3D Virtual Buildings Project." In *CHA Bulletin*. 40(1). Article appeared as a featured article on the CHA website June 2014.

"Harold Innis, Information Management and the Topographic Revolution in Communication." In *Toronto Review of Books Podcast*. March 1, 2013. Available online at: <http://www.torontoreviewofbooks.com/category/podcast/> [May 13, 2013].

"We're Still Looking: Alexander Watson, Marginal Man, and the Continuing Search for the Hidden Innis." In *Canadian Journal of Communication*. 33 (4): 721-724. 2008. [Review Essay of Alexander John Watson. *Marginal Man: The Dark Vision of Harold Innis*. Toronto, ON: University of Toronto Press, 2006. 525pp.]

John Bonnett, Geoffrey Rockwell, and Kyle Kuchmey. "High Performance Computing in the Arts and Humanities." Available on-line at:

*SHARCNET – Shared Hierarchical Academic Research Computing Network Website*

<https://www.sharcnet.ca/my/research/hhpc> [February 18, 2016] (Posted September 2008)

"Abductive Reasoning, A-Life and the Historian's Craft: One Scenario for the Future of History and Computing." At *Digital Arts and Humanities Network Website*. (Hosted by King's College, London) Available on-line at:

[http://www.arts-humanities.net/blog/ian\\_anderson/370](http://www.arts-humanities.net/blog/ian_anderson/370) [September 2007] (Posted September 2007)

"High-Performance Computing: An Agenda for the Social Sciences and the Humanities in Canada." Available on-line at:

*Digital Arts and Humanities Network Website*. (Hosted by King's College, London)

[http://www.arts-humanities.net/system/files/computing\\_final\\_e.pdf](http://www.arts-humanities.net/system/files/computing_final_e.pdf)

[September 16, 2009]

*SSHRC Website: Social Sciences and Humanities Research Council.*

[http://www.sshrc.ca/site/about-crsh/publications/computing\\_final\\_e.pdf](http://www.sshrc.ca/site/about-crsh/publications/computing_final_e.pdf) [September 2009] (Posted January 2007)

**Other Publications:**

"Review Essay: Jay David Bolter and Richard Grusin. *Remediation: Understanding New Media*. Cambridge, MA: The MIT Press, 1999. 295 Pp." In *Journal of the American Association for History and Computing*. Vol. 5, No. 1 (May 2002). Available on-line at: <http://mcel.pacificu.edu/JAHC/JAHCV1/p-resources/bolt.html>

[January 4, 2007]

"Review, John Maeda. *Design By Numbers*. "Review, N. Katherine Hayles. *How We Became Posthuman: Virtual Bodies in Cybernetics, Literature, and Informatics*. Chicago: The University of Chicago Press, 1999." in *Journal of the American Association for History and Computing*. Vol. 3. No. 3 (Nov. 2000). Available on-line at:

<http://mcel.pacificu.edu/JAHC/JAHCIII3/P-REVIEWS/hayles.html> [September 10, 2005]

"How the atomic bomb helped to win the war," *Ottawa Citizen*, August 18, 1997, p. A1 8.

Brian L. Villa and John Bonnett. "Understanding Indignation: Gar Alperovitz, Robert Maddox, and the Decision to Use the Atomic Bomb." in *Reviews in American History*. 24(1996): 529-536.

"Review Essay: Is He Merely Swift or Among the Wise?: Gar Alperovitz, Mythmaking, and the Decision to Use the Atomic Bomb." in *H-DIPLO*.(September 1996).  
<http://www.h-net.msu.edu/~diplo/balp.htm>.

The review essay was devoted to Gar Alperovitz' *The Decision to Use*

*the Atomic Bomb, and the Architecture of an American Myth*. My initiating review generated sufficient interest on the list to stimulate two series of debates on *H-DIPLO* -- one in the fall of 1996, the other in spring 1997 -- and cross-postings of the debate to *HWAR* and *H-*

*JAPAN*. The debate included a response from Alperovitz in February, and a rejoinder by myself in March. It has been placed on the reading

list of graduate seminars devoted to the Cold War, including *Royal Military College of Canada* <http://www.rmc.ca/academic/warstudy/>

[ws560/seminar13.html](http://www.shsu.edu/~his_ncp/595Read1.html)), *Sam Houston State University* ([http://www.shsu.edu/~his\\_ncp/595Read1.html](http://www.shsu.edu/~his_ncp/595Read1.html)), [URL downloaded October 11, 2001], and *Keele University* in the United Kingdom (<http://www.keele.ac.uk/depts/hi/bombshor.htm>) [URL downloaded June 2000]. The debate was also the topic of a paper given by Jay Rickman, Valdosta State University, "The Continuing Divide: Historians STILL Debate the American Use of the Atomic Bomb", given at the conference "Revisionism in U.S. Foreign Relations: A tribute to the scholarship of Thomas G. Paterson." University of Connecticut, Oct. 23-24, 1998. (<http://www.advance.uconn.edu/10139812.htm>) [URL downloaded October 11, 2001]

### **Conference Papers and Invited Presentations:**

**Paper:** With Mark Anderson, Brian Farrimond, Wei Tang, Léon Robichaud, "A Tale of Creative Filching: Narrative Objects to Support Open-Access Storytelling in Virtual Worlds." INKE 2017: Networked Open Scholarship. Victoria, BC. January 17, 2017. [Lead Author]

**Invited Presentation:** "Reaction: Future Directions for the Canadian HGIS Partnership." Mid-term Conference. Canadian Historical GIS Partnership Development Project. University of Toronto, Woodsworth College Residence. June 20, 2016.

**Paper:** With Mark Anderson, Brian Farrimond, Wei Tang, Léon Robichaud, “Creating Narratives in a Convergent, Digital World: The Complex Object.” 2016 Annual Meeting of the Canadian Historical Association. University of Calgary. Calgary, Alberta, June 1, 2016.

**Invited Presentation:** “The Topographic Revolution in the Digital Arts and Humanities.” DigiCafé. Digital Humanities @ Guelph. University of Guelph. Guelph, ON. March 22, 2016.

**Paper:** With Mark Anderson, Brian Farrimond, Wei Tang, Léon Robichaud, “StructureMorph: Creating Scholarly 3D Models for a Convergent, Digital Publishing Environment.” INKE 2016: New Knowledge Models – Sustaining Partnerships to Transform Scholarly Production. Whistler, BC. January 19, 2016. [Lead Author]

**Paper:** With Mark Anderson, Brian Farrimond, Wei Tang, Léon Robichaud, “Converging in a Virtual World: The Complex Object.” 2015 Annual Meeting of the Social Science History Association. Baltimore, Maryland. November 14, 2015. [Lead Author]

**Paper:** “History and Computer Science in the Interdisciplinary Classroom.”  
**Conference:** 2015 Annual Meeting of the Canadian Historical Association. University of Ottawa. Ottawa, ON June 3, 2015.

**Invited Presentation:** “The Atomic Bomb, Historians, and our Collective Memory of the Past.” Royal Niagara Military Institute. St. Catharines, ON. March 18, 2015

**Invited Presentation:** “Navigating Turbulence: Harold Innis, Emergence, and the Quest for New Expressive Instruments in Economics.” **Conference:** Rethinking Economics Waterloo Inaugural

Conference. St Paul’s College, University of Waterloo. February 7, 2015.

**Paper:** With William Ralph, Amy Brule, Erin Dempsey, Joseph Bolton, Mark Anderson, Chris Jaques, and Michael Winter. “The DataScapes Project.” **Conference:** 2014 ISSEI Porto Conference -- Images of Europe: Past, Present, Future (International Society for the Study of European Ideas. Catholic University of Portugal. Porto, Portugal. August 6, 2014. [Lead Author]

**Paper:** With Amy Brulé and Erin Dempsey. “The DataScapes Project.” **Conference:**

2014 Annual Meeting of the Canadian Society for Digital Humanities. Brock University. St. Catharines, ON May 28, 2014.

**Conference Papers and Invited Presentations:**

**Paper:** "Rejoinder -- Innis Across the Disciplines: New Insights, New Opportunities for the Digital Humanities Communications and History." **Conference:** Joint Session, 2014 Meetings of the Canadian Historical Association, Canadian Communications Association, and Canadian Society for Digital Humanities. Congress of the Social Sciences and

the Humanities. Brock University. St. Catharines, ON May 27, 2014. [My paper was a rejoinder to papers presented by H.V. Nelles, William Buxton and Geoffrey Rockwell who presented papers that engaged with my book *Emergence and Empire*].

**Paper:** "StructureMorph: A Tool for the Construction of Complex Objects and Historic, Virtual Worlds." **Conference:** 2014 Annual Meeting of the Canadian Historical Association. Brock University. St. Catharines, ON May 26, 2014.

**Invited Presentation:** "Harold Innis, Information Management and the Topographic Revolution in Communication." Toronto Centre for the Book. The Lecture Series of the Book History and Print Culture

Program. University of Toronto. Toronto, ON. January 24, 2013. Available on-line at: <http://www.torontoreviewofbooks.com/category/podcast/> [May 13, 2013].

**Interview:** "Future Knowledge: John Bonnett." Future Knowledge Interview Series. Center for Digital Humanities. University of South Carolina, Columbia, South Carolina. March 22, 2012 Available on-line at: <http://www.cdh.sc.edu/resources/johnbonnett.html> [April 30, 2012].

**Invited Presentation:** "History in 3D." *Invited Lectures Series*. University of Houston. Houston, Texas. April 21, 2011

"History in an Age of Practice: New Connections for Innis, New Directions for Digital History." *Wilson Scholar Lecture Series*, McMaster University, Hamilton, Ontario. March 24, 2011.

**Invited Presentation:** "The HistorySpace Project." *Institute for Advanced Topics in the Humanities, Final Seminar*, National Center for Supercomputing Applications, Washington, D.C. June 16, 2010

**Invited Presentation:** "Canada in the Digital Era: The Topographic Revolution and the Challenge of Convergence." **Study:** "Emerging and Digital Media: Opportunities and

Challenges.” **Location:** Standing Committee on Canadian Heritage. House of Commons. Ottawa, ON April 27, 2010.

**Invited Lecture:** “Research Transformed by Cyberinfrastructure: Two Possible Scenarios for the Humanities.” **Conference:** Summit 09: Cybera/CANARIE National Summit. Partnerships in Cyberinfrastructure Development. Banff Centre. Banff, Alberta. October 14, 2009.

### **Conference Papers and Invited Presentations:**

**Paper:** “High Performance Platforms for Digital Scholarship: A Think Piece on a New Domain for Research in the Digital Humanities.” **Conference:** 2009 Meeting of the Society for Digital Humanities. Congress of the Social Sciences and Humanities. Carleton University. Ottawa, ON. May 26, 2009.

**Paper:** “Beating Bullets into Ballots: The Conservative Thought of Harold Adams Innis.” **Conference:** 13<sup>th</sup> Annual Civitas Conference. Fairmont Royal York Hotel. Toronto, ON. May 3, 2009.

**Invited Lecture:** “The Implications of the Topographic Revolution for the Digital Humanities.” **Conference:** Topographic Media Seminar for Advanced Research  
Topographic Media Seminar for Advanced

Research. York University. Toronto, ON. Institute for Research on Learning Technologies. April 24, 2009.

**Invited Lecture:** “New Challenges, New Opportunities for History: Collaborative Environments, Performance Computing and the Future of the Historian’s Craft.”

**Location:** CSMM Guest Speaker Series.

McMaster University, Hamilton, ON. Department of Communication Studies and Multimedia. March 26, 2009.

**Invited Lecture:** “High Performance Computing: Why It Matters for the Discipline of History” Workshop: Computational Methods in the Humanities, Arts, and Social Sciences Workshop. SC07: The

Education Program of the International Conference for High Performance Computing, Networking, Storage, and Analysis. University of California, San Diego. San Diego Supercomputer Center. August 3, 2007.

<http://wiki.sceducation.org/index.php/SC07:UCIHR107>

**Paper:** “Computer-Supported Collaborative Workflow and the Historian’s Craft.”  
**Conference:** 2007 Meeting of the Society for Digital Humanities. Congress of the Social Sciences and Humanities. University of Saskatchewan. Saskatoon, SK. May 30, 2007.

**Panelist:** “Panel discussion: Cyberinfrastructure for the Social Sciences and Humanities.” **Conference:** Spatial Thinking in the Social Sciences and Humanities. Center for Computing in Humanities, Arts, and Science. National Center for Supercomputing Applications. University of Illinois, Urbana Champaign. December 18, 2006.

**Keynote Presentation:** “The Topographic Revolution: History, Aesthetics and Computing in the 21<sup>st</sup> Century.” **Conference:** Digital CHASS Conference. Center for Computing in Humanities, Arts, and

Science. National Center for Supercomputing Applications. University of Illinois, Urbana Champaign. December 9, 2005.

**Invited Lecture:** “The Historian as Aesthete: One Scenario for the Future of History and Computing.” **Location:** Seminar in Humanities Computing Series, 2005-2006. Centre for Computing in the Humanities. King’s College, University of London. November 15, 2005.

#### **Conference Papers and Invited Presentations:**

**Paper:** “Abductive Reasoning, A-Life and the Historian’s Craft: One Scenario for the Future of History and Computing.” 2005 Conference

of the Association for History and Computing (UK). Cambridge University. November 12, 2005.

**Paper:** “The Historian as Film Director: Augmented Reality and Historical Research.”  
**Conference:** NEASECS 2005: Northeast American Society for Eighteenth Century Studies. University of New Brunswick. Fredericton, NB. October 1, 2005

**Paper:** “History Viewed from the Side: Future Directions for Historical Representations using 3D Environments.” **Conference:** ACH/ALLC Conference 2005. University of Victoria. Victoria, BC. June 16, 2005

**Paper:** "Computer-Supported Collaborative Work and the Historian's Craft."

**Conference:** 2005 Meeting of the Canadian Historical

Association. Congress of the Social Sciences and Humanities. University of Western Ontario. London, ON. June 1, 2005.

**Paper:** "*Sideshadowing*, Counterfactuals and 3D History." **Conference:** 2005 Meeting of the Consortium for Computers in the Humanities. Congress of the Social Sciences and Humanities. University of Manitoba. Winnipeg, MA. May 29, 2005.

**Paper:** "The New Topography of Expression: Aesthetics, 3D and the Future of Scholarly Communication." **Conference:** New Ways and New Technologies in Social Sciences, Humanities and the Arts. University of Calgary. Calgary, AB. October 15, 2004.

**Paper:** "The New Topography of History: 3D and the Future Representation of the Past." **Conference:** New Ways and New Technologies in Social Sciences, Humanities and the Arts. University of Calgary. Calgary, AB. October 15, 2004.

**Invited Lecture:** "[The Coming Topographic and Genetic Revolutions: A Thinkpiece on History and Computing in the 21st Century](#)." **Location:** Centre for the Study of Historical Consciousness. Department of Education. University of British Columbia. Vancouver, BC. June 9, 2004.

**Paper:** "Construction and Collaboration: Two Possibilities for 3D History in the Next 20 Years." **Conference:** 2004 Meeting of the Canadian Historical Association. Congress of the Social Sciences and Humanities. University of Manitoba. Winnipeg, MA. June 5, 2004.

**Paper:** "New Platforms, New Primary Sources: History and Computing in the 21<sup>st</sup> Century." **Conference:** 2004 Meeting of the

Consortium for Computers in the Humanities. Congress of the Social Sciences and Humanities. University of Manitoba. Winnipeg, MA. June 1, 2004.

**Paper:** "Collaborating, Sideshadowing, and Interacting: A Call for an Aesthetics of 3D History." **Conference:** *Arts-Netlantic: International Conference on New Media Research Network*. Charlottetown, PEI. March 27, 2004.

### **Conference Papers and Invited Presentations:**

**Paper:** "The Challenge of Virtual History: The Need for a New Aesthetics in History."

**Conference:** *Presence of the Past: A National Conference on the Teaching, Learning and Communicating the History of Canada.* Halifax, NS. October 24, 2003.

**Paper:** "Augmented Reality, the Human Genome Project, and Vocal History."

**Conference:** *History, Heritage and Historical Consciousness: A Symposium on Public Uses of the Past.* University of New Brunswick. Fredericton, NB. October 22, 2003.

**Paper:** "Changing the Aesthetics of History: The *3D Virtual Buildings Project.*"

**Conference:** *Visual Knowledges.* University of Edinburgh. Edinburgh, UK. September 19, 2003.

**Invited Lecture:** "The Oral Tradition in 3D: Harold Innis, Information Visualization and the *3D Virtual Buildings Project.*" **Location:** Department of Information Systems and Computing. Brunel University. Uxbridge, U.K. September 5, 2003.

**Paper:** "New Technologies, New Formalisms for Historians: *The 3D Virtual Buildings Project.*"

**Conference:** Digital Resources in the Humanities Conference, 2003. University of Gloucestershire. Cheltenham, UK. September 2, 2003.

**Invited Lecture:** "Constructing an Immersive Past and a Critical Present: *The 3D Virtual Buildings Project.*"

Event: Historica Professional Development Program – Summer Institute 2003 (for Secondary Teachers). Lower Canada College. Montreal, QC. July 4, 2003.

**Paper:** "Of Codices and Vocal History: History and Computing in the 21<sup>st</sup> Century."

**Conference:** 2003 Meeting of the Canadian Historical Association. Congress of the Social Sciences and Humanities. Dalhousie University. Halifax. May 29, 2003

**Invited Lecture:** "The Oral Tradition in 3D: Harold Innis, Information Visualization and the *3D Virtual Buildings Project.*"

**Location:** *Visualization Friday Forum,* Duke University, Durham, NC. March 28, 2003.

**Paper:** "'The Falcon cannot hear the Falconer': Harold Innis, the Bias of

Communication, and the Idealist Interpretation of History." **Conference:** 2002 Meeting of the Canadian Communications Association. Congress of the Social Sciences and Humanities. University of Toronto, Toronto. May 30, 2002:

**Paper:** "Mediating the Past in 3D, and How Hieroglyphics Get in the Way: *The 3D Virtual Buildings Project.*"

**Conference:** 2002 Meeting of the Consortium for Computers

in the Humanities. Congress of the Social Sciences and Humanities. University of Toronto, Toronto. May 27, 2002

**Conference Papers and Invited Presentations:**

**Paper:** "The Oral Tradition in 3D: Harold Innis, Information Visualisation and the *3D Historical Cities Project*." **Conference:** 2001 Meeting of the Consortium for Computers in the Humanities. Congress of the Social Sciences and Humanities. Laval University, Quebec City. May 24, 2001.

**Paper:** "Using Visual Information to Teach Historical Method: The 3D Historical Cities Project." **Conference:** "115<sup>th</sup> Annual Meeting of the American Historical Association." Boston, January 6, 2001.

**Paper:** "Bringing Students to a Virtual Past: Teaching Ottawa History With The 3D Historical Cities Project." **Conference:** "Making A Capital: A Conference on the History of Ottawa." University of Ottawa, Department of History. Ottawa, Ont., November 20, 1999.

**Invited Lecture:** "The 3D Historical Cities Project." **Location:** Institute of Canadian Studies, University of Ottawa. Ottawa, ON. November 16, 1999. **Poster:** "Teaching History with the 3D Historical Cities Project." **Conference:** "Canada-Italy Workshop: Heritage Applications of 3D Digital Imaging," Institute for Information Technology, National Research Council, Ottawa, Ont., October 1, 1999.

**Invited Lecture:** "The 3D Historical Cities Project." **Location:** Center for Educational Computing Initiatives, Massachusetts Institute of Technology, Cambridge, MA, April 29, 1999.

**Paper:** "Of Crises, Universal Acids, and Chinese Curses: Social History in the PostModern Era." **Conference:** Annual Meeting of the Canadian Historical Association, University of Ottawa, Ottawa, Ont., June 1, 1998 Panel: Invited panelist for 20th anniversary English language commemoration of the journal *L'Histoire Sociale/Social History*. January 26-27, 1996

**Paper given in conjunction with Brian Villa:** "Where Does History End and Myth Begin?: Gar Alperovitz and the Atomic Bomb." **Conference:** "Peace In Their Time?: The End of the Second World War and the Beginning of the Cold War." University of Ottawa.

**Paper:** "Henry L. Stimson, the Psychology of Combat, and the Decision to Use the Atomic Bomb on Japan." **Conference:** "The End of the Second World War and its Aftermath." University of New Mexico. Los Alamos, NM August 1995.

**Paper:** "Evolution, Revolution, and *Mentalité*: Stimson, Morgenthau and the Dispute over U.S. Postwar Policy in Germany." **Conference:** "History in the Making II." Concordia University. Montreal, Que. February 1995.

**Paper:** "Whither Theory?: Historians, Sources and the Attempt to Recreate the *Mentalité* of the Past." **Conference:** "The Writing of History: A Conference on Approaches, Methodologies and Sources." University of Ottawa Ottawa, Ont. January 1995

**Paper:** "Stimson, Morality, and the Decision to Use the Atomic Bomb." **Conference:** "History in the Making I." Concordia University Montreal, Que. February 1994.

**Invited Presentation:** "Augmented and Virtual Reality Presentation. " Doors Open St. Catharines. The Brown Homestead. 1317 Pelham Road, St. Catharines, ON. Saturday June 24, 2017.

**Invited Presentation:** "Monday Night Seminar: Digitising History." McLuhan Centre for Technology, University of Toronto. Toronto ON. January 30, 2017.

**Invited Lecture:** "Interpretive Approaches in Digital History." Views on a Room: Heritage Symposium. Willowbank School of Heritage and Restoration Arts. Queenston, ON. April 27, 2016.

**Invited Lecture:** "3D for Building and Augmenting Community." The Working Centre. Kitchener, ON. January 27, 2016.

September 2005 to September 2006

**Brock History**

Graduate Studies Committee, Procedures Committee (History Department)

**Brock External**

Digital Humanities Curriculum Committee (Interactive Arts and Science)

September 2006 to September 2007

**Brock History**

Website Committee, Procedures Committee (History)

**Brock External**

CDH Advisory Board (Interactive Arts and Science)

September 2007 to September 2008

**Brock History**

Speakers Committee, Social Committee (History)

**Brock External**

CDH Advisory Board (Interactive Arts and Science)

September 2008 to September 2009

**Brock History**

Speakers Committee, Equipment Committee (History)

**Brock External**

CDH Advisory Board (Interactive Arts and Science)

**Committee Work:**

September 2009 to September 2010

**Brock History**

Equipment Committee (History)

**Brock External**

CDH Advisory Board (Interactive Arts and Science)

September 2010 to September 2011

**Brock History**

Procedures Committee, Striking Committee, Vice-Graduate Programme Director  
Search Committee (History)

**Brock External**

CDH Advisory Board (Interactive Arts and Science)

September 2011 to September 2012

**Brock History**

On Sabbatical

**Brock External**

On Sabbatical

September 2012 to September 2013

**Brock History**

Chair, Procedures Committee, Member, Academic Review Committee, Member, Ad hoc Budget Committee, Member: Strategic Plan Committee (History)

**Brock External**

CDH Advisory Board (Interactive Arts and Science)

Member, Admissions/Graduate Committee, Interdisciplinary PhD Committee (Interdisciplinary Humanities)

September 2013 to September 2014

**Brock History**

Chair: Curriculum Committee, Member: Promotion and Tenure, Member: Student Recruitment & Communication (Department of History)

**Brock External**

Member: Culture Committee for Congress of the Social

**Committee Work:**

CDH Advisory Board (Interactive Arts and Science)

Member, Admissions/Graduate Committee, Interdisciplinary Sciences and the Humanities (Faculty of Humanities) PhD Committee (Interdisciplinary Humanities)

September 2014 to September 2015

**Brock History**

Chair: Fourth Year Committee, Member: Graduate Program Committee, Member: Student Recruitment & Comm. Committee (History)

**Brock External**

CDH Advisory Board (Interactive Arts and Science)

Member, Admissions/Graduate Committee, Interdisciplinary PhD Committee (Interdisciplinary Humanities)

September 2015 to September 2016

**Brock History**

Chair: Social Committee, Member: Promotion and Tenure Committee, Appointments Committee, Ad-Hoc History Department Future Directions Committee, European/Digital History Search Committee

**Brock External**

CDH Advisory Board (Interactive Arts and Science)  
Interdisciplinary PhD Governance Committee (Interdisciplinary Humanities)

Faculty of Humanities Decanal Search Committee

September 2016 to September 2017

**Brock History**

Chair: Speakers Committee, Member: Appointments Committee, Procedures Committee

**Brock External**

Member: Transdisciplinary Hub Committee

**Other Scholarly Activities:**

**Co-chair, Canadian Committee for Digital History, Canadian Historical Association**

June 2016 to present -- Committee is devoted to the promotion of information technology as an instrument for analysis and teaching in the discipline of history

**Interdisciplinary Adjudication Committee, Canada Research Chairs Program. 2014-2017.** Canada Research Chairs Directorate. 350 Albert Street, Ottawa, ON. K1P 6G4.

The International Adjudication Committee is made up of 16 experts from the College of Reviewers who represent the various research disciplines of the three granting agencies (CIHR, NSERC and SSHRC). Within the CRC peer-review process, the role of IAC is to review problem cases where the members of the College of Reviewers have not reached a consensus or where support for the nomination is

tenuous. The committee makes final funding recommendations on these cases to the Chairs Steering Committee.

### **Local Area Coordinator**

Conference: 2014 Annual Meeting of the Canadian Society for Digital Humanities.  
**Congress of the Social Sciences and the Humanities. Brock University. St. Catharines, ON, May 26-38, 2014.**

**Canadian Representative, Panel 3, Adjudication Committee, Digging into Data Challenge.** JISC: Joint Information Systems Committee. Brettenham House (South Entrance) 5 Lancaster Place

London WC2E 7EN. September 9, 2011

The Digging into Data Challenge is a bi-annual research initiative that supports humanities and social science research based on large online data sources, often supplemented with high-performance computing. It is an international initiative and in 2011 was supported by eight granting agencies in four member countries:

- The Joint Information Systems Committee (United Kingdom)
- The Economic and Social Research Council (United Kingdom)
- The Arts and Humanities Research Council (United Kingdom)
- The National Endowment for the Humanities (United States)
- The National Science Foundation (United States)
- The Institute of Museum and Library Services (United States)
- The Netherlands Organisation for Scientific Research (Netherlands)
- The Social Sciences and Humanities Research Council (Canada)

### **Other Scholarly**

#### **Activities:**

**Member, Editorial Board, Scholarly and Research Communication November 2010-12.**

**Member, Editorial Board, Digital *Studies***

**September 2008-10.**

**Member Research Allocation Committee**

**SHARCNET (Shared Hierarchical Academic Research Computing Network)  
September 2008 to 2010.**

SHARCNET is a High Performance Computing Network that supports the research needs of southern Ontario universities such as the University of Western Ontario, McMaster University and Brock University. The purpose of this committee is to award funding to research proposals, to enable them to undertake HPC research.

**Member, User Committee**

**Canada Foundation for Innovation**, National Platforms Fund – High Performance Computing. 230 Queen Street, Suite 450 Ottawa, ON K1P 5E4 October 5-6, 2006.

The purpose of the committee was to assess the application of Compute Canada, a consortium of universities and regional research networks, to construct a national High Performance Computing (HPC) platform in Canada. Each member was charged with assessing the proposed network's capacity to meet the research needs of his or her discipline. I represented the needs of scholars in the humanities and social sciences.

**Conference Organiser**

Conference: 2006 Annual Meeting of the Society for Digital Humanities. **Congress of the Social Sciences and the Humanities. York University. Toronto, ON, May 29-31, 2006.**

**Conference Organiser**

**Symposium: The Computer – The Once and Future Medium for the Social Sciences and the Humanities.** Congress of the Social Sciences and the Humanities. York University. Toronto, ON, May 30, 2006.

**Member, Jury, Interactive Media Section, *Digital Humanities Quarterly*.** February 2006 to July 2007

**Member, Editorial Board, *Journal of Canadian Studies*** August 2005 to September 2008

**Chair, Canadian Committee on History and Computing, Canadian Historical Association**

June 2003 to June 2016 -- Committee is devoted to the promotion of information technology as an instrument for analysis and teaching in the discipline of history **Other**

**Scholarly Activities:**

**Teaching Experience:**

**Undergraduate and Graduate Coursework:**

## **Brock University –**

**HIST 1F90: Empires and Revolutions –** Major empires and revolutions in global history. Introduction to the skills used in analyzing historical evidence. Course is a first year course supported by four faculty, each responsible for teaching a module for half a semester. I supported two sections of the course, providing four hours of lecture and two hours of seminar per week. My module was titled “The Revolution in Computation,” and provided a survey of the history of computing from the 19<sup>th</sup> century to the present. The module also examined the impact of computation on the field of history, and examined emerging trends in computing. **(Taught Winter 2015, Brock University)**

### **HIST 2F27: Historical Geographic Information Systems --**

Overview of multiple fields in history in which Geographic Information Systems are applied. Instruction in use of software and provides local history project for students to apply software skills.

**(Taught 2013-2014 Brock University, Department of History)**

**History 3F31: Virtual Worlds for History –** Full year third year course that explores the use of text, 2D and topographic form to support historical scholarship, teaching and expression. Course includes a practical component devoted to 3D Modelling.

**(Taught 2014-2015, 2015-2016 Brock University)**

**History 3P36: Digital Innovations: History and Computing I –** Course provides introduction to innovative, digital methods historians are using to research, teach and express the past. Course includes a practical component devoted to 3D Modelling.

**(Taught Fall 2016, Fall 2017 Brock University)**

**History 3P37: Digital Innovations: History and Computing II –** Course surveys advanced methods – such as agent-based simulations – that scholars are using to express and transform our understanding of the past. Course includes practical components including novel methods for 3D content generation, including photogrammetric software.

**(Taught Winter 2017, Winter 2018 Brock University) Teaching Experience:**

**History 4F30: Topics in History and Computing –** Full year fourth year seminar devoted to present and emerging applications of computers to support research, expression and teaching in history and related historical disciplines. Students also create 3D computer models of historic urban structures.

**(Taught 2005-2006, 2006-2007, 2007-2008, 2008-2009, 2009-2010; 2010-2011 Brock University, Department of History)**

**History 4F31: Virtual Worlds for History** – Full year fourth year seminar that explores the use of topographic form to support historical scholarship, teaching and expression. Course includes a practical component devoted to 3D Modelling.

**(Taught 2012-2013, Brock University)**

**History 4M00: The Decision to Use the Atomic Bomb** – Full year reading course devoted to the often contentious literature devoted to the use of the atomic bomb at the end of World War II

**(Taught 2006-2007, Brock University)**

**History 4P99: The Decision to Use the Atomic Bomb** – Semester length reading course devoted to the use of the atomic bomb in World War II. Readings refer to the development of the atomic bomb in the United States, the Soviet Union, Japan and Germany during World War II. They also address scholarly debates regarding the circumstances behind the bombings of Hiroshima and Nagasaki.

**(Taught Summer Semester 2009-2010, Brock University)**

**History 5V70: Computing for History** – Semester length graduate course devoted to the role of computing to support interpretation, teaching and expression in history. Course combines readings, discussion and a research assignment combining archival research and the use of GIS software.

**(Taught Winter Semester 2009-2010; Fall Semester 2010-2011)**

**HUMA 7P71: The Theory and Praxis of the Digital Humanities** – Course provides a graduate level survey of long-standing and emerging trends in Digital Humanities scholarship, touching on topics ranging from computationally supported text analysis to agent-based modelling. Course includes a practical component in which students use Geographic Information Systems software to complete a major paper.

**(Taught Fall 2012, Brock University)**

### **Teaching Experience:**

**HUMA 7P72: Deep Maps in the Digital Humanities** –

Course provides a theoretical and practical overview of evolving expressive forms in the digital humanities, with a specific focus on the deep map. Students will review extant literature on the deep map, and participate in the conception, creation and design assessment of a proposed innovation for the Deep Map, expressed in Augmented Reality.

**(Taught Fall 2013, Brock University)**

## **University of New Brunswick --**

**History 5995: Topics in History and Computing** – Full year fourth year seminar devoted to present and emerging applications of computers to support research,

expression and teaching in history and related historical disciplines. Students also create 3D computer models of historic urban structures.

**(Taught Winter 2003, University of New Brunswick, Department of History)**

## **University of Ottawa --**

**History 2100A: Workshop in History Essay Writing** – The purpose of this course was to teach the essentials of expository writing in history. Students were required to learn the conventions associated with the historical essay. Course work also centered on the process of

essay construction, sentence construction, student peer review, and generation of three versions of the assigned essay.

**(Taught Fall 1997, University of Ottawa, Department of History)**

**Graduate Student Supervision:**

**M.A.**

Mike Greguol. **Major Research Paper:** “Class, Country, and Comfort: Place and Space in Early Niagara and Upper Canada.” Department of History. (Accepted September 2011).

David Connors. **Major Research Paper:** “Into the Valley of Death Rode the Digital Six Hundred: Using Computer Modeling to Explore Counterfactual Scenarios During the Crimean War.” Department of History. (Accepted September 2012).

**Teaching Experience:**

David Jennings. **Major Research Paper:** “Innis and the Storm: A study of cyclonics and market dynamics.” Department of History (Accepted June 2017).

John Alexander Raimondo. **Major Research Paper:** “A Deep Map for Niagara: The Willowbank Estate.” Department of History (Accepted September 2017)

**Graduate Student Committee:**

## **M.A.**

Hugo Chesshire. **Master's Thesis:** "Online Anonymity and the Kantian Publicity Principle: Can the Internet Solve the Paradox of Tyranny?" Department of Political Science. Brock University. [Accepted February 2014][Thesis awarded Brock Distinguished Graduate Student Award, May 2014].

## **Ph.D.**

Don Lafrenière. **PhD Thesis:** "Reconstructing Patterns of Daily Life in the 19th Century City." Department of Geography. Western University. [Accepted September 12, 2014].

John Arnold. **PhD Thesis:** "Preserving the Vernacular Postindustrial Landscape: Big Data Geospatial Approaches to Heritage Management and Interpretation." Department of Industrial Heritage and Archaeology. Michigan Technological University. [Accepted November 6, 2017].

## **Workshops:**

### **2017**

"3D Modelling for the Digital Humanities and Social Sciences." Digital Humanities Summer Institute. University of Victoria. June 5-9, 2017.

"3D Modelling." DH@Guelph. University of Guelph. May 8-11, 2017.

### **2016**

"3D Modelling for the Digital Humanities and Social Sciences." Digital Humanities Summer Institute. University of Victoria. June 6-10, 2016.

"Introduction to Digital History Workshop." Department of History. Brock University. May 2-6, 2016.

## **Teaching Experience:**

### **2015**

“3D Modelling for the Digital Humanities and Social Sciences.” Digital Humanities Summer Institute. University of Victoria. June 8-12, 2015.

“3D Modelling for the Digital Humanities and Social Sciences.” DHSI@Congress. University of Ottawa. May 31, 2015.

“Le passé modélisé.” l'École d'été *Montréal numérique*. Université du Québec à Montréal. May 21-22, 2015.

### **2014**

“3D Modelling for the Digital Humanities and Social Sciences.” DHSI@Congress. Brock University. May 29, 2014.

### **2013**

“3D Modelling for the Digital Humanities and Social Sciences.” Digital Humanities Summer Institute. University of Victoria. June 6-10, 2013.



# MA in Game Studies: Interview Transcriptions (WLU)

Andrew

Jason

Student

WLU Focus Group

**How many of you would be interested or at least potentially interested in doing an MA in game studies/design?**

**80% (was the general result in the audience)**

**Which skills would you want to learn in a game design/studies course?** For example, what we're envisioning in the program now is that it's a mix of theory and practice. A Master of Arts, so it's a humanities scholarly degree. If people want to write a traditional thesis they can, but, if people want to make something instead, whether it's a digital or analog game, escape room, etc. then they can do that as well. There's two options, two years full time: thesis, or MRP (major research project). What we're envisioning, again, is that you may want to come in and look at representation of gender in games, and that's fine, and for the people who want to maybe brush up on Unity and make an app or game, then we want to offer that as well. We want to provide some flexibility. **With that in mind, think that we have infinite resources, like we could teach you anything, which skills would you want to learn at the Master's level?** Think about what you've learned so far at this level and what you'd want to learn more of at the next level.

How to market yourself as a service, because a lot of what our program talks about is you being able to approach other organizations, but I think that maybe something that I've at least personally missed out on is the actual quantifiable stuff. I know there's no set process on how to network, but it's easier said than done instead of approaching an organization and say, "You have this problem I have this solution, let's make this work", it's more complex than that. And that's something that I'd like to see addressed.

**So how to sell your skills, how to market yourself.** From what I understand this program focuses on gamification and serious games, that you're not necessarily all looking to work for a AAA studio or even an indie studio, maybe you'll work for the government or an educational job. **What else?**

Methodologies, both in research and design through games, because there's a difference between writing a thesis on games and designing them.

So making a persuasive game. Kind of like writing an essay but making a game.

How to ethically use the data you collected for your research in a game context.

In that case, you'd really be blending theory and practice, where maybe your brushing out some of your critical skills, and you're really making a game that applies those critical skills.

I think just a strong focus on the practical side of things, actually making products would be really important, because simply talking about it isn't useful in my opinion.

**Are you talking in both the analog and digital space?**

Yeah, wherever people's interests lie. Take either path.

You all work in engines like Unity in the first two years and then start applying those developed skills in the third and fourth years. **Any other skills?**

In that vein of game engines, are there specifics about what kind of topics you'd want to get into like skill developments within those engines, that are specific application domains? Whether it's pushing for virtual reality or augmented reality, both the player/user experiences, anything in particular? Anything jump out as something in a master's program versus undergrad?

Multiplayer would be really cool, I think, if that's an element we could do small scale.

Taking a product all the way to completion. We start a lot of projects, but never get them to an area where we want to show people.

**What about making a game that you could then market, and maybe release either open access on Steam for free or maybe even learn how to market a game and sell it and make money off it?**

I think that'd be a good idea.

One of the challenges with that is the tools you use, like Maya for modelling you can use with an educational license but you can't sell it.

And you can't convert it with a regular version, you have to start from scratch.

If you learn about how to navigate that, how to think about outing a game on Steam or the app store or wherever, that could be something else that's useful too.

**What about collaboration?** Team sizes that you're used to in an undergrad will be different because a master's will be a smaller cohort of people. **Is the collaboration still something you consider important in regards to skill and working in teams?**

Yes.

**Can you give me an idea of what the experience would look like for you in master's program?**

Specific roles on a team. As in, this is what you would do for the team if you really like it and want to be good at it.

Building a game, I hate that. That's not an aspect I like, what I like is what brings people together to play a game. More of the social and collaboration aspect. My strength isn't in digitally prototyping stuff, but I like being able to communicate with those that do. So kind of building off what he's saying, allowing for people to excel at what they want to do, rather than saying "you have to do this". Being dynamic in what people want to do, want to learn, and how to collab and build from each other.

**Which topics would you want to study in a game design/studies MA program?**

The AAA game industry and how exploitive it is. Like normalizing crunch, unsustainable work practice/ethic is something I'd like to unpack, because it kind of dehumanizes people in that workplace, so that would be valuable. And ways to circumvent that, more feasible and applicable ways for people in a AAA environment. How to avoid crunch or how to minimize it while maintaining a workspace that can produce quality games.

One thing I'd really want to be able to do is design games that are accessible to all audiences because a lot of AAA games fail in that avenue. I want to be able to ensure that all games are playable by all people, regardless of intellectual disability or sensory impairment, to be able to experience some form of play.

Not so much creating games, but how to use games to change the world. Not in just the aspect of creating games to do that but using them to advertise or teach ideas.

How to teach other industries that games are a worthwhile tool.

**How many of you thought coming in that making games is going to be easier than it was?**

**\*not many thought it would be easy**

**Anyone interested in looking at gender representation/class? More of a traditional game studies degree where you're more interested in writing about it?**

Yeah.

Do you think pursuing Master's or perhaps a PhD is what you like, or is it more alternate lines of dissemination or publishing?

**\*A student mentioned something akin to academic publishing and whether or not it was already introduced in the undergrad program or he was suggesting that it be introduced in the MA program**

I know a student who came into the program assuming that the creation of games led to that and it didn't and that's why she left. But she's currently pursuing that in separate studies. She hoped that it came through in a university degree of some sort.

**My philosophy is that if you're going to write about games then you should know a little bit about design, and if you write about design it makes you a better designer.**

The difference between console players and PC players since you mention class. That divide is useful to understand if you're designing for just one or the other, what kind of audiences you cater to. So writing about games would be useful in that respect.

**Any other topics you'd want to study?**

I'm curious about development outside the Western market. How different cultures approach game design and theory when producing their games.

I'd be interested in how game studies can go hand in hand with other humanities and social science courses. We talk a lot about how this goes with psychology and the mind of the player. I'm thinking more of something that goes on both ends of player and maker.

**What ways do you think possessing technical skills (programming, modelling, sound design, etc.) facilitates an understanding of games and gaming culture? Are they required to understand?**

I think it helps with communication, because the industry is very team-oriented and communication is key, and understanding all of that, to at least speak the language and know where to help and to translate your ideas and design to other team members, is useful.

I think having a technical understanding helps players better understand the intent or design of a game and why it is the way it is.

If you have even some basic knowledge, it lets you find that help and gives you a more professional appearance to your peers.

It frustrates me when you read academic papers by people who have clearly never played or made a game. If you're going to speak on it as any kind of authority, you should have done it at some point.

**In your view, game critics should dabble in making games before writing about them?**

More than just critics. Anyone who is going to talk about what games are doing or the effects it has on kids or cultures should have experienced it or participated in it and not just have looked at it from an outside perspective.

I actually read a literature review on how mental illnesses are portrayed in games and I maybe found one or two papers on this in a massive library of papers on games and how they affect people with mental health. It'd be cool to see something come out of this that pushes people to write more about how things are portrayed rather than how things affect people.

**Does anybody think you don't need a technical background to understand games?**

Game critics don't need to know how to design games and more just experience them.

I've read several articles on how games make kids aggressive or apathetic and that bothers me. Depending at what point you're getting into it, you should at least play or participate in a game. Or the culture.

If you're talking about if games are fun, playing that will give you the answer. If you're talking about the negative effects it has on kids you need to do more than just play the one game you're talking about.

**If you're writing about the exploitive labour practices in a AAA company would you have had to work in one to talk about it?**

I don't think so. It's not a hugely publicized issue, but I think that I don't have any reason to doubt those coming out with a very lengthy personal description of what their experience has been like to work for a AAA company which details them coming out completely exhausted and never wanting to work in an industry like that again. We've had people who've come to speak coming from that background and explaining why they don't want to work there. I understand the perspective I just think that even from a tour of the studio you can see the kind of work environment. You can see an open concept office but also see the paperwork that tells another story. First person perspective in that industry is necessary but it doesn't have to be hugely quantifiable based on the number of years worked.

**You mean interviewing developers or just getting a general sense?**

Yes, absolutely interviewing developers.

As long as they have that connection with someone who has that experience then it's fair.

So second-hand authority in that respect.

**In what ways do you think a knowledge of gaming or gaming culture is important for designers and developers? How important is it to understand the theory to be able to make and design games?**

I think it's very important. I think narrative in games is a huge driving force for a lot of people. If someone doesn't exactly have knowledge in that sense that they want to have something interactive and engaging for their players, they're not going to put emphasis on it and that leaves narrative a little lacking, and if it's lacking, it might dry up.

I've always found that you can find games existing online that are just mechanics and they function and they're a system and you can play with it, but there's something lacking. And that's what understanding the concepts of game design adds to it. It makes it something more than a series of buttons you can press in an order. There's something greater than all of it.

**So, it's beneficial to the industry to have this more well rounded foundational knowledge.**

\*one of the participants mentions a man advertising a giant game that looked really good branched out into smaller indie planes and recognized the value of those smaller, less technically sound elements of the indie games, which she saw as important to recognize in the industry

Having too much narrative is also an issue. You want to have balance of narrative and gameplay without being too overwhelmed.

**What interests you most about a games-oriented MA? What would you want?**

I want to see how you could learn to develop games more. Progress past prototypes. How can you make a game stronger by finishing it.

**\*We have a capstone project in this program but we haven't done it yet so take what we say with a grain of salt because we haven't experienced that yet.\***

More specializing. Most of our classes are a broad overview. If we want to focus more on one element there should be class opportunities to learn more about that.

**Would you want a mandatory, engine fundamentals course? (answer was a couple maybe)**

Would both the thesis and the MRP require supervisors? Because I think that's a place where you can specialize.

**Yes.**

There's usually an introduction and a general coverage but it never delves deeper into any one of the topics covered. It would be nice for there to be classes that specifically cater to that one aspect.

I did come into this program knowing the intent was to do a little bit of everything and then allow us to delve into specifics upon graduation. At the same time, I can see what I want to do now in my third year and fine tune those skills that I've developed. So being able to refine those skills in whatever department we want would be super useful. At least the goal of this program is to be able to communicate with everyone on a team and explore any avenue they want, where a Mater's is the next step in finetuning the area you want to go into.

An MRP doesn't need to be a finished game. It can be just a prototype. Correct?

**Yes.**

**If this could be your ideal program, what would it look like?**

I'd want to branch off into the interactive design and work on getting a player fully immersed via interactivity.

**Any specific kind of interactivity? Is it solely games?**

I like the idea of bridging the gap between technology and humans, because in regards to banks there's a lot of online banking that takes away the teller job which shows the duality of implementing more interactivity in the real world and its pros and cons.

Would you only want game design students or students from other backgrounds? What sort of barriers are looking to be created or what sort of ease of access?

**The game design students have some priority. They don't have to, but we would know you have the skills developed prior, so you have some sort of leg-up. What you want are motivated students because they can pick up and learn. If we were to do an engine fundamentals course, we assume everyone had zero knowledge. A grad course goes very quickly.**

It would be nice to be able to explain things so that people who don't have any idea how to talk about it would understand you.

**Like technical communication or how to communicate games to the general public.**

Both but mostly the latter. I want to be able to advertise my ideas on games to someone who might not necessarily think they need one.

About an engine fundamentals course, some people in our courses have a varying range of skill sets, because some have done it before. If you do one of these, how do you gate it for those who have no experience versus those that have many?

We want to keep it relatively small, treat it like a language requirement. If you had a little bit of experience, you would have to take it whereas if you had more years of experience you wouldn't. There are benefits to having experienced students combine with less experienced students through group work.

What are some of the opportunities you see for people taking a master's degree?

Doctoral work. But mostly it means even at the master's level you are an expert. It doesn't change your employment opportunities, but rather opens them up further.

Gives you a chance to distinguish yourself. That you can speak with some knowledge in a specific area shows a fluency in the subject.

A graduate program gives you the time to think of something very narrowly. That's what will give you a leg-up. What industry professionals want to see is that portfolio, that experience. Fine-tuning that specialization will make you that more attractive.

Is there a professionalization seminar built in?

Every Master's program will have that. We plan to blend it in with a methods course and many things like how to do a job interview, address the public about research, how to TA, how you might want to publish, and so on.

Personally I would separate the two, professionalism and methods, and then if there's more time, incorporate how to network for people going on to do more academic work.

**What are the lenses and approaches through which you study games?**

It's sort of tailored to what you want to do.

In our escape room course we needed to incorporate both general game design as well as a historical lens for the authenticity of the experience. Adding historical events inside of a live event.

I mainly tailored it in relation to the classes that I was currently taking at the time.

**How much experience have you done making games? How far you've gotten? What skills you learned?**

In first year our cohort used Blender and pen and paper. We used Logic for sound design. In second year we started into Unity just a little bit. In third year we were looking at Construct, but looking at it we felt we should have done the opposite, from Construct to Unity.

In terms of digital games it may be better to work on things like Unreal. I feel like more companies will go to Unreal.

It would be cool to learn more of the programming side. Like CSS and HTML. We learn it first year but it's not exactly focused.

The first semester you make a design document, the second you make two analog games. A solo and group project. And the first semester, second year, we're working on a game as a final project that's also a group project.

**How important do you feel learning open source tools instead of industry standards that are proprietary? Who feels it's the most important?**

It depends. Industry standard could change in the next five years, so a balance of both would be useful.

Most people who develop it will keep it for themselves. So it's hard to say whether open source would be fully accessible, so I think proprietary is a bit more important.

It also depends on what type of business. If a company is hiring, they expect you to know the industry standard tools, but if you're starting up it's harder to have access to those tools.

**If you have one piece of advice for us about this program what would it be?**

Co-op.

Employability.

Close interaction with the industry for potential employment opportunities.

Administrative support incorporated into the program plan.

# MA in Game Studies: Interview Transcriptions P. 2 (Brock)

Andrew

Student

How many of you might want to pursue an MA in game studies/design?

**\*17 hands**

How many of you would not wish to continue?

**\*5-6 hands**

What kind of skills would you be interested in learning in this MA?

Hands on work would be nice, more specifically 3-d modelling and animation.

More industry information, as in being a part of an indie business or how to start and manage an indie business or AAA businesses.

More in-depth look at the production pipeline of games.

Processes more streamlined towards more positions/jobs in the industry. More discipline focused training, specializations.

Everyone should be compartmentalized to an area that they wish to learn more about or have a desired skill set in.

Take note that many of these are done in later years of the undergrad program, but we can definitely look into something like that carrying over into the MA.

We may have a lot of repetition work.

Would there be the possibility of apprenticeships based on a specialization?

That's definitely an option to look into.

Story building. In relation to the English department.

As in creative writing geared towards games? Okay.

In engine programming and techniques. Both new and existing. So making engines as well.

Is there going to be a programming speciality as well as an MA?

I think the idea is to make it so someone that's interested chooses a supervisor who's background lines up with their interest and avenue they wish to pursue.

Something to do with character or environment concept art.

We've been working with a lot of base programs, making a lot of our own stuff. If we could work with more professional tools so that the products we make have that higher level of expertise when being looked over by professional employers.

### What kind of topics would you be interested in an MA program? Perspective?

Level design and game mechanics.

How to use design and mechanics to discuss and portray topics.

Industry trends on gaming culture.

I'm interested in how games change the way we look at the world.

Psychology of the player. Motivation to play.

The general difference between good game design and bad. Game quality as a whole. That's definitely subjective though.

Art direction, the factors it has in different games.

Games in education.

If you want to be a producer, how to lead/manage a team, project management.

Creating realistic game worlds and lore, flushing out environments.

Better dissection of different jobs in the industry. Workflow for each, game management.

### So case studies of jobs.

Game marketing.

VR for something other than video games.

### Anything else? Anything you're touching on in your current studies?

We've heard a lot of mentions about getting government grants or organizational grants. I know I can do my own research, but it would be nice if we could have a unit on how to apply for a government grant.

If we could get professional workshops during our undergrad as well that would be beneficial before going into the MA.

Getting the latest software, staying up to date with current technologies.

Actually working with the physical section of game design. New controllers, new systems, generally new hardware and/or peripherals. I've been looking at adding sonar to VR so controllers aren't necessary.

3-D printing going inline with prototyping controllers and peripherals.

Drawing, sketching, sculpting, classical art training.

Sound or music design/production.

If there was an MA for game design it would be nice if you did extensive focus on properly implementing game sounds. Game-specific sound design.

If you can find a supervisor who has a background in that you can certainly specialize in that direction for an MA.

For general skill sets, more diversity in the engines we use.

I'd love to see what Frostbite looks like.

I'd like to see humanities topics like ethnics in games and censorship. Usually because culture and religion can affect the outcome of games.

Do you want to expand on how it impacts the games during the production or reception?

I'd want to say both.

Anyone else?

Quality assurance in terms of communicating with media.

You mean like outlets, or the dissemination of your games?

It could be E3 press conferences or press conferences in general, what information you can share, and I don't know much after that, which is why I want to know more about it.

A lot of the programming is not exactly programming. Actually learning how to manipulate a game engine. Being given assets and implementing them into the engine rather than making assets.

There's not a lot of AI programming on our curriculum.

As a topic of study or a skill development?

Both. If it was in our program that would probably prompt me to switch over to the programming side, if we did deep learning, enemy AI programming, adaptive AI programming, but if anyone with a doctorate as well went into deep learning AI programming that would definitely be interesting.

What way do you think technical skill facilitates an understanding of gaming and gaming culture? Is it required?

When it comes to making games you should know how to make a game.

If you've ever read an article about games written by someone who's clearly never played a game, does that bother you?

**\*lots of nodding heads**

To what extent is that required?

When you do create a game in that environment you know your limitations. So when someone from an outside perspective comes in they can have the wrong expectations as to what a company can do.

**Is it important for someone to be able to write about creating games or what it's like to work on games in a larger company, especially if it's a very critical article about exploitive labour practices, only if they have the proper authority or experience?**

Of course someone from the outside is going to judge a game or product against the people making it, but you should at least have a general understanding of how the creation process is done. You should know the rules. For example, we had a PhD student come in and talk about GTA which she was using as her thesis, but she didn't understand the rules of the game or even watch videos about the game so she had a different understanding of what the game was. And she was arguing something that didn't make sense because she didn't know what the game was about or how it was made. If you don't have an idea of what it is or what it takes to make it, you can judge it as a player on a level of experience that you got from it or as a general consumer, but not from the perspective as an expert.

I think both perspectives are helpful. If you go in knowing how a game is made you can understand a lot more about the limitations. But from an outside perspective you would notice things that game designers don't normally look out for.

I think both perspectives can be harmful, but also equally useful. If you're coming from within the industry you may be biased where from the outside you won't have hands on knowledge of how it's done. Both sides should listen to each other and find a balance there.

**Does anybody think it's absolutely necessary that you shouldn't write about a game if you haven't played it or helped build it?**

If you're writing about the general feel of a game, I don't think you need the technical skills, but if you're talking about ethical game design, if you don't know how a system works it's hard to talk about why it's ethical or unethical. The same goes for business practices, if you don't know how it's done it's hard to form a genuine opinion on them.

It's very context based. If you're going to write about how beautiful a game looks, you don't need technical skills, but if you're writing about poor mechanics, you need to know how the mechanics work to identify them as poor.

You don't need the technical skills to find a research paper on the technical aspects of it. You don't need to know the coding when reading up on the research of others explains what the coding does. You don't need them to find things from pre-existing research.

We also assume that if someone is writing serious about anything, they do some research. Because if they don't, they lose credibility.

**In what ways do you think a knowledge of games and gaming culture helps game designers make better games? Is it required?**

It helps, but I don't think it's necessary. It will help you make games in certain areas, but you may know nothing about games and still have the capacity to make a good game.

It helps designers understand an audience. So you can tailor your game more to the people who will be playing it.

I think understanding gaming culture will help make a more popular game but it's not a requirement necessary for making a game.

If you have worked in the game industry and you want to criticize someone else for their work, they may not be making their game using the same methods as you, and be unbiased to the way you do stuff. So you also need to be unbiased towards how they do stuff.

I only think that's very important because a huge part of gaming culture is just knowing about a lot of different games because it is key to making a good game because it helps avoid duplication when you make a game.

### What interests you most for the potential of an MA in game studies?

Actually going into a specified field. A lot of the undergrad is very broad which is fair for a bachelor's program but getting into more of an MA is something that should be explored for more refined direction.

Furthering the field. I would love to go into a research study for VR.

Getting more industry experience and studying more.

A bachelor's would get us in a field where an MA would allow us to start affecting it. With one we would have a stronger say in what would happen in the industry. I imagine sitting at a table with more people and discussing these changes, providing insight. Through a network formed in our undergraduate level we'll have a bigger say once we've achieved a master's.

The pioneer ship of it, it's the first in Ontario. I think it's a good step towards legitimizing game studies as an academic field.

# MA in Game Studies Data Analysis

Questions and means (on 5 point Likert scale)

N= 49

1. Having access to industry standard tools and software suites is important to me.  
4.59
2. It is important to have flexibility in areas of study or concentration relating to games.  
4.35
3. My primary interest in this program would be to learn how to analyze and understand games from a variety of critical perspectives.  
3.40
4. My primary interest in this program would be to learn how to design and make games.  
4.48
5. It is important to me to learn how to both analyze and make games in a games oriented MA.  
4.18
6. I am interested in pursuing a doctorate in games, interactive media or a related field.  
3.31
7. I am interested in obtaining a graduate credential for professional advancement outside of academia.  
3.42
8. I am interested in learning how to apply principles of game design into nongaming fields like education or public policy.  
3.37
9. It is important to have an interdisciplinary perspective when studying or designing games.  
4.09
10. I would like to learn about analog games (board games, card games, etc.) as well as digital games.  
3.42
11. It is important for me to have small class sizes (i.e. fewer than 10 students).  
3.40

12. It is important for me to have professors with terminal degrees (e.g. a PhD or MFA).  
3.48
13. It is important for me to have professors with experience working in the games industry.  
4.50
14. It is important for me to get feedback on assignments from practicing industry professionals.  
4.50
15. I would want to take a programming course in a program like this.  
3.48
16. It is important to have a mix between theory and practice in an MA game program.  
4.39

Overall, many students are positively responding to the idea of a game studies degree at a master's level, specifically regarding the dual learning styles of theory and practice, a trait already employed and well-received in their undergraduate programs.

According to all the acquired data, many of the participants are for an MA program that has strong ties to individuals in the industry as well as the industry itself. Maintaining a balance of both theory and practice also seems to be the pivotal point of attention for the majority of participants. Seeing as undergraduate courses employ both styles of learning, it is only logical to incorporate them in further avenues of education. As for industry professionals, many participants responded positively to the idea of learning from those with tangible experience in the industry. This can potentially coincide with the various events that the Centre for Digital Humanities already incorporates, having industry professionals come to speak about the various aspects in game design they are fluent in. As a hypothetical scenario, certain workshops could be held for analyzing and critiquing a student's work by these industry professionals or serve as a second form of compulsory revision. Another popular aspect the data revealed was the idea of more flexibility, as well as the idea of an interdisciplinary perspective. These fit well together, as a flexible curriculum lends itself to a more diverse skill set to be adopted by a student to potentially develop, leading to more future opportunities in both education and industry. This also gives them more freedom to design and shape their own adaptive schedules, to a degree, to allow for a more personalized educational experience.

As for weaker elements in the data, it seems that the questions about more advanced degrees (i.e. doctorates) themselves aren't as desired by participants. This in no way implies the lack of interest in the MA program itself, but rather in pursuing yet another future degree once the MA has been achieved. Due to such a vast amount of attention from participants focused on design, programming is also mostly overlooked or less popular in contrast. However, when examining the surveys of specific participants in pursuit of programming degrees, the importance of programming understandably increased as reflected by their individual numerical scores. The aspect of smaller class sizes does not seem as integral also, which could imply an encouragement to allow more students access to the program. This could lead to more group/team-based work should there be more students than necessary for a single project. In general, most of the lower scores are based in the pursuit of furthering their education, though the scores do not decrease to less than 50%. This could imply that, if coupled with the implementations of theory and practice, encouraging and engaging students to continue further education under this area of study, or at the very least better prepare them for a future career in such.

After examining all the responses from the data, the MA program appears promising, and puts forward many beneficial elements that cater to its participants. While some are not as popular as others, an interest is still generally expressed in every avenue with high regard. Though most don't require a professor with a doctorate, it opens the floor to more professors, possibly even from the industry, who don't have such documentation. Much of what is being offered by the MA program stems from its undergraduate predecessors of both IASC and GAME, which allows for easy adaptability when transitioning programs.

Appendix G – Letters of Support

## MEMORANDUM

TO: Academic Review Committee

FROM: Carol U. Merriam   
Dean, Faculty of Humanities

DATE: 20 April 2018

RE: Proposal for MA Programme in Game Studies and Design

I am writing to express my approval in principle of the proposed MA Programme in Game Studies and Design. This programme will provide a natural path for graduates of Brock's new undergraduate GAME programme, and could lead some students into the Technology and Digital Humanities stream of the PhD programme in Interdisciplinary Humanities. It will also provide the opportunity for mid-career professionals in the field to pursue an additional credential.

Brock is well-positioned to be a leader in Game Studies in Canada, and this programme will be able to take advantage of and enhance that trajectory.

The proposed programme also accords well with Brock's priorities and goals, as it will provide opportunities for transdisciplinary teaching and research, experiential teaching and learning, and community engagement.

The Centre for Digital Humanities is already engaging in conversations with Facilities Management, the Office of Space Management and Planning, and Information Technology Services to ensure that the physical resources needed for the programme will be in place. The Faculty of Humanities will endeavour to ensure that the necessary Human Resources are available at the appropriate start time for the programme.

3A1 Canada



**Faculty of Graduate Studies**  
**Office of the Dean**

T 905 688 5550 x5346      brocku.ca

Niagara Region  
1812 Sir Isaac Brock Way  
St. Catharines, ON  
L2S

September 23, 2018

Dr. Brian Power,  
Associate VP, Academic,  
Office of the Assoc. VP, Academic, Brock  
University.

Dear Brian,

I have reviewed the proposal brief for the MA in Games Studies and Design to be housed in the Centre for Digital Humanities. I find this to be an innovative program proposal that fits with Brock's Strategic Mandate Agreement. The program will benefit from BrockLinc, as well as the transdisciplinary environment at Brock. I believe this program will attract a wide variety of students and contribute to a vibrant and growing graduate student community at Brock.

I am pleased to offer my support of this program proposal.

Sincerely yours,

A handwritten signature in blue ink that reads "Diane P. Dupont".

**Diane Dupont**, Interim Dean, Faculty of Graduate Studies  
**Brock University** Niagara Region

1812 Sir Isaac Brock Way | St. Catharines, ON L2S 3A1

T 905 688 5550 x 5346

E [diane.dupont@brocku.ca](mailto:diane.dupont@brocku.ca)

## Your proposal of an MA in Game Studies Ke Qiu

Sent: March 31, 2017 12:45 PM

To: Jason Hawreliak Cc:

Michael Winter

Dear Jason:

I am writing this email to let you know that the Department of Computer Science fully supports your proposal of an MA Game Studies. Introducing such a program seems the logical step after the huge success of the undergraduate program GAME. In addition, it seems to fill the gap between GAME and the Interdisciplinary PhD in the Humanities. We are looking forward to continuing the cooperation with the CDH in GAME, and we are looking forward to future collaborations between the students in the new Game Studies program and students in our Masters program.

With best regards,

Ke

Ke Qiu

Chair, Department of Computer Science

April 6, 2018

Dr. Jason Hawreliak, Assistant Professor, Centre for Digital Humanities  
Dr. David Hutchison, Professor, Centre for Digital Humanities/Education

Re: Library support for proposed Master of Arts in Game Studies and Design

Dear Dr. Hawreliak and Dr. Hutchison,

Thank you for the opportunity to provide input for the proposed Master of Arts in Game Studies and Design program.

As you know, the Library is dedicated to supporting teaching, learning and research in the Faculty of Humanities. Awareness of new programming is vital in ensuring we continue to offer exemplary resources and services for students, faculty and staff. In particular, the Library will be affected by two aspects of the new program: collections and information skills development.

### Library Collections

The Library's current collection of scholarly information resources appears adequate to support a Master of Arts in Game Studies and Design program. Relevant resources include:

- **Databases related to computer science, information technology, communications and media, and semiotics/narrative studies** - such as ACM Digital Library, Communication and Mass Media Complete, MLA International Bibliography
- **Interdisciplinary search engines/databases and related subject databases** - SuperSearch, Web of Science, PsycINFO, Proquest Sociology Collection, Education Source
- **Full access to core journal titles for Game Studies and Design, including** -

- ✦ *Analog Game Studies*
  - ✦ *Board Game Studies Journal*
  - ✦ *Entertainment Computing*
  - ✦ *First Person Scholar*
  - ✦ *GAME: Italian Journal of Game Studies*
  - ✦ *Game Studies: The International Journal of Computer Game Research*
  - ✦ *Games and Culture: A Journal of Interactive Media*
  - ✦ *Journal of Gaming & Virtual Worlds*
  - ✦ *Journal of Games Criticism*
  - ✦ *Loading... Journal of the Canadian Game Studies Association* ✦ *Press Start*
  - ✦ *Simulation & Gaming: An International Journal of Theory, Practice and Research*
  - ✦ *Transactions of the Digital Games Research Association* ✦ *Well Played*
- **Books/e-books** Brock's Library offers more than 500 books and e-books related to computer/video game design and studies, including both foundational and more recent literature. The collection covers more theoretical works on game design and analysis, as well as technical literature focused on particular game engines. Recent increases to the Library's Collections budget have allowed the Centre for Digital Humanities (CDH) Liaison Librarian and Computer Science Liaison Librarian to significantly enrich the Library's collection of books and e-books related to Game Studies and Design.

### **Information skills development**

Critically analyzing and applying scholarly literature effectively is a key competency in the Ontario Graduate Degree Level Expectations. The CDH Liaison Librarian at Brock works collaboratively with faculty to develop students' information competencies through a number of methods, including in-class instruction, individual research/literature-searching consultations and online learning support. The Librarian should be able to maintain adequate levels of support in those areas for the expected annual intake of 7 students.

In closing, the Library is pleased to express support for the Master of Game Studies and Design program and we look forward to collaborating with faculty and staff to ensure our resources and services can provide optimal support for your students.

Regards,

[via email]

John Dingle, MLIS, MA  
Liaison Librarian, Centre for Digital Humanities

Colleen MacKinnon, MLIS Acting  
Head, Liaison Services



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Gregg Finn, Vice-Provost and Associate Vice-President, Academic  
Brock University  
1812 Sir Isaac Brock Way  
St. Catharines, ON  
L2S 3A1

Innovate Niagara strongly supports the proposed MA program in Game Studies and Design. As the first program of its kind in the country, the program will increase the Niagara Region's reputation as a place of innovation in interactive digital media.

The program will also strengthen the existing relationship between Brock University and Innovate Niagara. Brock is a founding partner of Innovate Niagara and Brock students in the Interactive Arts and Science program already work closely with many of our past and present portfolio companies through internships at the Generator at one (our interactive digital media and tech incubator), mentorships, and courses taught at our facility. We are eager to continue this relationship at the graduate level and hope to collaborate with and mentor MA students on a wide variety of projects, including potential interactive digital media projects.

In our view the proposed program has two additional benefits to the interactive digital media industry in the Niagara Region and beyond. First, the program will be attractive to industry professionals looking to increase their credentials. A graduate degree focused on games is rare. Therefore, it will help professionals further their careers, in addition to the academic benefits that graduate studies affords. Secondly, the program could potentially provide game studios in the Niagara Region with an uncommonly talented pool of experts in game studies and game design. Finding the right people with the right skillsets is always a challenge and graduates of the MA program will constitute an valued component of the local employee pool. Better yet, graduates of the program may choose to form their own studios here in Niagara, further contributing to the regional economy.

The Niagara Region is already home to a vibrant independent games cluster. This program has the potential to further contribute to its growth and sustainability for years to come.

Sincerely,



Jeff Chesebrough; CEO, Innovate Niagara



Brock University



# Academic Program Calendar Submission #2022-3282

Department/Centre: History

Program(s): History

## Program Additions/Terminations

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

**Please note: The calendar year runs from May 1, 2022 to April 30, 2023 and begins with the Spring/Summer sessions. All new programs being introduced or the termination of programs will be effective beginning 2022 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. Proposal(s) and Effective Date(s)

**Please note: The Calendar year runs from May 1, 2022 to April 30, 2023 and begins with the Spring/Summer sessions. All programs being changed will be effective beginning 2022 Spring Session.**

List all proposals, to be implemented, numerically in the following order:

1. HIST 5V20.
2. HIST 5V22.
3. HIST 5V31.
4. HIST 5V34.
5. HIST 5V01.
6. Officers of Instruction be revised .
7. Officers of Instruction 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. HIST 5V20 course be added. Courses added to reflect instructors' current research, reflect developments in the field(s), and to ensure variety and coverage in grad course offerings.
2. HIST 5V22 Course not offered in 2022-23
3. HIST 5V31 Course not offered in 2022-23
4. HIST 5V34 Course not offered in 2022-23
5. HIST 5V01 course be added. Courses added to reflect instructors' current research, reflect developments in the field(s), and to ensure variety and coverage in grad course offerings.
6. Update list to reflect David Schimmelpenninck's departure from the department.
7. Update list to reflect Colin Rose promotion from Assistant to Associate Professor in the department.

### 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.

---

## History

### Master of Arts in History

#### *Dean*

Carol U. Merriam  
Faculty of Humanities

#### *Associate Dean*

J. Keri Cronin  
Faculty of Humanities

#### **Core Faculty**

#### *Professors*

Jack N. Lightstone (History), Maureen K. Lux (History) R. Andrew McDonald (History), Behnaz Mirzai (History), Elizabeth Sauer (English), ~~David Schimmelpenninck (History)~~, Mark Spencer (History)

#### *Associate Professors*

John Bonnett (History), Jessica Clark (History), Michael Driedger (History), Tami Friedman (History), Gregor Kranjc (History),

Renee Lafferty-Salhany (History), Jane McLeod (History), Dan Malleck (Health Sciences), Elizabeth Neswald (History), Olatunji Ojo (History), Colin Rose (History), Daniel Samson (History), Maria Del Carmen Suescun Pozas (History), Elizabeth Vlossak (History), Ning Wang (History), Murray Wickett (History)

Graduate Program Director ~~Assistant Professors~~

~~Colin Rose (History)~~

*Graduate Program Director*

Michael Driedger

email: mdriedger@brocku.ca

Graduate Program Assistant

Melissa Vanatte

573A Glenridge Avenue Room 202

(905) 688-5550 ext. 3884

<https://brocku.ca/history>

## Program Description

The Master of Arts in History provides students with training in the various fields of history through course work and research experience. Our program has no specified fields of concentration, but offers a high-quality, general Master's degree in History consistent with the excellence and dedication of the faculty who teach it. The program emphasizes themes, rather than on regions or timeframes. Those themes are Imperialism, Gender History, Intellectual History, Revolutions, Labour Systems, Migration/Ethnicity/Identity, History of Science and Medicine, and History and Computing. The program develops students' critical analysis of both primary and secondary sources, allows them the opportunity to explore historiography and methodology, and encourages them to engage in vibrant debates in their study of history. A Co-op stream allows students to apply and to stretch their skills with work placements, while also enriching their research and communication skills.

## Admission Requirements

Successful completion of an Honours Bachelor's degree, or equivalent, in History with an average of not less than 75%. Students with a co-major in History or a closely-related discipline will be considered, although such students may be required to take additional undergraduate courses.

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

Part-time study is available.

## Degree Requirements (Standard Stream)

Most students pursue the Major Research Paper. The thesis stream is by invitation only, on the recommendation of the Graduate Committee.

All students in the major research paper stream will take Historiography and Historical Method (HIST 5F01), four half-course electives (HIST 5V00-HIST 5V79), and the major research paper (HIST 5F80). Students invited to the thesis stream will take Historiography and Historical Method (HIST 5F01), two half-course electives (HIST 5V00-HIST 5V89), and the thesis (HIST 5F90). Each student enrolled in HIST 5F90 must defend his/her thesis at a public oral examination. Under exceptional circumstances, students in either the major research paper stream or the thesis stream may be permitted to substitute a directed reading course (taken as HIST 5P80), or a course offered by another graduate program, in lieu of one of their elective courses.

The major research paper stream is designed to normally be completed in twelve months (three terms). The thesis stream is designed to normally be completed in twenty months (five terms). The completion time for part-time students will vary with the candidate's circumstances.

## Degree Requirements (Co-op Stream)

Program requirements for the Co-op stream are identical to that of the standard stream with the following exceptions: All Co-op students write a Major Research Paper (MRP). The thesis option is not open to Co-op students. Students in the Co-op stream take work-placements in their third and fourth terms. Students will also take work-placement seminars (HIST 5N90), comprised

of lectures, presentations and industry specific information, for two hours each week prior to the first co-op work term. Attendance is mandatory. Thus, one course, which standard stream students would take second term, will be delayed until the final (fifth) term).

All Co-op students will take Historiography and Historical Method (HIST 5F01), four half-course electives (HIST 5V00-HIST 5V79), two work placements (HIST 5N01 and 5N02), and the major research paper (HIST 5F80). Under exceptional circumstances, students may be permitted to substitute a directed reading course (taken as HIST 5P80), or a course offered by another graduate program, in lieu of one of their elective courses. The work placement is normally eight months, though two four-month placements may be approved; in either case, students must register for and pass both work placement courses (HIST 5N01 and HIST 5N02).

In addition to the current fees for courses in academic study terms, Co-op students are assessed an administrative fee (see the Schedule of Fees).

## 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.

HIST 5F01

### **Historiography and Historical Method**

Examines debates about the nature of history and provides an overview of contemporary historiographic controversies. A wide variety of methodologies and theoretical perspectives will be explored with an eye to assessing the practical applications of each for the study of history and for the students' own research projects.

HIST 5F80

### **Major Research Paper**

A major research project (of approximately 35 pages), the topic of which shall be chosen by the student in consultation with the Supervisory Committee. The major research paper must demonstrate the student's ability to conduct original research with primary sources and a mastery of relevant historiography.

HIST 5F90

### **MA Thesis**

An extended research project (of approximately 80-100 pages) which meets the conditions specified in the description for HIST 5F80 but involves a higher level of research and a fuller treatment of the selected subject. The thesis will be examined by an external reader and will have a public defense.

HIST 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.

HIST 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.

HIST 5N03

**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.

HIST 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 prerequisite 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.

HIST 5P80

**Directed Reading in History**

Directed individual or group reading in a specified area of historical study.  
Restriction: permission of the Graduate Program Director.

HIST 5V00-5V09

**Imperialism**

Themes in the history of imperialism.

HIST 5V01

**2022-2023 Empires and Nations in Colonial Canada**

Historiography of national-ethnic identities of French, British, and First Nations societies in the borderlands regions of Acadia, Canada, and New England. Emphasizes relations between local, regional, and imperial people and practices.

HIST 5V10-5V19

**Gender**

Themes in the history of gender.

HIST 5V20-5V29

**Intellectual History**

Themes in the history of ideas.

HIST 5V20

**2022-2023 The American Enlightenment**

Examination of the 18th-century American Enlightenment in a transatlantic context. Topics include the life and writings of seminal thinkers such as Benjamin Franklin and Thomas Jefferson, but also figures not so well known who contributed to the social history of ideas. Students will evaluate conflicting historical interpretations and develop their own understanding of historical events and trends.

HIST 5V22

**2021-2022: Conservatism in Modern America**

Focuses on differing meanings, interpretations, and expressions of conservatism in U.S. history, with special emphasis on the twentieth century and the post-World War II period. Topics include nativism, white supremacy, antistatistism, market fundamentalism, anticommunism, and more.

HIST 5V30-5V39

**Revolutions**

Themes in the history of revolutions.

HIST 5V31

**Social Change in Latin America**

Examines violent and non-violent revolutions and other forms of revolutionary change including republican, reformist and democratic movements in Latin America from c1600. Emphasis on alterations of predominant patterns of social interaction; the evolving norms, values, cultural products and symbols that give expression to change; the bearing gender and ethnicity have on social change; and the social working of armed confrontation.

HIST 5V34

**2021-2022: Print Culture and Revolutions**

An exploration of the impact of printing in Western Europe and the role of print in revolutions in Europe and America.

HIST 5V35

**2022-2023 Intellectuals in Revolutionary China**

Major themes in the history of Chinese intellectuals in the 20th century, especially their involvement in the Communist revolution, their roles in the development of communist ideology/policies, and their careers in the People's Republic of China.

HIST 5V40-5V49

**Labour Systems**

Themes in the history of labour.

HIST 5V50-5V59

**Migration/Ethnicity/Identity**

Themes in the history of migration, ethnicity, and/or identity.

HIST 5V55

**Ethnic Cleansing and Genocide in the 20th Century**

Comparative examination of ethnic cleansing and genocide, focusing on various 20th-century case studies from across the globe. Explores the historical backgrounds, perpetration and terrifying results of ethnic cleansing and genocide. Themes include: changing international legal definitions and norms; the search for justice; shifting memories.

HIST 5V60-5V69

**History of Science and/or Medicine**

Themes in the history of science and/or medicine.

HIST 5V70-5V79

**History and Computing**

Themes in history and computing.

## 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):

#### **HIST 5V01 - 2022-2023 Empires and Nations in Colonial Canada**

1. Course classification: **Regular**
2. Which department will be financially responsible as the Home department?  
**History**
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: **No**
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**

#### **HIST 5V20 - 2022-2023 The American Enlightenment**

1. Course classification: **Regular**
2. Which department will be financially responsible as the Home department?  
**History**
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: **No**
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**

#### **HIST 5V35 - 2022-2023 Intellectuals in Revolutionary China**

1. Course classification: **Regular**
2. Which department will be financially responsible as the Home department?  
**History**
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: **No**
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.

#### **HIST 5V22 - 2021-2022: Conservatism in Modern America**

**HIST 5V31 - Social Change in Latin America**  
**HIST 5V34 - 2021-2022: Print Culture and Revolutions**

**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, 2021**.

**Submitted by Melissa Vanatte on October 18, 2021 at 09:50:19 AM**

**Submitted by Olatunji Ojo on October 18, 2021 at 09:52:25 AM**

**Submitted by Keri Cronin on October 18, 2021 at 10:56:17 AM**

**Submitted by Edlira (Christina) Zahaj on October 18, 2021 at 04:45:40 PM**

**Rejected by Jasmine Stasiuk Riddell on November 29, 2021 at 09:43:22 AM**

Rejected per email from chair of subcommittee on Sat 2021-11-27 4:26 PM

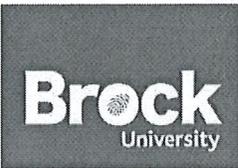
- Explanation of proposed changes: Nos. 1 and 5 are not really explanations. Why are the new courses being added?
- 'Calendar-ese' -HIST 5V20: Begin with "Examination of"
- 'Calendar-ese' -HIST 5V35: Begin with "Major themes in..."; consider the wording calling out the PPC?
- HIST 5V20 – typo in title (Enlightenment)
- Remove David Schimmelpenninck from list of faculty (apparently this should have been done some time ago but keeps being overlooked)

**Submitted by Melissa Vanatte on December 3, 2021 at 03:09:22 PM**

**Submitted by Olatunji Ojo on December 9, 2021 at 01:23:09 PM**

**Submitted by Keri Cronin on December 9, 2021 at 03:01:43 PM**

**Submitted by Amanda DiFonzo on December 10, 2021 at 03:12:14 PM**



James A. Gibson Library  
Library Support for New  
Courses Form

Niagara Region  
1812 Sir Isaac  
Brock Way  
St. Catharines, ON  
L2S 3A1

To be completed by the Academic Program

Undergraduate Program Committee  Graduate Studies Committee

Academic Unit: History Course Number: HIST 5V35

Course Title: Intellectuals in Revolutionary China

Proposed Calendar Description: Major themes in the history of Chinese intellectuals in the tw  
their involvement in he Communist revolution, their roles in the development of Commun  
Republic of China.

To be completed by the Liaison Librarian

Assessment of existing collection (print & online) in areas relevant to this course:

- Strong, no budgetary implications
- Adequate, minimal budgetary implications beyond current funding allocations
- Inadequate, requires additional one time only and/or ongoing additional funding

Comments: Decent collection of book and ebook relevant to 20th century China, but may  
need supplementing with additional titles specific to the course topic. Journal  
coverage is adequate. Some relevant primary source database coverage.

Budget implications of this proposed course:

- Books, e-books, monographic collections, etc.
- Reference resources, handbooks, encyclopedias, dictionaries, etc.
- Journals, newspapers, serials, databases, etc.
- Geospatial maps, data, statistics, GIS, etc.
- Special collections, primary resources, etc.

Comments: Some additional book purchases will be required, but these can be  
accommodated within current library funding.

- The Library can support this proposed course with current funding
- The Library can support this proposed course with additional funding
- The Library can't support this proposed course

John Dingle  
Liaison Librarian

John Dingle  
Signature

2021-10-20  
Date

Olufunmi Ojo  
Academic Program  
Library Representative,  
Chair or Director

Olufunmi Ojo  
Signature

Oct 19/21  
Date

## University Educational and Information Technology Services Support for Course Additions/Deletions/Revisions

This two-part form is intended to assess and confirm that adequate technical resources will be available to support the delivery of this course. All UPC submissions are asked to have the first part of this form completed upon submission. Submissions of the course types *Synchronous Conferencing*, *Blended Learning* or *Fully Online Learning (asynchronous)* are asked to complete both parts and have both parts reviewed by Information Technology Services (ITS) and the Centre for Pedagogical Innovation (CPI).

ACADEMIC UNIT: History

COURSE NUMBER:  
**5V35**

COURSE TITLE: **Intellectuals in Revolutionary China**

PROJECTED  
ENROLLMENT: 10

PROPOSED CALENDAR DESCRIPTION: **The course covers the major themes in the history of Chinese intellectuals in the 20<sup>th</sup> century, especially their involvement in the Communist revolution, their roles in the development of communist ideology/policies, and their misfortunes in the People's Republic of China.**

INSTRUCTOR (if  
applicable): **Ning Wang**

Chair/Director: Olatunji Ojo *Olatunji ojo*

Date: Oct 18/21

Dean: *J. Cronin*

Date: October 19, 2021

## Part 1: Course Type

Please approximate the distribution between online delivery and other types of delivery:

*Measures might be in the form of percentage, ratios, time, etc.*

According to the following descriptions, based on the Ministry of Training, Colleges and Universities' categorizations, what type of course is this?

### ***On-Line: Synchronous Conferencing Course***

**a Face-to-Face**

This type of course can be considered a conventional or classical course at Brock University. Typically these courses have physical space associated with the delivery of the course where instructors and students meet two or more hours a week.

**b Directed reading**

Research course with directed study and regular meetings with a faculty member on or offline. Pre-allocated physical space is typically not associated with the delivery of this type of course, meetings are coordinated between the student(s) and the instructor.

**c Blended Learning Course**

This is a course where face-to-face teaching time is reduced, but not eliminated, to allow students more time for online study. This model comes in a number of formats; however **the online component is typically 50%-80% of the total course delivery**. In this case, a blended learning course may have components delivered via traditional face-to-face; however, over half the course delivery should be online.

**d On-Line: Synchronous Conferencing Course**

This describes a course delivered through audio and video conferencing to provide synchronous communications (i.e., at the same time) between an instructor at one site and students at other sites. **A course is considered to be offered via synchronous conferencing if 80% or more of the content is delivered this way**. For example, a synchronous conferencing course may have occasional face-to-face meetings, a proctored exam, etc. with the remainder of the content delivered through audio and video conferencing.

### ***On-Line: Fully Online Learning (asynchronous) Course***

This is a form of distance learning delivered to individuals with access to the Internet, either at home, work or through an access centre. Although courses may have a set start date and set due dates for assignments, students can otherwise access and participate in courses at times and places of their own choosing. **The online component is typically over 80% of the total delivery**. For example, a fully online course may include occasional face-to-face meetings, a proctored exam, etc. with the remainder of the content delivered online.

## For all course types

### Information Resources and Protection Privacy

- 1 Will you, or anyone involved in this course, be sharing any information about Brock University students with a third party as part of the delivery of this course? No.

*We would like to know about third parties that/who will receive private student information and ensure that a Confidentiality and Privacy Agreement is arranged with these third parties if one does not already exist. Turnitin.com is an example of a third party, though there is an existing Confidentiality and Privacy Agreement. Other examples might be eTextbook providers or "clicker" services which require the university to provide student information, as opposed to students being asked to optionally provide it.*

- 2 Please describe any student assessment to be submitted or collected electronically.  
This is a small class. I will only ask students to provide *Text-based assessments*.

*We would like to know this because depending on the size of the item being submitted, and the number of students, special accommodations may need to be made. Text-based items are rarely an issue, multi-media items have the potential to be an issue.*

### Electronic Copyright and Accessibility

- 3 Have all items used as part of the online delivery of this course been demonstrated to meet Brock University and the Government of Ontario's requirements for accessibility, or is there a plan to address the accessibility of the content? Yes.

*Accessibility is important for student learning and a requirement in Ontario. There are many measures of the accessibility content. Please identify any issues and how they might be overcome.*

- 4 Will you ensure that all items distributed electronically are either:
  - a Owned by Brock University or yourself;
  - b Covered by a licence from the copyright holder;
  - c Out of copyright (i.e., the copyright has expired); or
  - d Covered by an exception in the Canadian Copyright Act?

Yes.

*It is important to note that copyright is applied differently online than in a classroom in Canada.*

## Part 2: On-Line Synchronous Conferencing Course, Blended Learning Course or Fully Online Learning Course

### For Synchronous Conferencing Courses

- 1 Are there any required technologies that differ from what Brock University currently provides in computer labs? No.

*For example: A web cam, microphone, tablet computer...*

- 2 What service(s) will be used to facilitate Synchronous Conferencing?

Students just use their laptops with MS Teams.

*For example: A piece of video conferencing hardware, Skype, Elluminate, Saba Centra, Adobe or Citirx solutions...*

- 3 Who is/are the service provider(s) or host(s)?

Brock.

*For example: Brock University, Contact North, another institution or commercial provider such as Skype*

- 4 Please describe where participants (including instructors) will be located?

Their homes.

*For example: Their homes, a lecture hall, other countries....*

- 5 Please indicate the approximate frequency and duration of each meeting.

Once a week for three hours.

*For example: 2 times a week for an hour.*

### For Blended Learning and Fully Online Learning Course

- 1 Are there any required technologies that differ from what Brock University currently provides in computer labs?

*For example: web cam, microphone, tablet computer...*

- 2 Will there be non-text-based forms of instruction such as video, audio or large computer files and what services will be used to distribute these files?

*For example: A weekly video produced by the instructor or from other sources that is posted on a service like YouTube as an unlisted video.*

- 3 Will there be non-text-based forms of assessment such as video, audio or large computer files and what services will be used to collect these files?

*For example: Video submitted to the Isaak/Sakai Assignments tool or posted on a public video site such as YouTube.*

University Educational and Information Technology Services  
TECHNOLOGY SUPPORT CONSIDERATION

**For Brock University central services:**

CPI recommendation:

CPI has no concerns with this proposal  
-mbrousseau, Nov 2021



Mike Brousseau  
Manager, Educational Technologies  
Brock University | Centre for Pedagogical Innovation  
Niagara Region | 1812 Sir Isaac Brock Way | St. Catharines, ON L2S 3A1  
[www.brocku.ca/cpi](http://www.brocku.ca/cpi) | T: 905 688 5550 x3701

ITS recommendation:



Zaher Elahi  
Director, Client Services  
Brock University | Information Technology Services  
Niagara Region | 1812 Sir Isaac Brock Way | St. Catharines, ON L2S 3A1  
brocku.ca | T: 905 688 5550 x 3102

ITS has no issues with this proposal

# Academic Program Calendar Submission #2022-3284

Department/Centre: Interdisciplinary Humanities

Program(s): Interdisciplinary Humanities

## Program Additions/Terminations

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

**Please note: The calendar year runs from May 1, 2022 to April 30, 2023 and begins with the Spring/Summer sessions. All new programs being introduced or the termination of programs will be effective beginning 2022 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. Proposal(s) and Effective Date(s)

**Please note: The Calendar year runs from May 1, 2022 to April 30, 2023 and begins with the Spring/Summer sessions. All programs being changed will be effective beginning 2022 Spring Session.**

List all proposals, to be implemented, numerically in the following order:

#### 1. Add HUMA 7P75: Digital Literacies .

### 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. One of our program streams is Technology and Digital Humanities, which this course falls under. Students have also requested additional DH offerings in the program.**

### 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.

## Interdisciplinary Humanities

### PhD in Interdisciplinary Humanities

#### Fields of Specialization

Critique and Social Transformation

Culture and Aesthetics

Technology & Digital Humanities

Ways of Knowing

*Dean, Faculty of Humanities*

Carol U. Merriam

<em>Dean, Faculty of Graduate Studies</em>

Suzanne Curtin

*Associate Dean of Graduate Studies and Research, Faculty of Humanities*

J. Keri Cronin

#### **Core Faculty**

Lynn Arner, English Language and Literature (<a href="mailto:lerner@brocku.ca">lerner@brocku.ca</a>)

Gregory Betts, English Language and Literature (<a href="mailto:gbetts@brocku.ca">gbetts@brocku.ca</a>)

Irene Blayer, Modern Languages, Literature, and Cultures (<a href="mailto:iblayer@brocku.ca">iblayer@brocku.ca</a>)

Alexander Christie, Centre for Digital Humanities (<a href="mailto:achristie@brocku.ca">achristie@brocku.ca</a>)

**Christine Daigle, Philosophy**, ~~Jane Koustas, Modern Languages, Literatures, and Cultures~~ (<a href="mailto:cdaigle@brocku.ca">cdaigle@brocku.ca</a>)

~~Stefan Dolgert~~, ~~Christine Daigle, Political Science~~ Philosophy (<a href="mailto:sdolgert@brocku.ca">sdolgert@brocku.ca</a>)

~~Stefan Dolgert, Political Science~~ (<a href="mailto:sdolgert@brocku.ca">sdolgert@brocku.ca</a>)

David Fancy, Dramatic Arts (dfancy@brocku.ca)

Margot Francis, Sociology / Women's and Gender Studies (<a href="mailto:mfrancis@brocku.ca">mfrancis@brocku.ca</a>)

Jason Hawreliak, Centre for Digital Humanities (<a href="mailto:jhawreliak@brocku.ca">jhawreliak@brocku.ca</a>)

**Jane Koustas, Modern Languages, Literatures, and Cultures** (jkoustas@brocku.ca)

Mathew Martin, English Language and Literature (<a href="mailto:mmartin@brocku.ca">mmartin@brocku.ca</a>)

Elizabeth Neswald, History (<a href="mailto:eneswald@brocku.ca">eneswald@brocku.ca</a>)

Trevor Norris, Education (<a href="mailto:tnorris@brocku.ca">tnorris@brocku.ca</a>)

Andrew Pendakis, English Language and Literature (<a href="mailto:apendakis@brocku.ca">apendakis@brocku.ca</a>)

Matthew Royal, Music (<a href="mailto:mroyal@brocku.ca">mroyal@brocku.ca</a>)

Danny Samson, History (<a href="mailto:dsamson@brocku.ca">dsamson@brocku.ca</a>)

Christina Santos, Modern Languages, Literatures, and Cultures / Communication, Popular Culture, and Film (<a href="mailto:csantos@brocku.ca">csantos@brocku.ca</a>)

Elizabeth Sauer, English Language and Literature (<a href="mailto:esauer@brocku.ca">esauer@brocku.ca</a>)

Sue Spearey, English Language and Literature (<a href="mailto:sspearey@brocku.ca">sspearey@brocku.ca</a>)

Mark Spencer, History (<a href="mailto:m Spencer@brocku.ca">m Spencer@brocku.ca</a>)

*Graduate Program Director*

**TBD** Mathew Martin  
mmartin@brocku.ca

*Administrative Assistant*

Brittany Nagy

huma@brocku.ca

## Program Description

Brock University's Interdisciplinary Humanities doctoral program provides students with a focussed context in which to engage with topics integral to the contested notions of knowledge, values, and creativity, as reflected in the specific fields of Critique and Social Transformation, Culture and Aesthetics, Technology and Digital Humanities, and Ways of Knowing.

The program is committed to providing a rigorous interdisciplinary teaching and research environment that nurtures scholarly and creative activity. Such endeavours aim to investigate the past as well as influence the ways in which reflection and creation contribute to the further unfolding of society and culture.

Students pursuing Brock University's Interdisciplinary Doctoral Humanities Program will have the opportunity to collaborate across disciplines.

## Admission Requirements

Successful completion of a Master's degree in a humanities or cognate discipline, normally with a minimum average grade of 80%. Agreement from a faculty member to supervise the student is also required for admission to the program. An interview may be required.

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

## Degree Requirements

### Program Structure

Students are required to successfully complete 6 half-credit courses, including the two compulsory core courses (HUMA 7P01 and HUMA 7P02); a language exam that demonstrates reading competency in a language beyond English; a compulsory non-credit research and professionalization seminar in the first and second year, HUMA 7N07; written and oral comprehensive exams; a thesis proposal; a thesis and a thesis defense.

*Year One:*

- one of HUMA 7P01, HUMA 7P02
- two or three half-credits from program course offerings or approved electives
- HUMA 7N07
- comprehensive examination reading lists submitted to GPD by June 30
- thesis Supervisory Committee finalized by August 31

*Year Two:*

- one of HUMA 7P01, 7P02
- HUMA 7N07
- one or two half-credits from program course offerings or approved electives

- comprehensive examinations completed by August 31

*Year Three:*

- thesis research
- final thesis proposal including a bibliography submitted to the supervisory committee by April 1, to be approved by the supervisory committee and the GPD by April 30

*Year Four:*

- completion of language requirement before defense
- completion of thesis and defense

<div></div><p class="padded strong" id="0001-16be1eb72444e8e92a680a790d332bd3">Detailed Description of Program</p>

*Course work*

**For the detailed description of the program, please consult the HUMA Program Handbook.**

*Course work*

All students must obtain approval of their proposed program of study from the GPD prior to registration each term. Students must take 4 courses in addition to the two core seminars (HUMA 7P01 and HUMA 7P02) and in addition to the Research and Professionalization seminar (HUMA 7N07). Except with the approval of the GPD, students may take a maximum of one half-credit course elective. Courses are to reflect the interdisciplinary nature of the program. These may be drawn from the Faculty of Graduate Studies course bank (at the MA or PhD level) or may be the Directed Reading course (HUMA 7P90). Students may only take the Directed Reading (HUMA 7P90) course once.

<span style="font-style: italic; font-weight: bold; font-size: 11pt;">Language Requirement</span> Course work is intended to provide students with breadth while the thesis research provides them with depth. As part of the student's coursework a directed reading course is intended to broaden rather than narrow the student's intellectual horizons and therefore should not significantly overlap with the student's dissertation research or be directly transferable into that research.

HUMA 7P05 will not count toward the degree but will be transcribed. A course outline delineating the topic, reading list and list of requirements must be submitted to the GPD one week prior to the start of the course.

*Interdisciplinary Research Core Seminar I (HUMA 7P01)*

*Interdisciplinary Research and Writing in the Humanities*

All students participate in this seminar, which introduces them to theoretical and methodological approaches to interdisciplinary studies. The course strives to provide students with an opportunity to engage in active discussion and to begin to constellate their specific interests and articulate their field of inquiry in preparation for writing their thesis proposals.

*Interdisciplinary Research Core Seminar II (HUMA 7P02)*

*Fields of Interdisciplinary Study*

All students participate in the seminar based on the exploration of the program's four fields: 1) Ways of Knowing; 2) Critique and Social Transformation; 3) Culture and Aesthetics; 4) Technology and Digital Humanities. This course acts as preparation for both the comprehensive exams and the thesis proposal.

<div></div><p class="padded strong italics" id="0002-99cfb1e2e9beac0be313edb3aa705142">Professionalization and Research Seminar (HUMA 7N07)</p>

This non-credit seminar is designed to provide students with an opportunity to discuss their program of study with other students in the context of specific topics of discussion to be determined by the instructor and to be drawn from the students' interests. It also functions as a professionalization seminar. Students must continue with this seminar and participate in the research sessions of the seminar in Year II. Students are encouraged to continue with this seminar in Years III and IV. The seminar may include guest speakers and a conference or colloquium and aims to provide students with a forum to explore and articulate their research ideas. The seminar strives to prepare students to actively engage in academic inquiry outside of Brock University. Presentations in this seminar are normally open to all students and faculty in the program.

<div></div><p class="padded strong italics" id="0003-f1af921380140e8b358f9be6144b4940">Teaching Apprenticeship (HUMA 7P05)</p>

This course will be evaluated as credit/no-credit and will not count toward the six half-credit required courses for the completion of the degree. Students must have completed all course work (including HUMA 7N07), thesis proposal and language exam before being eligible to sign up for the course. This course allows students to take part in the design, development and delivery of an undergraduate course and allows them to develop a teaching portfolio.

<div></div><p class="padded strong italics" id="0004-1b9ee3fd771f455c3773403de2e5be0e">Language Requirement</p>

Students will be required to demonstrate reading competency in one language other than English by means of a written examination. Students will translate a short passage of approximately 750 words into English. Use of a dictionary is permitted. The exam is pass/fail and may be taken as many times as is necessary for the student to pass the exam. The student is responsible for informing the GPD that she or he is prepared to write the exam, and the student must pass the exam before defending her or his thesis. The GPD will select texts in the language chosen by the student and their supervisor. The GPD will administer the exam. The exams will be anonymized and assessed by one examiner. Students will have 2 hours to write their exam.

The language chosen is to be related to the program of study and must be approved by the supervisor. In cases where no other language than English is relevant to the program of study, reading competence in French will be required. Evidence of passing a similar language exam in an MA degree may take the place of the PhD language exam at the discretion of the GPD and the Program Committee.

**Comprehensive Examinations**

By June 30 of Year I, students and their supervisors will create and submit to the GPD reading lists of 35 texts for each written exam. For the specific exam, the student, in consultation with his or her supervisory committee, will devise a reading list that covers the broad field related to his or her research. While some of these texts might duplicate those that are on the thesis bibliography, this exam is to cover a wider area than the narrow thesis topic. The program's four standard reading lists in place for the general exams will serve as a starting point for the general exam reading list, with at least 14 texts chosen from each of the standard lists for the student's two chosen fields, with the option of substituting five alternative texts.

Normally, the student will begin writing her or his comprehensive examinations no later than April 30 of Year II in the program. Two months before commencing to write, the student will notify the GPD of her or his intention to write the exams. At that point, The GPD will provide an opportunity to the student to exclude potential examiners. The written exam portions completed by no later than July 15, and the comprehensive examinations must be defended by August 31.

*By April 30 of Year II, the student will be given the exam questions for both the general and the specific comprehensive exams. In response to each question, the student will write an essay of roughly 10,000 words, not including notes and bibliography. The essays must be original work. The student may not show the supervisory committee or exam committees drafts of the exams. The student must submit both exams to the GPD by July 15. Exams submitted after this deadline will receive a failing grade, and the student will be withdrawn from the program. Requests for extensions **Proposal** must be approved by the program committee and will be granted only on documented medical and compassionate grounds. The GPD will then circulate the exams to the examination committees (see below), who will return a grade of pass or fail within a week of receipt of the exams. The exams will be evaluated for the comprehensive and thorough knowledge they display of the exam reading lists, the depth of the intellectual engagement with these texts and the development of the student's thinking in her or his research area, and the quality of the writing. The student must pass both written exams in order to proceed to the oral examination, which will take place no later than August 31.*

The student must pass all three exams in order to advance to ABD status. If the student fails a written exam, the examination committee will provide the student with written commentary upon the specific areas in which the exam falls short. The student will then be given an opportunity to revise the exam in light of the commentary. The student must submit the revised exam for regrading no later than two weeks after receiving the examination committee's written commentary. If the student fails the oral exam, she or he may retake the exam within three months of the initial oral exam. Any student who fails any one of the three exams more than once will be withdrawn from the program.

**Exam #1: Specific Field**

The examination committee will consist of the student's supervisory committee. At least one month prior to the commencement of writing, the student will propose three exam questions in consultation with the supervisor. The supervisor (who may, of course, consult with the rest of the thesis committee) will choose one of these questions for the exam and submit it to the GPD. The question will not be shared with the student before the commencement of the exam. Unanimity among the examiners is not required for a passing grade. If all members, except for one, agree that the examination is satisfactory, the student passes. If more than one member of the committee deems the examination unsatisfactory, the student fails.

**Exam #2: General Fields**

The examination committee will consist of the student's supervisor and two other members from the list of HUMA core faculty members. At least one month before the commencement of the exam, the examination committee will choose two questions from the program's bank of questions posted on the program's web site and submit them to the GPD. The student will be provided these two questions at the commencement of the exam and will answer one of the two questions. All members of the committee will grade the examination. Unanimity among the examiners is not required for a passing grade. If all members,

except for one, agree that the examination is satisfactory, the student passes. If more than one member of the committee deems the examination unsatisfactory, the student fails.

<div> </div><p class="padded strong" id="0008-a00595b198849d397adecfec6b0b3ac">Exam #3: Oral Exam</p>

Once the student has passed the two written exams, he or she will take the oral exam. The GPD or designate will chair the oral exam. The student's supervisor may not chair the oral exam. The examiners will consist of the examination committee from both Exam #1 (Specific Field) and Exam #2 (General Fields). The length of this exam is three hours.

The oral exam will consist of questions and answers related to the two written exams. It may begin with a statement by the student that clarifies some points he or she made in the written exams, or the student's supervisor might choose to begin with a question. The purpose of this exam is to ask questions about the written exams and to draw out some of the relationships between the two general interdisciplinary fields and the field of the student's thesis research.

All members of the committee will grade the examination. Unanimity among the examiners is not required for a passing grade. If all members, except for one, agree that the examination is satisfactory, the student passes. If more than one member of the committee deems the examination unsatisfactory, the student fails. The Chair does not have a vote.

Oral examinations will be recorded. The recording will be kept confidentially in electronic format in the student's file by the GPD. The audio file will be destroyed once the student graduates or leaves the program.

<div> </div><p class="padded strong italics" id="0009-cb6d4b55e348edb4c41e5e89d25e845b">Thesis Proposal</p>

By April 1 of Year III, students will submit their final, revised, thesis proposal and bibliography to the Supervisory Committee and the GPD for approval. The proposal will be 20-25 pages. The thesis topic is to reflect the interdisciplinary nature of the program. The proposal is to reflect on-going work with the supervisor and must be approved by the Supervisory Committee and the GPD no later than April 30, Year III. **Please consult the HUMA** If a student's thesis proposal is not approved by the Supervisory Committee and the GPD/Program **Handbook for additional information.** Committee, the student will be withdrawn from the program.

In cases where the Supervisory Committee approves a thesis proposal but the GPD has concerns about the quality of the proposal, the GPD will discuss those concerns with the student supervisor. If disagreement persists or if the GPD is concerned that there is no plan in place to address the shortcomings of the proposal, the GPD will consult with the Program Committee and assess whether to approve the proposal or not. The Program Committee may opt to

Approve the thesis proposal as submitted

- Approve the thesis proposal as submitted and offer recommendations on how to address the concerns and successfully complete the thesis
- Request revisions prior to approval
- Not approve the proposal

The Program Committee will notify the student and the supervisory committee of its decision in writing. The letter will delineate the reasons for the decision, provide suggestions for revisions if appropriate, and will set a reasonable deadline for the proposal's resubmission for approval if appropriate. The revised proposal will be submitted to the Supervisory Committee and GPD who shall assess the proposal anew and in light of the requests for revisions. The process of approval/non approval is the same as for the first submission of the thesis proposal.

<div> </div><p class="padded strong italics" id="0010-85210ca57b5b2982ca05fe6f9effdb41">Thesis</p>

The thesis will be completed in Year IV, and should reflect the interdisciplinary nature of the degree. The length and format of the final submission will be determined by the student in consultation with his or her supervisor and approved by the Program Committee. Normally a thesis will be 250-300 pages.

<div> </div>

## Course Descriptions

HUMA 5P71

**Humanities Computing**

(also offered as HIST 5V71)

Use of the computer for research, teaching, and expression in the Humanities to support teaching and research, including topics such as text analysis, high performance computing, Geographic Information Systems, quantitative methods, photo-editing and animation, simulations, and serious games.

HUMA 5P83

**Graduate Seminar in Political Theory (Political Theory for Posthumans)**

(also offered as POLI 5P83)

A comparison of important and opposing contemporary approaches to the interpretation of major texts or issues in political theory.

HUMA 7F90

**PhD Thesis**

Preparation, public defence, and examination of a thesis that is interdisciplinary in approach and that demonstrates the candidate's capacity for independent thought and study.

HUMA 7N07

**Professionalization and Research Seminar**

Non-credit compulsory research seminar for first and second-year students. Forum to develop thesis research topics and academic skills.

HUMA 7P01

**Interdisciplinary Research and Writing in the Humanities**

The nature and academic requirements of interdisciplinary studies, including research methodologies and resources. Focus on reading, discussion, writing, and the ongoing construction of an interdisciplinary thesis in the Humanities.

HUMA 7P02

**Fields of Interdisciplinary Study**

Introduction to the four fields of the Interdisciplinary PhD in Humanities: 1) Epistemologies; 2) Critique and Social Transformation; 3) Culture and Aesthetics; 4) Technology and Digital Humanities.

HUMA 7P05

**Teaching Apprenticeship**

Participation in the development and delivery of an undergraduate course under the mentorship of a Brock faculty member. Development of a teaching portfolio.

Prerequisite(s): HUMA 7P01, 7P02 and four additional half-courses. Completed thesis proposal.

Note: This course will be evaluated as Credit/No-Credit and cannot be used as an elective to fulfill the PhD in Interdisciplinary degree requirements.

HUMA 7P21

**Buddhism and Psychoanalysis**

Interdisciplinary study of the relationship between Buddhism and psychoanalysis as it has developed from Freud to the present. Theorists such as Freud, Hui-neng, D.T. Suzuki, Lacan, Mari Ruti and Z&#65059;iz&#65059;ek.

HUMA 7P32

**Text, Context, Intertext in Narrative: Constituting and Locating the Self in Culture**

Interdisciplinary, intercultural and comparative approach to the study of narrative as it contributes to the construction of the self and cultures. Analysis of orality, storytelling, performance, narrative, memory, and cultural identity. Authors may include Benjamin, Ong, Ricoeur, Lejeune, White, Taylor.

HUMA 7P33

**Trauma, Subjectivity, and Culture**

Trauma studies as a field of interdisciplinary study. The relationships among trauma, subjectivity, art, and culture studied through selected theorists, such as Caruth, LaCapra, and Scarry, and selected works of art.

HUMA 7P34

**Immanence, Aesthetics, Politics**

An investigation into the implications of systems of immanent thought for questions of aesthetics and politics. Thinkers include Bergson, Bradotti, Colebrook, Deleuze, Guattari, Manning, Massumi, Negri, Spinoza, and Whitehead.

HUMA 7P37

**Genre and Cultural Production: Form and Meaning**

Genre theory and criticism of cultural productions such as film, television, literature, print, and music.

HUMA 7P51

**Hermeneutics of Personal, Social, and Artistic Transformation(s)**

Theories of interpretation structure subjective and intersubjective experience. Theorists may include M. Heidegger, H. G. Gadamer, P. Ricoeur, H. Marcuse, R. Ingarten, M. Foucault, and J. Habermas.

HUMA 7P52

**Feminist Theory and Knowledge Production**

Investigates the production of knowledge in relation to gender, sexuality, race, and class. Key sites of inquiry include futurity, inequity in academe, neo-colonialist fantasies about Muslim women, and struggles among different groups of academic feminists (such as neo-liberal humanists versus antifa feminists). Authors may include Wiegman, Sedgwick, Ahmed, Loomba, Messer-Davidow, and Love.

HUMA 7P53

**Colonial/Post-colonial Histories**

Examination of colonial and post-colonial history, fiction, and art in colonial and settler-colonial societies.

HUMA 7P54

**Subjectivity Beyond Postmodern Global Capitalism**

An examination of the possibilities of reconstituting subjectivity outside the logic of capitalist identity, through theory and literature. Writers include Gabriel Garcia Marquez, Thomas Pynchon, RD Laing, Felix Guattari, Giorgio Agamben, Maurice Merleau-Ponty and others.

HUMA 7P55

**Fanaticism: Political and Aesthetic Dimensions**

Analysis of texts and art related to political, religious, and aesthetic extremism, excess, passion and their value-counterparts: moderation, balance, and reason. Discussions and debates will focus on how these conceptual dichotomies have shaped thought, dissent, and creative activity from the ancient world until the present.

HUMA 7P56

**Consumerism as Worldview**

Explores the origins, nature and implications of consumerism as a worldview from historical, philosophical, political, cultural and ecological perspectives. Themes to be examined include: commodification; branding; McDonaldization; citizen/consumer and modern/postmodern divide; historical progress; and technology and ideology. Authors may include Marx, Arendt, Heidegger, Baudrillard.

HUMA 7P57

**Current Questions about Education, Democracy and the Public Good**

Examination of current and historical perspectives on the relationship between democracy and education, and threats to the public good. Humanities approach to education that explores populism, radicalism, political apathy, individualization, academic freedom, and indoctrination.

HUMA 7P58

**Thinking and Representing the Anthropocene and Extinction**

An interdisciplinary examination of the philosophical and cultural meanings of the Anthropocene and extinction.

HUMA 7P71

**Theory and Praxis of Digital Humanities**

Introduction to computationally-supported methods and applications for analysis, expression, and teaching in the digital humanities. Course will provide readings on topics ranging from agent-based simulations to text analysis, and practical instruction in 3D modeling and Geographic Information Systems.

Note: No programming skills required.

HUMA 7P72

**Deep Maps in the Digital Humanities**

Course provides a theoretical and practical overview of evolving expressive forms in the digital humanities, with a specific focus on the deep map. Students will review extant literature on the deep map, and participate in the conception, creation and design assessment of a proposed innovation for the Deep Map, expressed in Augmented Reality.

HUMA 7P73

**Principles of Interactive Media: Theory and Design**

Key theoretical concepts and debates related to interactivity, games, participatory media, and design. Analysis of interactive texts including videogames, augmented reality platforms, and social networking sites.

HUMA 7P74

**Prototyping humanities scholarship in unreal times**

Interdisciplinary study of realist and non-realist techniques in literature and the digital humanities. Humanities approaches to prototyping visualizations, maps, and virtual reality artifacts, with a focus on critical analysis and open access publication. No previous technical expertise whatsoever assumed.

HUMA 7P75

**Digital Literacies**

History and practice of digital literacies through a blend of theoretical and applied approaches. Examination of topics such as Actor Network Theory, Black Code Studies, and Surveillance Capitalism. No prior technical skills required.

HUMA 7P90

**Directed Reading**

Research course with directed study and regular meetings with a faculty member, covering topics not offered in a designated course, and with permission of the Graduate Program Director.

## 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):

#### **HUMA 7P75 - Digital Literacies**

1. Course classification: **Regular**
2. Which department will be financially responsible as the Home department?  
**Humanities**
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: **No**
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, 2021**.

**Submitted by Brittany Nagy on October 13, 2021 at 03:51:49 PM**

**Rejected by Jason Hawreliak on October 13, 2021 at 04:23:48 PM**

Sorry, Brittany, Mathew is still listed as GPD. Just leave that blank for now, I guess.

**Submitted by Brittany Nagy on October 14, 2021 at 12:06:31 PM**

**Submitted by Jason Hawreliak on October 14, 2021 at 01:36:03 PM**

**Submitted by Keri Cronin on October 15, 2021 at 11:36:40 AM**

**Submitted by Edlira (Christina) Zahaj on October 18, 2021 at 04:46:01 PM**

**Rejected by Amanda DiFonzo (on behalf of Jasmine Stasiuk Riddell) on November 30, 2021 at 08:43:53 AM**

as per Grad Studies request

**Submitted by Jason Hawreliak on December 15, 2021 at 11:25:47 AM**

**Submitted by Jason Hawreliak on December 15, 2021 at 11:31:08 AM**

**Submitted by Keri Cronin on December 15, 2021 at 12:08:11 PM**

**Submitted by Jasmine Stasiuk Riddell on December 16, 2021 at 01:01:05 PM**

## University Educational and Information Technology Services Support for Course Additions/Deletions/Revisions

This two-part form is intended to assess and confirm that adequate technical resources will be available to support the delivery of this course. All UPC submissions are asked to have the first part of this form completed upon submission. Submissions of the course types *Synchronous Conferencing*, *Blended Learning* or *Fully Online Learning (asynchronous)* are asked to complete both parts and have both parts reviewed by Information Technology Services (ITS) and the Centre for Pedagogical Innovation (CPI).

ACADEMIC UNIT: PhD in Interdisciplinary  
Humanities

COURSE NUMBER: HUMA 7P75

COURSE TITLE: Digital Literacies

PROJECTED ENROLLMENT: 5

PROPOSED CALENDAR DESCRIPTION:

INSTRUCTOR (if applicable): Aaron  
Mauro

History and practice of digital literacies through a blend of theoretical and applied approaches. Examination of topics such as Actor Network Theory, Black Code Studies, and Surveillance Capitalism. No prior technical skills required.

Chair/Director: \_\_\_\_\_



Date: \_\_\_ Nov 11, 2021  
\_\_\_\_\_

Dean: \_\_\_\_\_



Date: November 16, 2021

## Part 1: Course Type

Please approximate the distribution between online delivery and other types of delivery:

100% face to face

*Measures might be in the form of percentage, ratios, time, etc.*

According to the following descriptions, based on the Ministry of Training, Colleges and Universities' categorizations, what type of course is this?

**a Face-to-Face**

This type of course can be considered a conventional or classical course at Brock University. Typically these courses have physical space associated with the delivery of the course where instructors and students meet two or more hours a week.

**b Directed reading**

Research course with directed study and regular meetings with a faculty member on or offline. Pre-allocated physical space is typically not associated with the delivery of this type of course, meetings are coordinated between the student(s) and the instructor.

**c Blended Learning Course**

This is a course where face-to-face teaching time is reduced, but not eliminated, to allow students more time for online study. This model comes in a number of formats; however **the online component is typically 50%-80% of the total course delivery**. In this case, a blended learning course may have components delivered via traditional face-to-face; however, over half the course delivery should be online.

**d On-Line: Synchronous Conferencing Course**

This describes a course delivered through audio and video conferencing to provide synchronous communications (i.e., at the same time) between an instructor at one site and students at other sites. **A course is considered to be offered via synchronous conferencing if 80% or more of the content is delivered this way**. For example, a synchronous conferencing course may have occasional face-to-face meetings, a proctored exam, etc. with the remainder of the content delivered through audio and video conferencing.

**On-Line: Fully Online Learning (asynchronous) Course**

This is a form of distance learning delivered to individuals with access to the Internet, either at home, work or through an access centre. Although courses may have a set start date and set due dates for assignments, students can otherwise access and participate in courses at times and places of their own choosing. **The online component is typically over 80% of the total delivery**. For example, a fully online course may include occasional face-to-face meetings, a proctored exam, etc. with the remainder of the content delivered online.

## For all course types

### Information Resources and Protection Privacy

- 1 Will you, or anyone involved in this course, be sharing any information about Brock University students with a third party as part of the delivery of this course?

Students may be asked to sign up for Google accounts for some aspects of the course with limited information like name and email address. Alternatives will be provided if a student chooses not to use a Google account

- 2 Please describe any student assessment to be submitted or collected electronically. Assignments may involve Python but the instructor plans to use in-browser apps; assignments can be submitted by URL.

*We would like to know this because depending on the size of the item being submitted, and the number of students, special accommodations may need to be made. Text-based items are rarely an issue, multi-media items have the potential to be an issue.*

### Electronic Copyright and Accessibility

- 3 Have all items used as part of the online delivery of this course been demonstrated to meet Brock University and the Government of Ontario's requirements for accessibility, or is there a plan to address the accessibility of the content?

Yes

*Accessibility is important for student learning and a requirement in Ontario. There are many measures of the accessibility content. Please identify any issues and how they might be overcome.*

- 4 Will you ensure that all items distributed electronically are either:
  - a Owned by Brock University or yourself;
  - b Covered by a licence from the copyright holder;
  - c Out of copyright (i.e., the copyright has expired); or
  - d Covered by an exception in the Canadian Copyright Act?

Yes

*It is important to note that copyright is applied differently online than in a classroom in Canada.*

## Part 2: On-Line Synchronous Conferencing Course, Blended Learning Course or Fully Online Learning Course

### For Synchronous Conferencing Courses

- 1 Are there any required technologies that differ from what Brock University currently provides in computer labs?

*For example: A web cam, microphone, tablet computer...*

- 2 What service(s) will be used to facilitate Synchronous Conferencing?

*For example: A piece of video conferencing hardware, Skype, Elluminate, Saba Centra, Adobe or Citirx solutions...*

- 3 Who is/are the service provider(s) or host(s)?

*For example: Brock University, Contact North, another institution or commercial provider such as Skype*

- 4 Please describe where participants (including instructors) will be located?

*For example: Their homes, a lecture hall, other countries....*

- 5 Please indicate the approximate frequency and duration of each meeting.

*For example: 2 times a week for an hour.*

### For Blended Learning and Fully Online Learning Course

- 1 Are there any required technologies that differ from what Brock University currently provides in computer labs?

*For example: web cam, microphone, tablet computer...*

- 2 Will there be non-text-based forms of instruction such as video, audio or large computer files and what services will be used to distribute these files?

*For example: A weekly video produced by the instructor or from other sources that is posted on a service like YouTube as an unlisted video.*

- 3 Will there be non-text-based forms of assessment such as video, audio or large computer files and what services will be used to collect these files?

*For example: Video submitted to the Isaak/Sakai Assignments tool or posted on a public video site such as YouTube.*

University Educational and Information Technology Services  
TECHNOLOGY SUPPORT CONSIDERATION

**For Brock University central services:**

CPI recommendation: The Centre for Pedagogical Innovation supports this proposal



**Mike Brousseau**  
Manager, Educational Technologies  
Brock University | Centre for Pedagogical Innovation  
Niagara Region | 1812 Sir Isaac Brock Way | St. Catharines, ON L2S 3A1  
[www.brocku.ca/cpi](http://www.brocku.ca/cpi) | T: 905 688 5550 x3701

ITS recommendation: ITS has no issues with this proposal



**Zaher Elahi**  
Director, Client Services  
Brock University | Information Technology Services  
Niagara Region | 1812 Sir Isaac Brock Way | St. Catharines, ON L2S 3A1  
brocku.ca | T 905 688 5550 x 3102



# James A. Gibson Library Library Support for New Courses Form

Niagara Region  
1812 Sir Isaac  
Brock Way  
St. Catharines, ON  
L2S 3A1

## To be completed by the Academic Program

Undergraduate Program Committee  Graduate Studies Committee

Academic Unit: PhD in Interdisciplinary Hum Course Number: HUMA 7P75

Course Title: Digital Literacies

Proposed Calendar Description: \_\_\_\_\_  
History and practice of digital literacies through a blend of theoretical and applied approaches. Examination of topics such as Actor Network Theory, Bla  
No prior technical skills required.  
\_\_\_\_\_  
\_\_\_\_\_

## To be completed by the Liaison Librarian

### Assessment of existing collection (print & online) in areas relevant to this course:

- Strong, no budgetary implications
- Adequate, minimal budgetary implications beyond current funding allocations
- Inadequate, requires additional one time only and/or ongoing additional funding

Comments: The library has a good collection of material on digital literacy and can also be supported by databases such as OMNI and  
Communication and Mass Media Complete.  
\_\_\_\_\_  
\_\_\_\_\_

### Budget implications of this proposed course:

- Books, e-books, monographic collections, etc.
- Reference resources, handbooks, encyclopedias, dictionaries, etc.
- Journals, newspapers, serials, databases, etc.
- Geospatial maps, data, statistics, GIS, etc.
- Special collections, primary resources, etc.

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- The Library can support this proposed course with current funding
- The Library can support this proposed course with additional funding
- The Library can't support this proposed course

Justine Cotton  
Liaison Librarian

Justine Cotton  
Signature

October 13, 2021  
Date

\_\_\_\_\_  
Academic Program  
Library Representative,  
Chair or Director

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

# Academic Program Calendar Submission #2022-3215

Department/Centre: Mathematics and Statistics

Program(s): Mathematics and Statistics

## Program Additions/Terminations

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

**Please note: The calendar year runs from May 1, 2022 to April 30, 2023 and begins with the Spring/Summer sessions. All new programs being introduced or the termination of programs will be effective beginning 2022 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. Proposal(s) and Effective Date(s)

**Please note: The Calendar year runs from May 1, 2022 to April 30, 2023 and begins with the Spring/Summer sessions. All programs being changed will be effective beginning 2022 Spring Session.**

List all proposals, to be implemented, numerically in the following order:

#### 1. Updating Core Faculty List.

### 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. Adding new faculty members

### 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.

## Mathematics and Statistics

### Master of Science in Mathematics and Statistics

#### Fields of Specialization

Mathematics

Statistics

#### *Dean*

S. Ejaz Ahmed

Faculty of Mathematics and Science

#### *Associate Dean*

Cheryl McCormick

Faculty of Mathematics and Science

#### **Core Faculty**

#### *Professors*

S. Ejaz Ahmed (Mathematics and Statistics), Stephen Anco (Mathematics and Statistics), Chantal Buteau (Mathematics and Statistics), Hichem Ben-El-Mechaiekh (Mathematics and Statistics), Henryk Fuks (Mathematics and Statistics), Omar Kihel (Mathematics and Statistics), Yuanlin Li (Mathematics and Statistics), Alexander Odesskii (Mathematics and Statistics), Jan Vrbik (Mathematics and Statistics), Thomas Wolf (Mathematics and Statistics), Xiaojian Xu (Mathematics and Statistics)

#### *Assistant Professor*

Tianyu Guan (Mathematics and Statistics), Dongchen Li (Mathematics and Statistics), William Marshall (Mathematics and Statistics), Pouria Ramazi (Mathematics and Statistics)

#### **Participating Faculty**

*<span style="font-size: 11pt;">Adjunct Professor</span>*

Vladimir Sokolov (Landau Institute)

#### *Professors Emeriti*

Howard Bell (Mathematics and Statistics), Mei Ling Huang (Mathematics and Statistics), Ronald Kerman (Mathematics and Statistics), Eric Muller (Mathematics and Statistics)

*Graduate Program Director*

Henryk Fuks<sup>2</sup>  
 hfuks@brocku.ca

*Graduate Administrative Coordinator*

Elena Genkin  
 905-688-5550, extension 3115  
 Mackenzie Chown D473  
 fmsgradoffice@brocku.ca

## &lt;em&gt;Administrative Assistant&lt;/em&gt;

Jayne Zarecky  
 905-688-5550, extension 3300  
 Mackenzie Chown J415  
 jzarecky@brocku.ca  
<https://brocku.ca/mathematics/mscprog/index.php>

**Program Description**

The MSc program aims to provide students with an intensive advanced education in areas of Mathematics and Statistics in preparation for doctoral studies or the job market. Students will choose a specialization in either Mathematics or Statistics.

The Mathematics specialization provides students with advanced training in areas of active research and current applicability in algebra and number theory, computer algebra algorithms, discrete mathematics and graph theory, dynamical systems, partial differential equations, functional analysis, mathematical music theory, mathematics education, mathematical physics, solitons and integrable systems, topology, and (as a bridge with the Statistics specialization) probability theory and stochastic processes.

The Statistics specialization provides students with solid training in both advanced and applied statistical areas including design of experiment, optimal design for regression, sampling theory, parametric and nonparametric statistical inferences, multivariate statistics, survival analysis and risk models, robust methods, and computational statistics.

The program offers two options: a thesis option (intended normally for students planning to pursue doctoral studies) and a project option (intended normally for those planning to join the job market).

**Field(s) of Specialization**

Participating faculty are engaged in active research in the following areas of specialization:

**Mathematics**

Algebraic number theory  
 Cellular automata, discrete dynamical systems and complex networks  
 Combinatorial and additive number theory  
 Computational methods for solving algebraic and differential systems  
 Cryptography  
 Geometric curve flows  
 Graph Theory and Algorithmic Game Theory  
 Group and ring theory  
 High performance parallel computing  
 Mathematical music theory  
 Mathematical physics and General Relativity  
 Mathematics education  
 Nonlinear functional analysis and applications to optimization, game theory, mathematical economics, and differential systems  
 Solitons and integrability of partial differential equations  
 Symmetry analysis and computer algebra applied to nonlinear differential equations

**Statistics**

Nonparametric Statistical Inference Theory and Methods  
 Extreme Value Theory and Applications  
 Quantile Regression Method and Applications

Experimental Design and Regression Theory and Methods  
 Applied Probability, Stochastic Models and Queueing Network  
 Survival Analysis and Risk Models  
 Probability Distribution Theory and Applications  
 Monte Carlo Simulations and Resampling Techniques  
 Multivariate Analysis  
 Accelerated Life Testing  
 Linear, Generalized Linear, and Nonlinear Models  
 Robust Statistics  
 Computational methods and applications to stochastic models  
 Convergence and Efficiency of Markov Chain Monte Carlo Algorithms  
 Optimal Design of Experiments

## Admission Requirements

Successful completion of four year Bachelor's degree, or equivalent, in Mathematics or Statistics, or a related field, with an average of not less than B+ average. Agreement from a faculty advisor to supervise the student is also required for admission to the program.

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

Those lacking sufficient background preparation may be required to complete a qualifying term or year to upgrade their applications. Completion of a qualifying term or year does not guarantee acceptance into the program.

Part-time study is available.

## Degree Requirements

The MSc program is designed to normally be completed in six terms or twenty-four months. However, completion in twelve months is possible in Statistics specialization.

### Mathematics

Students in the thesis option of Mathematics are required to complete five MATH 5(alpha)00 half-credit courses, including at least two core courses from List A and at least two core courses from List B. Additionally, they must complete a thesis (MATH 5F90) that demonstrates a capacity for independent work of acceptable scientific calibre.

Students in the major research paper option of Mathematics are required to complete six MATH 5(alpha)00 half-credit courses, including at least two core courses from List A and at least two core courses from List B. Additionally, they must complete a major research paper (MATH 5P99). The paper will be based on a research project of a practical nature and must demonstrate a capacity for synthesis and understanding of concepts and techniques related to a specific topic.

### Statistics

Students in the thesis option of Statistics are required to complete four STAT 5(alpha)00 half-credit courses, including at least two core courses in statistics. Additionally, they must complete a thesis (STAT 5F90) that demonstrates a capacity for independent work of acceptable scientific calibre.

Students in the major research paper option of Statistics are required to complete six STAT 5(alpha)00 half-credit, including at least four core courses in statistics and one non-core course in statistics. Additionally, they must complete a major research paper (STAT 5P99). The paper will be based on a research project of a practical nature and must demonstrate a capacity for synthesis and understanding of concepts and techniques related to a specific topic.

Each student will consult with his or her Supervisor when planning a program of study and choosing courses and must receive approval from the Graduate Program Director.

### Mathematics

List A Core courses:

MATH 5P10 Groups, Rings, and Group Rings  
 MATH 5P35 Graph Theory  
 MATH 5P50 Algebraic Number Theory  
 MATH 5P66 Matrix Groups and Linear Representations

List B Core courses:

MATH 5P20 Computational Methods for Algebraic and Differential Systems  
 MATH 5P30 Dynamical Systems  
 MATH 5P40 Functional Analysis  
 MATH 5P60 Partial Differential Equations

Non-core courses:

MATH 5P09 Solitons  
 MATH 5P11 Advanced Algebraic Structures  
 MATH 5P31 Ergodicity, Entropy and Chaos  
 MATH 5P36 Algorithmic Game Theory  
 MATH 5P41 Nonlinear Functional Analysis  
 MATH 5P64 Differential Geometry and Mathematical Physics  
 MATH 5P70 Topology  
 MATH 5P92 Cryptography  
 MATH 5P96 Technology and Mathematics Education

Statistics

Core courses:

STAT 5P81 Sampling Theory  
 STAT 5P82 Nonparametric Statistics  
 STAT 5P83 Linear Models  
 STAT 5P84 Time Series Analysis and Stochastic Processes  
 STAT 5P85 Mathematical Statistical Inference  
 STAT 5P86 Multivariate Statistics

Non-core courses:

STAT 5P87 Computational Statistics  
 STAT 5P88 Advanced Statistics  
 STAT 5P95 MSc Statistics Seminar

## Facilities

Each graduate student will be provided with personal desk space and a desktop PC linked to the university network system. In addition, graduate students will have access to the Mathematics computer lab as well as to computer labs located in the vicinity of the Mathematics Department. Software includes a wide array of both commercial and open source applications for supporting research in mathematics and statistics.

Brock is also a full member of the SHARCNET consortium with access to all its high performance clusters of powerful workstations and vast storage resources.

## 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.

## MATHEMATICS COURSES

MATH 5F90

**MSc Thesis**

(also offered as STAT 5F90)

A research project involving the preparation of a thesis which will demonstrate a capacity for independent work. The research shall be carried out under the supervision of a faculty member.

MATH 5P09

**Solitons and Nonlinear Wave Equations**

(also offered as PHYS 5P09)

Introduction to solitons: Linear and nonlinear travelling waves. Nonlinear evolution equations (Korteweg de Vries, nonlinear Schrodinger, sine-Gordon). Soliton solutions and their interaction properties. Lax pairs, inverse scattering, zero-curvature equations and Backlund transformations, Hamiltonian structures, conservation laws.

Note: taught in conjunction with MATH 4P09.

MATH 5P10

**Groups, Rings, and Groups Rings**

Advanced group theory and ring theory, such as group actions, p-groups and Sylow subgroups, solvable and nilpotent groups, finiteness conditions in rings, semisimplicity, the Wedderburn-Artin theorem. Introduction to group rings, such as unit groups, augmentation ideals, several important types of units, and the isomorphism problem.

MATH 5P11

**Advanced Algebraic Structures**

Topics may include: Algebraic coding theory; Combinatorial group theory; Advanced structures in ring theory.

Note: Taught in conjunction with either 4P11 or 4P13

MATH 5P20

**Computational Methods for Algebraic and Differential Systems**

(also offered as PHYS 5P20)

Computer algebra applications of solving polynomial systems of algebraic and differential systems of equations are covered, including the necessary algebraic background. Polynomials and ideals, Groebner bases, affine varieties, solving by elimination, Groebner basis conversion, solving equations by resultants, differential algebra, differential Groebner bases.

MATH 5P21

**High Performance Computing**

Parallel computing architectures, new programming models, pilot parallel framework, parallel programming with MPI, thread-based parallelism, and a final project regarding the application of parallel computing to a mathematical problem.

Note: Students entering this course are expected to have a good grasp of basic procedural programming in a language such as C or FORTRAN.

MATH 5P30

**Dynamical Systems**

(also offered as PHYS 5P68)

Introduction to dynamical systems and their applications in mathematical modeling. Linear flows, local theory of nonlinear flows, linearization theorems, stable manifold theorem. Global theory: limit sets and attractors, Poincare-Bendixson theorem. Structural stability and bifurcations of vector fields. Low dimensional phenomena in discrete dynamics. Chaotic dynamics: routes to chaos, characterization of chaos and strange attractors.

MATH 5P31

**Ergodicity, Entropy and Chaos**

Introduction to ergodic theory, invariant measures, Birkhoff ergodic theorem. The first return formula, Kac's lemma, recurrence theorems. Entropy, coding maps, Shannon-McMillian Breiman theorem. Chaos, predictability, Lyapunov exponent, speed of divergence, Pesin theorem. Ergodicity, entropy and chaos in shift dynamical systems and cellular automata.

MATH 5P35

**Graph Theory**

Basic definitions, paths and cycles, connectivity, trees and forests, bipartite graphs, Eulerian graphs; Matchings in bipartite graphs and in general graphs; Planar graphs, Euler's formula and Kuratowski's theorem. Graph colourings, Brooks' and Vizing's theorem and colouring of planar graphs; Network flows, Min-Max Theorem.

MATH 5P36

**Algorithmic Game Theory**

Basic definitions, games, strategies, costs and payoffs, equilibria, cooperative games; Complexity of finding Nash equilibria; Mechanism design; Combinatorial auctions; Profit maximization in mechanism design; Cost sharing; Online mechanisms; Inefficiency of equilibria; Selfish routing; Network formation games; Potential function method; The price of anarchy; Sponsored search auctions.

MATH 5P40

**Functional Analysis**

The basic theory of Hilbert spaces, including the Projection Theorem, the Riesz Representation Theorem and the weak topology; weak derivatives, Sobolev spaces and the Sobolev Imbedding Theorem; the variational formulation of boundary value problems for ordinary and partial differential equations, the Lax-Milgram Lemma and its applications; the finite element method.

MATH 5P41

**Nonlinear Functional Analysis**

Topological fixed point theory with applications to dynamical systems and optimization. Topics include the theorems of Brouwer, Borsuk, Schauder-Tychonoff, and Kakutani as well as the Knaster-Kuratowski-Mazurkiewicz principle. Applications of these landmark results to the solvability and qualitative analysis of dynamical systems as well as convex and non-convex optimization are discussed.

MATH 5P50

**Algebraic Number Theory**

An introduction to algebraic aspects of number theory. Topics include the general theory of factorization of ideals in Dedekind domains and number fields, Kummer's theory on lifting of prime ideals in extension fields, factorization of prime ideals in Galois extensions, local fields, the proof of Hensel's lemma, arithmetic of global fields.

MATH 5P60

**Partial Differential Equations**

(also offered as PHYS 5P60)

Review of linear and nonlinear equations in two variables. Existence and uniqueness theory, fundamental solutions, initial/boundary-value formulas for the heat equation, wave equation, Laplace equation in multi-dimensions. Exact solution techniques for 1st and 2nd order linear and nonlinear equations. Analysis of solutions, variational formulations, conservation laws, Noether's theorem.

MATH 5P64

**Differential Geometry and Mathematical Physics**

(also offered as PHYS 5P64)

Topics may include: Lagrangian and Hamiltonian mechanics, field theory, differential geometric structures, Lie groups and Lie algebras, G-bundles, manifolds, introduction to algebraic topology. Applications to theoretical physics.

MATH 5P66

**Matrix groups and linear representations**

(also offered as PHYS 5P66)

Abelian groups, permutation groups, rotation groups. Representations of discrete and continuous groups by linear transformations (matrices). General properties and constructions of group representations. Representations of specific groups. Lie groups and Lie algebras. Applications in various areas of Mathematics, including invariant theory and group algebras, and Theoretical Physics, including crystallography and symmetries in quantum systems.

MATH 5P69

**Introduction to Scientific Computing**

(also offered as PHYS 5P10)

Survey of computational methods and techniques commonly used in condensed matter physics research; use of common subroutine libraries; symbolic computing systems; case studies from various areas of computational science; an independent-study term project. Use of graphing and visualization software. Numerical differentiation and integration. Use of special functions. Monte Carlo and molecular dynamics simulation of structure, energetic and thermodynamic properties of metallic, semiconducting and ionic solids and nanoparticles.

MATH 5P70

**Topology**

An introduction to point set topology concepts and principles. Metric spaces; topological spaces; continuity, compactness; connectedness; countability and separation axioms; metrizability; completeness; Baire spaces.

MATH 5P92

**Cryptography and Number Theory**

Topics may include RSA cryptosystems, ElGamal cryptosystem, algorithms for discrete logarithmic problem, elliptic curves, computing point multiples on elliptic curves, primality testing and factoring algorithms.

Note: taught in conjunction with MATH 4P92.

MATH 5P96

**Technology and Mathematics Education**

Topics may include contemporary research concerning digital technologies, such as computer algebra systems and Web 2.0, in learning and teaching mathematics; design of educational tools using VB.NET, HTML, Geometer's Sketchpad, Maple, Flash, etc.; critical appraisal of interactive learning objects in mathematics education.

Note: taught in conjunction with MATH 4P96.

MATH 5P99

**Major Research Paper**

(also offered as STAT 5P99)

Survey paper on a topic chosen in consultation with a supervisor from one of the research areas of specialization.

MATH 5V75-5V79

**Selected Topics in Mathematics and Statistics**

An investigation of a specific area or group of related topics in mathematics or statistics.

**STATISTICS COURSES**

STAT 5F90

**MSc Thesis**

(also offered as MATH 5F90)

A research project involving the preparation of a thesis which will demonstrate a capacity for independent work. The research shall be carried out under the supervision of a faculty member.

STAT 5P81

**Sampling Theory**

Theory of finite population sampling; simple random sampling; sampling proportion; estimation of sample size; Stratified sampling; optimal allocation of sample sizes; ratio estimators; regression estimators; systematic and cluster sampling; multi-stage sampling; error in surveys; computational techniques and computer packages, and related topics. Case studies.

Note: taught in conjunction with STAT 4P81

STAT 5P82

**Nonparametric Statistics**

Order statistics; rank tests and statistics; methods based on the binomial distribution; contingency tables; Kolmogorov-Smirnov statistics; nonparametric analysis of variance; nonparametric regression; comparisons with parametric methods. Computational techniques and use of SAS, Maple or other statistical packages, Case Studies.

Note: taught in conjunction with STAT 4P82.

STAT 5P83

**Linear Models**

Classical linear model, generalized inverse matrix, distribution and quadratic forms, regression model, nested classification and classification with interaction, covariance analysis, variance components, binary data, polynomial data, log linear model, linear logit models, generalized linear model, conditional likelihoods, quasi-likelihoods, estimating equations, computational techniques and related topics.

Prerequisite(s): STAT 3P86 (or equivalent) or permission of the instructor.

STAT 5P84

**Time Series Analysis and Stochastic Processes**

Time series, trend, seasonality and error, theory of stationary processes, spectral theory, Box-Jenkins methods, theory of prediction, inference and forecasting. ARMA and ARIMA processes, vector time series models, state space models, Markov processes, renewal process, martingales, Brownian motion, diffusion processes, branching processes, queueing theory, stochastic models, computational techniques and related topics.

STAT 5P85

**Mathematical Statistical Inference**

Revision of probability theory, convergence of random variables, statistical models, sufficiency and ancillarity, point estimation, likelihood theory, optimal estimation, Bayesian methods, computational methods, minimum variance estimation, interval estimation and hypothesis testing, linear and generalized linear models, goodness-of-fit for discrete and continuous data, robustness, large sample theory, Bayesian inference.

STAT 5P86

**Multivariate Statistics**

Theory of multivariate statistics, matrix algebra and random vector, sample geometry and random sampling, multivariate normal distribution, inference about means, covariance matrix, generalized Hotelling's T-square distribution, sample covariance and sample generalized variance, Wishart distribution, general hypothesis testing, analysis of variance and linear regression model, principle components, factor analysis, covariance analysis, canonical correlation analysis, discrimination and classification, cluster analysis and related topics.

Prerequisite(s): STAT 3P86 (or equivalent) or permission of the instructor.

STAT 5P87

**Computational Statistics**

Classification: logistic regression, linear and quadratic discriminant analysis. Resampling methods: cross-validation and bootstrap. Linear model selection and regularization: subset selection, shrinkage methods, dimension reduction methods, considerations in high dimensions. Nonlinear regression: polynomial regression, regression splines, smoothing splines, local regression and generalized additive models. Tree-based methods: decision trees, bagging, random forests, and boosting. Support vector machines: maximal margin classifier, support vector classifier, support vector machines (SVMs), SVMs with more than two classes. Unsupervised learning: principal component analysis, clustering methods.

Prerequisite(s): STAT 3P82 and STAT 3P86 (or their equivalences), or permission of the instructor.

STAT 5P88

**Advanced Statistics**

Topics may vary year to year. Advanced methods and theory in statistical inference, survival analysis, risk analysis, sampling techniques, bootstrapping, Jackknife, generalized linear models, mixed models, modern computational statistics, quality control, life data modeling, biostatistics, multivariate analysis, time series analysis and related topics.

STAT 5P95

**Statistics Seminar**

Independent study and presentation of major research papers in areas of specialization.

Note: this course will be evaluated as Credit/No-Credit.

STAT 5P99

**Major Research Paper**

(also offered as MATH 5P99)

Survey paper on a topic chosen in consultation with a supervisor from one of the research areas of specialization.

## 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, 2021**.

**Submitted by Elena Genkin on October 18, 2021 at 11:30:00 AM**

**Submitted by Henryk Fuks on October 19, 2021 at 04:28:29 PM**

**Submitted by Cheryl McCormick on October 19, 2021 at 06:37:34 PM**

**Submitted by Edlira (Christina) Zahaj on October 21, 2021 at 12:31:40 PM**

**Rejected by Jasmine Stasiuk Riddell on November 29, 2021 at 08:35:01 AM**

This proposal was rejected to correct errors per email from Chair of subcommittee Sun 2021-11-28 4:36 PM

**Submitted by Elena Genkin on November 29, 2021 at 11:38:44 AM**

**Submitted by Henryk Fuks on November 29, 2021 at 12:14:01 PM**

**Submitted by Cheryl McCormick on November 29, 2021 at 12:15:51 PM**

**Submitted by Jasmine Stasiuk Riddell on December 3, 2021 at 03:57:34 PM**

# Academic Program Calendar Submission #2022-3274

**Department/Centre:** Business Economics

**Program(s):** Business Economics

## Program Additions/Terminations

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

**Please note: The calendar year runs from May 1, 2022 to April 30, 2023 and begins with the Spring/Summer sessions. All new programs being introduced or the termination of programs will be effective beginning 2022 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. Proposal(s) and Effective Date(s)

**Please note: The Calendar year runs from May 1, 2022 to April 30, 2023 and begins with the Spring/Summer sessions. All programs being changed will be effective beginning 2022 Spring Session.**

List all proposals, to be implemented, numerically in the following order:

#### 1. Revise Program Content.

### 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. Updates to Officers of Instruction, deleting personnel, and revising position.

### 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 Economics

**Master of Business Economics, Co-op**

**Master of Business Economics**

*Dean*

Ingrid Makus  
Faculty of Social Sciences

*Dean*

Andrew Gaudes  
Goodman School of Business  
*Associate Dean, Research and Graduate Studies*  
Narongsak (Tek) Thongpapanl  
Goodman School of Business  
*Associate Dean, Research and Graduate Studies*  
Dawn Zinga  
Faculty of Social Sciences

### **Core Faculty**

*Professors*

Robert W. Dimand (Economics), Diane P. Dupont (Economics), Joseph Kushner (Economics), ~~Felice F. Martinello (Economics)~~, Tomson Ogwang (Economics)

*Associate Professors*

**Cornelius Christian (Economics)**, Katerina Koka (Economics), Lester Kwong (Economics), Jean-Francois Lamarche (Economics), Ling Sun (Economics), ~~William Veloce (Economics)~~, Ivan Medovikov (Economics), Andreas Marcel Oestreich (Economics), **William Veloce (Economics)**

*Assistant Professors*

Xue Bai (Economics), Miguel Cardoso (Economics), ~~Cornelius Christian (Economics)~~, Andrew Dickens (Economics), **Qian Liu (Economics)**, Teegawende Zeida (Economics)

<span style="font-size: 11pt;">See the Business Administration calendar entry for listing of Business faculty associated with the Business Economics program.</span> ~~Lecturer~~

~~Qian Liu (Economics)~~

~~See the Business Administration calendar entry for listing of Business faculty associated with the Business Economics program.~~

*Graduate Program Director*

Jean-Francois Lamarche

mbegpd@brocku.ca

*Director of Co-op, Career and Experiential Education*

Cara Boese

*Administrative Assistant*

Kim Hill

905-688-5550 extension 4697

Plaza 451

<https://brocku.ca/economics>

## **Program Description**

The Master of Business Economics is an interdisciplinary program offered by the Department of Economics in the Faculty of Social Science in collaboration with the Goodman School of Business. The program combines academic learning with practical experience through two optional Co-op work terms.

The academic course work covers a broad range of areas such as economic theory, econometrics and aspects of economics and business administration including international payments, industrial organization, finance, business strategy, marketing and human resource management.

The MBE Co-op 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. Recent MBE students are pursuing careers with Hydro One, RBC Dexia, the Ministry of Transportation, Environment Canada, Suncor Energy, Ministry of Finance, Scotiabank, Statistics Canada, and General Motors Limited.

## **Admission Requirements**

Successful completion of a four year Bachelor's degree, or equivalent, in a relevant discipline, with a minimum average of B+. Applicants must have taken econometrics, mathematical economics, and advanced macroeconomics and microeconomics at the undergraduate honours level. Applicants must demonstrate proficiency in English and suitability for Co-op placement, if applicable.

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

Part-time study is not available.

## **Degree Requirements (Non Co-op)**

Students are required to complete ECON 5N11, 5P01, 5P02, 5P03, 5P04, 5F00, two ECON half credit electives, one-half credit Business elective, and an additional one-half credit elective in either Economics or Business. For full-time students the program is normally a three term program.

## **Degree Requirements (Co-op)**

Admission to the co-op option is on a competitive basis, and is subject to availability of co-op placements and successful completion of the pre-intake co-op interview. The co-op option provides an excellent opportunity for students to gain practical work experience, and takes two terms to complete.

Students are required to complete ECON 5N11, 5N90, 5N01, 5N02, 5P01, 5P02, 5P03, 5P04, 5F00, two ECON half credit electives, one-half credit Business elective, and an additional one-half credit elective in either Business or Economics. The program is normally a five term program (three academic and two work placement terms).

**Business Electives:**

To complete the two or three half credit Business electives, students will choose, with approval from the MBE Graduate Program Director, from the Business Administration (MBA), Management (MSCM) and Accounting (MACC) courses offered by the Goodman School of Business. Note that space in these courses is extremely limited. Students are encouraged to seek approval as early as possible.

Any student who has not previously completed an Accounting course (prior to commencing the MBE) should take MBAB 5P01 Accounting for Decision-Making I or MBAB 5P06 Accounting for Decision-Making II as one of the Business courses. Any student who has not previously completed a Finance course (prior to commencing the MBE) should take MBAB 5P08 Financial Management as one of the Business courses.

## 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.

ECON 5F00

### Major Research Paper

Reading and research under the supervision of a faculty member from Economics or Business. A presentation of the research in progress will be scheduled by the Graduate Program Director in consultation with the Essay supervisor.

ECON 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.

ECON 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.

ECON 5N03

### 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.

Note: approval of the Graduate Program Director is required.

ECON 5N04

### 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.

Note: approval of the Graduate Program Director is required.

ECON 5N11

**Mathematics and Statistics Review for Economists**

This course will study the mathematical and statistical techniques used in economic theory and econometrics with the purpose of forming a toolkit necessary for the study of modern economics. Some of the tools covered include: logic and proofs, matrix algebra, optimization, distribution functions, sampling, properties of estimators and hypothesis testing.

Note: may be offered on-site, online or blended.

ECON 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 prerequisite 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.

ECON 5P01

**Microeconomic Theory**

The economic theory of individual and business decision making with emphasis on market structure and business strategy. Topics include consumer theory, the theory of the firm, imperfect competition, game theory, as well as the economics of information and uncertainty.

Note: may be offered on-site, online or blended.

ECON 5P02

**Macroeconomic Theory**

Modern macroeconomic analysis is used to study the determination of the level of economic activity and the factors contributing to long-term growth. Important social issues such as unemployment and inflation are examined in order to identify their causes, consequences, and possible cures. The instruments of government policy, fiscal and monetary, are analyzed in the same context.

Note: may be offered on-site, online or blended.

ECON 5P03

**Econometrics**

Econometric theory and methods covering the basic linear and nonlinear regression models, dynamic models, hypothesis testing, confidence intervals with extensions to the case of instrumental variables, the generalized method of moments and the method of maximum likelihood. Cross-section and time-series examples.

Note: may be offered on-site, online or blended.

ECON 5P04

**Research in Economics**

An examination of economic theories and empirical techniques to investigate applied problems relevant to the area of business economics. Topics include time-series and cross-section econometrics, with application to forecasting, financial, and marketing problems.

Prerequisite(s): ECON 5P03

Note: may be offered on-site, online or blended.

ECON 5P05

**Cost-Benefit Analysis, Project Appraisal, and Decision Analysis**

A theoretical and empirical treatment of rational decision making, including cost-benefit and cost-effectiveness analysis, and their application to project evaluation.

Prerequisite(s): ECON 5P01

Note: may be offered on-site, online or blended.

ECON 5P06

**Labour Economics**

Economics of the labour market, components of the demand and supply of labour to yield simple models of wage determination. The effects of compensating wage differentials, human capital accumulation and signaling, discrimination, incentive wages and labour unions. The causes of unemployment, search theory, implicit contract and efficiency wages. Public policy issues, minimum wages, mandatory retirement and immigration.

Prerequisite(s): ECON 5P01

Note: may be offered on-site, online or blended.

ECON 5P07

**International Trade**

International trade theory and the political economy of trade policies. Topics include endogenous growth and trade, tariff and non-tariff barriers to trade, international economic integration, and factor mobility.

Prerequisite(s): ECON 5P01

Note: may be offered on-site, online or blended.

ECON 5P08

**International Payments**

An advanced treatment of open-economy macroeconomic issues including international capital, goods, and services flows. Such flows complicate the conduct of national monetary and fiscal policies while, at the same time, providing opportunities for economic growth.

Prerequisite(s): ECON 5P02

Note: may be offered on-site, online or blended.

ECON 5P09

**Industrial Organization**

Strategic analysis of conflict and cooperation with applications to market structure and the behaviour of firms. Topics may include price discrimination, advertising, oligopoly, product differentiation, and antitrust issues.

Prerequisite(s): ECON 5P01

Note: may be offered on-site, online or blended.

ECON 5P10

**Environmental and Natural Resource Economics**

The economic analysis of natural resources such as oil, fisheries, forests, and water and environmental impact upon an economy. Emphasis is placed on the development of theoretical models for the efficient and sustainable use of resources and on the design of appropriate government policies in the event of market failure. The analysis is complemented by an examination of specific real-world cases and government policies.

Prerequisite(s): ECON 5P01

Note: may be offered on-site, online or blended.

ECON 5P13

**Analysis of Time Series**

Econometric models and their application to modeling and prediction of time series data. Learning objectives will be both theoretical in terms of concepts studied in class as well as practical in terms of being able to apply concepts developed in class and employing them in different time series projects.

Prerequisite(s): ECON 5P03

Note: may be offered on-site, online or blended.

ECON 5P14

**Economics of Population Aging**

Macroeconomic and public finance consequences of population aging focusing on economic and productivity growth, consumption, savings, investment, and government spending. The effects of demographic change on taxation and efficiency, social security and pensions, retirement, healthcare policy, and political support for publicly funded programs.

Prerequisite(s): ECON 5P02

Note: may be offered on-site, online or blended.

ECON 5V20

**Topics in Economics I**

Advanced topics in Economics and Business offered by faculty members. Structure and content of course varies.

Note: may be offered on-site, online or blended.

ECON 5V21

**Topics in Economics II**

Advanced topics in Economics and Business offered by faculty members. Structure and content of course varies.

Note: may be offered on-site, online or blended.

ECON 5V22

**Topics in Economics III**

Advanced topics in Economics and Business offered by faculty members. Structure and content of course varies.

Note: may be offered on-site, online or blended.

ECON 5V23

**Topics in Economics IV**

Advanced topics in Economics and Business offered by faculty members. Structure and content of course varies.

Note: may be offered on-site, online or blended.

## 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, 2021**.

**Submitted by Kim Hill on October 13, 2021 at 01:26:15 PM**

**Rejected by Jean-Francois Lamarche on October 18, 2021 at 08:46:10 AM**  
Item 1 needs to be removed.

**Submitted by Kim Hill on October 18, 2021 at 08:49:58 AM**

**Submitted by Jean-Francois Lamarche on October 18, 2021 at 08:51:05 AM**

**Submitted by Dawn Zinga on October 21, 2021 at 04:05:02 PM**

**Submitted by Edlira (Christina) Zahaj on October 28, 2021 at 04:34:46 PM**

# Academic Program Calendar Submission #2022-3233

Department/Centre: Management

Program(s): Management

## Program Additions/Terminations

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

**Please note: The calendar year runs from May 1, 2022 to April 30, 2023 and begins with the Spring/Summer sessions. All new programs being introduced or the termination of programs will be effective beginning 2022 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. Proposal(s) and Effective Date(s)

**Please note: The Calendar year runs from May 1, 2022 to April 30, 2023 and begins with the Spring/Summer sessions. All programs being changed will be effective beginning 2022 Spring Session.**

List all proposals, to be implemented, numerically in the following order:

#### 1. Update Faculty and Staff.

### 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. Update Faculty and Staff lists with promotions, new hires and terminations.

### 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.

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## Management

### Master of Science in Management

#### Fields of Specialization

Accounting

Finance

Marketing

Operation and Information Systems Management

Organization Studies

[brocku.ca/goodman/programs/msc](http://brocku.ca/goodman/programs/msc)

#### *Dean*

Andrew Gaudes

Goodman School of Business

#### *Associate Dean, Research and Graduate Programs*

Narongsak (Tek) Thongpapanl

Goodman School of Business

#### **Core Faculty**

#### *Professors*

Mohamed Ayadi (Finance, Operations and Information Systems), Anteneh Ayanso (Finance, Operations and Information Systems), Darlene Bay (Accounting), Walid Ben Omrane (Finance, Operations and Information Systems), Ernest Biktimirov (Finance, Operations and Information Systems), **Dave Bouckennooghe (Organizational Behaviour, Human Resource Management, Entrepreneurship and Ethics)**, Danny Cho (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 A. Elayan (Accounting), Zhongzhi He (Finance, Operations and Information Systems), Hemantha Herath (Accounting), **Tejaswini Herath (Finance, Operations and Information Systems)**, **Princely E. Ifinedo (Finance, Operations and Information Systems)**, 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), Skander Lazrak (Finance, Operations and Information Systems), Jingyu (Jennifer) Li (Accounting), Antonia Mantonakis (Marketing, International Business and Strategy), Deborah McPhee (Organizational Behaviour, Human Resource Management, Entrepreneurship and Ethics), Narongsak Thongpapanl (Marketing, International Business and Strategy), Teresa V. Menzies (Organizational Behaviour, Human Resource Management, Entrepreneurship and Ethics), Kojo Saffu (Organizational Behaviour, Human Resource Management, Entrepreneurship and Ethics), **Tanya Tang (Accounting)**, Samir Trabelsi (Accounting), Kai-Yu Wang (Marketing, International Business and Strategy), Robert Welch (Finance, Operations and Information Systems), Reena Yoogalingam (Finance, Operations and Information Systems), Lianxi Zhou (Marketing, International Business and Strategy)

#### *Associate Professors*

Michael J. Armstrong (Finance, Operations and Information Systems), Abdul R. Ashraf (Marketing, International Business and Strategy), ~~Dave Bouckennooghe (Organizational Behaviour, Human Resource Management, Entrepreneurship and Ethics)~~, Kareen Brown (Accounting), Dipanjan Chatterjee (Finance, Operations and Information Systems), Shawna Chen (Organizational Behaviour, Human Resource Management, Entrepreneurship and Ethics), Todd Green (Marketing, International Business and Strategy), Wesley Helms (Marketing, International Business and Strategy), ~~Tejaswini Herath (Finance, Operations and Information Systems)~~, ~~Princely E. Hinedo (Finance, Operations and Information Systems)~~, Adam Kanar (Organizational Behaviour, Human Resource Management, Entrepreneurship and Ethics), **Jin Lei (Finance, Operations and Information Systems)**, Pascale Lapointe-Antunes (Accounting), Diane Miller (Organizational Behaviour, Human Resource Management, Entrepreneurship and Ethics), Onem Ozocak (Finance, Operations and Information Systems), Unyong (Howard) Pyo (Finance, Operations and Information Systems), Barbara Sainty (Accounting), Tashfeen Sohail (Accounting), Tatyana Sokolyk (Finance, Operations and Information Systems), Robert Steinbauer (Organizational Behaviour, Human Resource Management, Entrepreneurship and Ethics), Francis Sun (Marketing, International Business and Strategy), ~~Tanya Tang (Accounting)~~, Yan Wang (Finance, Operations and Information Systems)

#### *Assistant Professors*

Magnus Hultman (Marketing, International Business and Strategy), **Nigussie Mengesha Yun Ke (Accounting)**, **Jin Lei** (Finance, Operations and Information Systems), **Waqar Nadeem (Marketing, International Business and Strategy)**, Osman Ulas Aktas (Finance, Operations and Information Systems), Ali Vaezi (Finance, Operations and Information Systems), Shuai Yuan (Finance, Operations and Information Systems)

#### **Participating Faculty**

##### *Professors Emeriti*

Thomas H. Barnes (Finance, Operations and Information Systems), **A. Tansu Barker (Marketing, International Business and Strategy)**, J. Robert Hanrahan (Finance, Operations and Information Systems), Kenneth E. Loucks (Marketing, International Business and Strategy), Carol Sales (Organizational Behaviour, Human Resource Management, Entrepreneurship and Ethics), **Peter Yannopoulos (Marketing, International Business and Strategy)**

##### *Professors*

Donald Cyr (Finance, Operations and Information Systems), Martin I. Kusy (Finance, Operations and Information Systems), Alex Nikitkov (Accounting)

##### *Associate Professors*

Ian Adamson (Accounting), Louis Culumovic (Accounting), Eric Dolansky (Marketing, International Business and Strategy), Sohyung Kim (Accounting), Zhefeng (Frank) Liu (Accounting), Paul Scarbrough (Accounting), Anamitra Shome (Accounting), Linda Stillabower (Accounting), Francine Vachon (Finance, Operations and Information Systems), Barry Wright (Organizational Behaviour, Human Resource Management, Entrepreneurship and Ethics)

##### *Assistant Professors*

~~Nigussie Mengesha (Finance, Operations and Information Systems)~~  
**François Côté-Vaillancourt (Organizational Behaviour, Human Resource Management, Entrepreneurship and Ethics)**

#### **Graduate Program Office**

*Director, Operations, Graduate and Executive Programs*

*Goodman School of Business*

Carrie Kelly

905-688-5550, extension 3954

GSB 342A

*Graduate Academic Coordinator*

Philip Alexander

905-688-5550, extension 5871

GSB 344

*Manager, International 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 White-C&ocirc;#244;t&eacute;#233;

905-688-5550, extension 5362

GSB 340

*Graduate Program Assistant*

Stephanie McIntosh

905-688-5550, extension 3535

GSB 347

*Administrative Assistant, Graduate Programs*

~~Donna Panetta~~ Nicole Friedrich

905-688-5550, extension 4156

GSB 341

## Program Description

The MSc in Management is a rigorous program that is intended to position students for admission to top Ph.D. programs or to give them a jump-start in a research-intensive career. This research-oriented program, responds to an increasing demand from industry and government for researchers and consultants from various disciplines of business. The program is also designed to prepare students for graduate studies in business at the doctoral level.

The MSc program consists of research-focused coursework, research seminars, courses in research methodology, and a year-long thesis project working individually with a supervisor and committee of faculty members who are leading researchers in their respective fields.

The MSc takes two years to complete and is offered on a full-time basis.

## Admission Requirements

Successful completion of four year Bachelor's degree, or equivalent, with an average of not less than B+ (78). A minimum score of 550 on the Graduate Management Admissions Test (GMAT) is required. Candidates who have attained a minimum of the 60th percentile for both the verbal and the quantitative scores on the GRE general exam will also be considered.

Where applicants have a primary language other than English or who have a degree from a university where the primary language of instruction was not English, a minimum Academic IELTS score of 7.0 or TOEFL IBT score of 100 or Pearson Test of English (Academic) score of 70 or equivalent is required.

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.

The Graduate Admissions Committee will review all applications and recommend admission for a limited number of suitable candidates. Admission is subject to availability of core faculty supervision in the requested area of specialization.

Students interested in part-time study should consult the Graduate Program Director.

## **Degree Requirements**

Students must complete a total of 4.5 credits which includes required courses, field of specialization courses (outlined below), and an elective course. The required courses include: MSCM 5P90 and 5F90 as well as the non-credit Research Seminars MSCM 5N01, 5N02, 5N03 and 5N04.

As part of their program, each student must complete, and defend at a public oral examination, a thesis (MSCM 5F90) that demonstrates a capacity for independent work and original research and thought. The thesis topic shall be chosen in consultation with the student's thesis Supervisor and other members of the student's Supervisory Committee. A formal thesis proposal must be approved by the Committee.

Students normally complete the MSc over five terms or twenty months.

## **Fields of Specialization and Elective Courses**

Students must select one of the following fields of specialization and take the courses as outlined below.

### **Accounting**

ECON 5P03 Econometrics

ECON 5P04 Topics in Applied Economics

MSCM 5P32 Capital Market Research in Accounting

MSCM 5P33 Advanced Special Topics in Accounting

MSCM 5P34 Introduction to Empirical Archival Accounting Research

Plus one graduate elective course selected in consultation with and approved by their thesis supervisor and the Associate Dean of Research and Graduate Programs.

### **Finance**

ECON 5N11 Mathematics and Statistics Review for Economists

MSCM 5P03 Empirical Finance I

MSCM 5P04 Empirical Finance II

MSCM 5P41 Theory of Capital Markets

Students will also take three of the following:

MSCM 5P42 Risk Management

MSCM 5P43 Options and Futures

MSCM 5P44 Fixed Income Securities and Interest Rate Models

MSCM 5P45 Advanced Corporate Finance

MSCM 5P46 International Finance

MSCM 5P47 Numerical Methods

With approval of the field advisor, students may take as elective(s) the following courses:

ECON 5P03 Econometrics

ECON 5P13 Analysis of Time Series

### **Operations and Information Systems Management**

MSCM 5P01 Research Methodology I

MSCM 5P02 Research Methodology II

MSCM 5P71 Operations Research Modeling

MSCM 5P72 Seminar in Operations and Information Systems Management

Students will also take two of the following:

MSCM 5P73 Logistics and Supply Chain Management

MSCM 5P74 Data Mining Techniques and Applications

MSCM 5P75 Topics in Information Systems Research

MSCM 5P76 Mathematical Programming

MSCM 5P77 Simulation of Business Systems

MSCM 5P78 Forecasting Systems for Management

### **Marketing**

MSCM 5P01 Research Methodology I

MSCM 5P02 Research Methodology II

MSCM 5P61 Current Issues in Marketing Theory  
 MSCM 5P62 Consumer Behaviour and Behavioural Decision Theory

Students will also take two of the following:

MSCM 5P63 Advances in New Product Development  
 MSCM 5P64 Selected Readings in Consumer Behaviour  
 MSCM 5P65 Advances in Strategic Market Management  
 MSCM 5P66 Advances in Business-to-Business Marketing  
 MSCM 5P67 Advances in International Marketing  
 MSCM 5P68 Advances in Services Marketing

**Organization Studies**

MSCM 5P01 Research Methodology I  
 MSCM 5P02 Research Methodology II  
 MSCM 5P81 Micro-Foundations in Organization Studies  
 MSCM 5P82 Macro-Foundations in Organization Studies

Students will also take two of the following:

MSCM 5P83 Advances in Entrepreneurship Research  
 MSCM 5P84 Advances in Human Resources Theory and Practice  
 MSCM 5P85 Theoretical and Methodological Issues in International Management

## 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.

MSCM 5F90

**MSc Thesis**

The preparation and defence of a thesis demonstrating the candidate's ability for independent and original research. Pre-requisite: MSCM 5P90.

MSCM 5N01

**Research Seminar I**

Students will participate actively in and contribute to the presentations held at the Goodman School of Business research seminar series. Faculty members, visiting speakers, and students present the results of their academic research.

MSCM 5N02

**Research Seminar II**

Students will participate actively in and contribute to the presentations held at the Goodman School of Business research seminar series. Faculty members, visiting speakers, and students present the results of their academic research.

MSCM 5N03

**Research Seminar III**

Students will participate actively in and contribute to the presentations held at the Goodman School of Business research seminar series. Faculty members, visiting speakers, and students, present the results of their academic research. Students will present both their thesis research proposals and completed theses in the second year of their program.

MSCM 5N04

**Research Seminar IV**

Students will participate actively in and contribute to the presentations held at the Goodman School of Business research seminar series. Faculty members, visiting speakers, and students, present the results of their academic research. Students will present both their thesis research proposals and completed theses in the second year of their program.

MSCM 5P01

**Research Methodology I**

A comprehensive overview of the multivariate statistical techniques and advanced regression methods commonly employed in management research including random sampling and the multivariate normal distribution, multivariate analysis of variance and covariance, principal component analysis, factor analysis, discriminant and classification analysis, and time series econometrics. Theoretical concepts underlying multivariate statistical and econometrics techniques as well as their practical use through various exercises employing a variety of statistical software.

MSCM 5P02

**Research Methodology II**

A continuation of Research Methodology I including measurement and scaling, survey research and questionnaire design, sampling methods, experimental design, qualitative research, structural equation modeling, and other multivariate statistical techniques. Theoretical concepts underlying these topics as well as their practical use through various exercises employing a variety of statistical software.

MSCM 5P03

**Empirical Finance I**

Rigorous introduction to empirical research methods in investment finance. Discussion topics include key financial models, statistical and econometric techniques, empirical testing, financial databases and empirical results interpretation. Development of research skills through practical assignments with real stock markets and mutual funds data.

Note: Completion of this course will replace previous assigned grade and credit obtained in MSCM 5P42 and/or 5P48.

MSCM 5P04

**Empirical Finance II**

Continued study of econometric techniques used in empirical finance research. Emphasis on model formulation, estimation methods and result interpretation.

Prerequisite(s): MSCM 5P03.

MSCM 5P31

**Current Issues in Accounting Research**

Introduction to accounting theory and research methods used in behavioural accounting research. Critical analyses of the behavioural implications of current accounting practice and principles within the frameworks will be studied.

MSCM 5P32

**Capital Market Research in Accounting**

Introduction to accounting theory and research methods used in market-based research, information economics research, decision theory research as well as critical perspectives in accounting. Analyses of current accounting practice and principles within these frameworks will be studied.

MSCM 5P33

**Advanced Special Topics in Accounting**

Emerging issues and topics in accounting and its subdisciplines. Development of a deeper understanding of and critical thinking skills about a specific area. Research proposals will be developed throughout the term.

MSCM 5P34

**Introduction to Empirical Archival Accounting Research**

This course offers a rigorous introduction to empirical accounting research design and methodology. Discussion topics include the theories that inform accounting research, financial models, statistical and econometric techniques, empirical testing, introduction to accounting databases and interpretation of empirical results. Students develop research skills through practical assignments using firm financial data.

MSCM 5P35

**Advanced Financial Accounting Theory**

Economic, ethical and behavioral foundations of accounting theory. Topics may include agency theory, efficient markets and expectancy theory.

MSCM 5P41

**Theory of Capital Markets**

Introduction to financial economics emphasizing discrete-time models and empirical applications. Includes a review of the theory of choice under uncertainty, then develops the main classical asset theory. Discussions on empirical puzzles and recent theories that have been proposed to address them.

MSCM 5P43

**Options and Futures**

Introduction to the theories and pricing models of the various types of derivative securities: forwards, futures, swaps, options, and exotics. Includes an introduction to stochastic calculus, martingale pricing and the application of mathematics to derivatives pricing.

MSCM 5P44

**Fixed Income Securities and Interest Rate Models**

Introduction to theory of fixed-income securities and the term structure of interest rate models. Topics may include the discrete interest rate model, arbitrage-free continuous-time models, the valuation of interest rate derivatives, and models of credit spreads dynamics.

MSCM 5P45

**Advanced Corporate Finance**

Introduction to theoretical models and related empirical evidence of the corporate financial decisions. Topics include the theory of valuation under certainty and uncertainty, the optimal capital structure, and the asymmetric information, signaling, and principal-agent problems.

MSCM 5P46

**International Finance**

Introduction to the theory of business finance as applied to the operations of multinational firms. Includes the theoretical and practical aspects of the various international financial markets, the impact of the international environment on the financial decision making of the individual and the firm, and financial analysis and control of foreign investment decisions.

MSCM 5P47

**Numerical Methods**

Selected financial market models in corporate finance, portfolio risk management, asset pricing, bonds markets, and optimal portfolio selection are discussed at the theoretical level. Numerical methods are introduced and used to approximate selected performance parameters. Software packages are written and large numerical experiments are conducted to report and interpret the results.

MSCM 5P48

**Risk Management**

Introduction to modern risk management and associated techniques for volatility and correlation modeling with an emphasis on univariate and multivariate risk methods using copulas models for various assets and portfolios.

MSCM 5P61

**Current Issues in Marketing Theory**

Discussion of the discipline of marketing as a theoretical domain. Topics may include major contemporary and controversial issues in marketing theory, the history and evolution of marketing thought, and the fundamental issues involved in the philosophy of science and its impact on marketing inquiry.

MSCM 5P62

**Consumer Behaviour and Behavioural Decision Theory**

Exposure to the academic field of consumer decision-making. Integration of theories from psychology, economics, and behavioural accounting. An exploration of how consumers arrive at certain decisions and what factors facilitate and hinder this process. Topics may include prospect theory, mental accounting and preference reversal.

MSCM 5P63

**Advances in New Product Development**

The study and analysis of the new product development process and outcomes. Understanding of the differences between and implications of incremental vs. breakthrough new products. Readings and discussion will focus on the significance of innovations for firm survival.

MSCM 5P64

**Selected Readings in Consumer Behaviour**

Introduction to consumer behaviour using various literatures in the social sciences such as economics, psychology, and anthropology. Information processing paradigm will be the cornerstone framework used in the course. Cross-cultural behavioural issues are also explored.

MSCM 5P65

**Advances in Strategic Market Management**

Exploration of research on marketing strategy content, formulation process and implementation related issues. Discussion of literature from many different areas such as marketing, sociology, organizational theory, organizational psychology, and economics. An exploration of the theories, concepts, models, and paradigms that collectively form the foundation for marketing strategy.

MSCM 5P66

**Advances in Business-to-Business Marketing**

Discussion of major theories and current research in business-to-business marketing. Includes advanced topics on business-to-business marketing as a sub-discipline, including customer value generation, relationship marketing, buyer-seller relationships, and supply chain management process in organizations. Marketing phenomena and processes as they apply to managerial decision-making and increased the productivity of the marketing function within the organization.

MSCM 5P67

**Advances in International Marketing**

Introduction to the complex marketing issues that are crucial to the success of an international business. Discussions on international expansion and the obstacles that firms must overcome when expanding overseas as well as standardization vs. localization of marketing strategies. Special attention will be focused on examining and evaluating global marketing opportunities and developing marketing strategies to capitalize on these opportunities.

MSCM 5P68

**Advances in Services Marketing**

Discussion of the major differences between services marketing and products marketing as well as internal marketing and the role of employees in service management. Other topics may include the importance of service quality and customer satisfaction in creating loyalty, the significance of and opportunities brought by service failure recovery, and the role of information technology in delivering superior service experiences.

MSCM 5P71

**Operations Research Modeling**

Formulation of optimization models for the design and operation of business systems. An exploration of the operations research modeling approach and the concepts, algorithms, and tools needed to approach real world business problems. Topics covered may include linear, integer and nonlinear programming, network flow models, multicriteria decision making, game theory, probabilistic inventory models, Markov chains, deterministic and stochastic dynamic programming, and queuing theory.

MSCM 5P72

**Seminar in Operations and Information Systems Management**

Introduction to various academic research streams. Operations management research focuses on process improvement through increasing productivity, efficiency and quality, as well as thorough, informed decision analysis. Research in information systems focuses on how organizations use and interact with information and communication technologies including adoption, implementation, organizational and strategic impacts, and various operational and organizational forms of IT.

MSCM 5P73

**Logistics and Supply Chain Management**

An overview of supply chain management and modeling systems, covering both technical and managerial issues. Topics will include information technology support in supply chain such as ERP and e-business, supply chain modeling and solution methods, and modeling applications to strategic and tactical supply chain planning.

MSCM 5P74

**Data Mining Techniques and Applications**

Introduction to the data mining process and the various concepts, principles, and techniques of data mining. Students will also have hands-on experience in applying the concepts to solving real-life business problems using data mining tools and systems. Major topics include foundations of data mining, data warehousing and on-line analytical processing, association rule mining, classification and prediction, and clustering.

MSCM 5P75

**Topics in Information Systems Research**

Emerging issues and topics in the area of information systems research. Examination of relevant literature, theories and methodologies. Development of a deeper understanding of and critical thinking skills about a topics in information systems.

MSCM 5P76

**Mathematical Programming**

Formulation and applications of linear and integer programming: simplex method, sensitivity analysis and duality; parametric programming and post-optimality analysis; branch and bound technique; implicit enumeration; cutting plane algorithm. Theory and applications of non-linear optimization: convex sets, convex and concave functions, Kuhn-Tucker conditions; duality in nonlinear programming; computational methods for quadratic and convex programming; geometric programming; dynamic programming.

MSCM 5P77

**Simulation of Business Systems**

Applications of the entire simulation modeling process in various business disciplines, including Finance, Marketing, Information Systems and Operations. Emphasis will also be on understanding and formalizing the problem, properly defining the scale and scope of modeling projects, collecting data, and appropriately interpreting and presenting simulation results.

MSCM 5P78

**Forecasting Systems for Management**

Introduction to forecasting tools that are necessary for firms to remain competitive in the digital world. Topics include simple forecasting tools and Box-Jenkins forecasting tools.

MSCM 5P81

**Micro-Foundations in Organization Studies**

Analysis of major theoretical frameworks and empirical research of micro-issues in organization studies. Topics may include personality and individual differences, employee attitudes and behaviours, groups and teams, ethics, conflict, diversity, leadership, decision making, and creativity, stress, and motivation.

MSCM 5P82

**Macro-Foundations in Organization Studies**

Exploration of theoretical and methodological approaches to the study of strategy, strategizing, and macro-forces shaping organizational action. Topics may include historical roots and conceptual foundations; strategy content versus strategy process; neo-institutionalism; decision-making; resource-based and knowledge-based views; strategic change and implementation; the multi-business firm; mergers, acquisitions, and alliances; transaction-cost economics and organizational ecology; and industry dynamics.

MSCM 5P83

**Advances in Entrepreneurship Research**

Exploration of the field of entrepreneurship and methodological approaches to the study of entrepreneurial phenomena. Topics may include a theoretical overview of entrepreneurship research, entrepreneurial processes, individual entrepreneurs, founders and entrepreneurial teams, new venture strategy, growth, and performance, international entrepreneurship, corporate entrepreneurship, interorganizational relationships in young ventures, and venture capital and venture capitalists.

MSCM 5P84

**Advances in Human Resources Theory and Practice**

Analysis of the major functions, policies, and procedures involved in human resources in the modern organization. Topics include staffing, recruitment, performance evaluation, development, compensation, labour relations, and safety. Exploration of the legal and international impact of relevant topics.

MSCM 5P85

**Theoretical and Methodological Issues in International Management**

Analysis of theories in international management and the fundamental research approaches applied in international business examinations. Topics may include international business theories (internationalization theory, internalization theory/transaction cost theory, resource-based view, knowledge-based view, international learning theories, trade theories, etc.), international market entry, timing of entry, strategic alliances and networking, performance determinants in foreign markets, market exit, technology transfer and management.

MSCM 5P90

**Thesis Research Proposal**

The development of a proposal which will provide the framework for the student's thesis. The proposal will be formally presented to the supervisory committee.

Note: The proposal contract form must be completed and returned to the Goodman School of Business Graduate Programs Office before students will be allowed to register for this course.

## 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, 2021**.

**Submitted by Carrie Kelly on November 4, 2021 at 12:50:55 PM**

**Submitted by Carrie Kelly on November 4, 2021 at 12:53:14 PM**

**Submitted by Narongsak Thongpapanl on November 4, 2021 at 01:04:26 PM**

**Submitted by Edlira (Christina) Zahaj on November 5, 2021 at 03:32:58 PM**

# Academic Program Calendar Submission #2022-3230

Department/Centre: Sustainability Science

Program(s): Sustainability Science

## Program Additions/Terminations

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

**Please note: The calendar year runs from May 1, 2022 to April 30, 2023 and begins with the Spring/Summer sessions. All new programs being introduced or the termination of programs will be effective beginning 2022 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. Program in PhD in Sustainability to be introduced be introduced.

### 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.

#### 1.

### 3. Required Documentation/Information

If a new or specialization is being proposed, the following documentation must be submitted:

#### 1. Program in PhD in Sustainability to be introduced be introduced.

##### **Program Structure:**

A detailed description of the proposed program/specialization.

##### **Appropriate Nomenclature:**

Is the name of the program and/or specialization(s) appropriate? Are there similar programs/specializations offered at other universities?

##### **Financial Viability:**

The Costing of New or Significantly Revised Programs form must be completed and included as part of the submission.

##### **Student Demand:**

Evidence that there is a demand for the new program/specialization on the part of potential students (please note that Section C of the [Costing form](#) asks for enrolment projections).

##### **Societal Need:**

Evidence that there is a need for graduates of the proposed program/specialization on the part of society (e.g. letters from potential employers or governmental agencies).

##### **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.

**Duplication:**

If the proposed program/specialization has duplicative similarities to existing programs in Ontario or Canada, reasons for such duplication.

**Library Resources:**

Certification from the Library that adequate Library resources are available to offer the program (please note that Section A of the [Library Support form](#) asks for information about the potential cost of additional Library resources).

**No**

**Information Technology:**

If significant IT resources will be required to offer the new program/specialization(s), certification from the Director of Information and Technology Services that adequate resources will be available is required (please note that Section D of the [IT/ET Support form](#) asks for information about IT resources).

**No**

**Decanal/Co-operating Department(s)/Centre(s):**

The Dean of the appropriate Faculty must certify that the new program/specialization(s) 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 program/specialization(s).

**No**

## Program Changes

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

**Please note: The Calendar year runs from May 1, 2022 to April 30, 2023 and begins with the Spring/Summer sessions. All programs being changed will be effective beginning 2022 Spring Session.**

List all proposals, to be implemented, numerically in the following order:

**1. Adding courses SSCI 7F90, 7P01, 7P02, 7P03, 7P80, 7P91, 7V80-7V89 to PhD in Sustainability Science.**

### 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. All courses are added as per program proposal brief for the PhD in Sustainability Science (please see file on Sharepoint).**

### 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

### Sustainability Science

This program is offered through the Environmental Sustainability Research Centre (ESRC).

#### Doctor of Philosophy in Sustainability Science

##### *Dean*

Ingrid Makus  
Faculty of Social Sciences

##### *Associate Dean*

Dawn Zinga  
Faculty of Social Sciences

## Faculty

### Faculty

#### Core Faculty

##### *Professors*

Christine Daigle (Philosophy), Diane Dupont (Economics), Xavier Fazio (Education), David Fennell (Geography & Tourism Studies), Francine McCarthy (Earth Sciences), Tim O'Connell (Recreation & Leisure Studies), Gary Pickering (Biological Sciences), Michael Pisaric (Geography & Tourism Studies), Ryan Plummer (Environmental Sustainability Research Centre), Liette Vasseur (Biological Sciences)

##### *Associate Professors*

Julia Baird (Environmental Sustainability Research Centre and Geography & Tourism Studies), Todd Green (Marketing, International Business & Strategy), Timothy Heinmiller (Political Science), Marilyne Jollineau (Environmental Sustainability Research Centre), Kevin Turner (Geography & Tourism Studies)

##### *Assistant Professors*

Jessica Blythe (Environmental Sustainability Research Centre)

## Participating Faculty

### *Associate Professors*

Adam Dickinson (English Language & Literature), Garrett Hutson (Recreation & Leisure Studies)

### **Adjunct Professors**

Claudia Baldwin (University of the Sunshine Coast, Australia), Gillian Dale (Environmental Sustainability Research Centre), Sherman Farhad (Universidad de Córdoba), Angela Guerrero (QUT - Queensland University of Technology), Jennifer Holzer (Environmental Sustainability Research Centre), Amy Lemay (Environmental Sustainability Research Centre), Bradley May (Environmental Sustainability Research Centre), Darby McGrath (Environmental Sustainability Research Centre), Janani Sivarajah (Environmental Sustainability Research Centre), Timothy F. Smith (University of the Sunshine Coast, Australia), Dana Thomsen (University of the Sunshine Coast, Australia)

### Graduate Program Director

Marilyne Jollineau

*mjollineau@brocku.ca*

*Co-op, Career & Experiential Education*

Cara Krezek, Director

*ckrezek@brocku.ca*

### *Coordinator*

Erin Daly

*SSCI@brocku.ca*

## Program Description

At its core, sustainability science is a transdisciplinary field that strives to generate creative, real-world solutions for complex problems.

The PhD in Sustainability Science aims to cultivate a sustainable and equitable future by offering a state-of-the-art education in an established transdisciplinary centre that integrates rigorous scientific practice with an understanding of the unique linkages between humans and the environment. We seek to develop world class sustainability scientists who take a transdisciplinary approach to identifying critical social- environmental challenges, and who work toward formulating and implementing innovative solutions that support decision making, policy development, and best practices both locally and globally.

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 a Masters-level degree (or equivalent) in environmental sciences, environmental studies, or a related field from an accredited university with an average of at least 80%.

Successful completion of SSAS 5P01 (Foundation of Sustainability Science and Society) and SSAS 5P02 (Methods in Environmental Inquiry), or their equivalent, is also required. Applicants without these courses may take them during their initial year of study.

Applicants will be expected to demonstrate proficiency in English as specified in the section titled Proof of English Language Proficiency in the Brock University Graduate Calendar. For students who must provide proof of English Language Proficiency (see <https://brocku.ca/graduate-studies/future-students/international/english-language-proficiency/> a minimum TOEFL iBT score of 80 (with no subtest below 19) or equivalent is required.

Agreement of a core program faculty member to supervise the student is also required for admission. Admission is not guaranteed by attainment of the minimum requirements. Admission is a competitive process.

## Degree Requirements

Admitted students will consult with their supervisor when planning a program of study. The student's plan of study must be approved by the Graduate Program Director. Degree requirements include: SSCI 7P01, SSCI 7P02, SSCI 7P03, SSCI 7P91, and SSCI 7F90.

### Comprehensive Examination

Comprehensive examinations are one program progression milestone. Students will be required to define a series of areas or topics that are relevant to their research and sustainability science, and will develop questions surrounding these topics in conjunction with their Supervisory Committee. The Supervisory Committee will then select one of the questions, and submit it to the Graduate Program Director, in consultation with the Graduate Program Sub-Committee, for approval. The student will then be required to write a well-researched and argued paper that answers the selected question. Critically, students must indicate how their arguments are situated within the field of sustainability science. Students are required to publicly present their work, defend their arguments, and answer questions posed by their Supervisory Committee. See Sustainability Science PhD Handbook for complete details.

### Research Proposal

Development, presentation, and approval of the research proposal by the Supervisory Committee. The research proposal should be informed by the comprehensive examination and be clearly situated within sustainability science. The proposal should clearly communicate the intended research project in terms of rationale, aims/objectives, methodological considerations, scholarly contributions, and timelines. Upon satisfactory approval of the research proposal by the Supervisory Committee, a recommendation is made to the Graduate Program Director, on behalf of the program, for Admission to Doctoral Candidacy. See Sustainability Science PhD Handbook for complete details.

### Dissertation

Intensive and independent research in sustainability science is at the heart of the program. Students are required to undertake substantive independent research from which they produce and publicly defend a dissertation.

Students will receive guidance/mentorship from their supervisor and supervisory committee. A committee, composed of examiners within and outside of Brock University, will evaluate the dissertation. In the dissertation and defence, students will clearly demonstrate their mastery of independent research, capacity for scholarly excellence, understanding of sustainability science, and ability to make an original contribution to knowledge. See Sustainability Science PhD Handbook for complete details.

## 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 near 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.

**Additional courses of interest can be found at: [brocku.ca/webcal/2021/graduate/snss.html#sec7](http://brocku.ca/webcal/2021/graduate/snss.html#sec7)**

### SSCI 7F90

#### PhD Dissertation

An in-depth research project involving the preparation, public defence, and examination of a dissertation which makes a unique contribution to knowledge and demonstrates capacity for independent research, integration of knowledge, and understanding of sustainability science.

SSCI 7P01

**Research Apprenticeship in Sustainability Science**

Advanced training in sustainability science research. Apprentice with a mentor on a research project to further theoretical development, methodological approaches, analytical sophistication, and/or communication skills.

SSCI 7P02

**Engaging with Community in Sustainability Science**

Experiential education with community in sustainability science via embedded problem-based learning or internship.

Note: Course taught in conjunction with SSAS 5P03 (Problem Solving in the Environment)

SSCI 7P03

**Transdisciplinary Tutorial and Seminar in Sustainability Science**

Transdisciplinary collaboration to probe the boundaries of sustainability science scholarship by facilitating discussions on complex sustainability issues, presenting research, and participating in scholarly exchanges about state-of-the-art research, policy, and practice.

Note: Course taught in conjunction with SSAS 5P04 (Transdisciplinary Seminar)

SSCI 7P80

**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.

SSCI 7P91

**Comprehensive Examination**

Comprehensive Examination as set by the Supervisory Committee, in consultation with the Graduate Program Director/Graduate Program Sub-Committee.

Note: This course will be evaluated as Credit/No-Credit

SSCI 7V80-7V89

**Selected Topics in Sustainability Science**

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):

#### SSCI 7F90 - PhD Dissertation

1. Course classification: **Regular**
2. Which department will be financially responsible as the Home department?  
**Sustainability Science**
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: **No**
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? **Yes**
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**

#### SSCI 7P01 - Research Apprenticeship in Sustainability Science

1. Course classification: **Regular**
2. Which department will be financially responsible as the Home department?  
**Sustainability Science**
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? **Yes**
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**

#### SSCI 7P02 - Engaging with Community in Sustainability Science

1. Course classification: **Regular**
2. Which department will be financially responsible as the Home department?  
**Sustainability Science**
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? **Yes**
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**

#### SSCI 7P03 - Transdisciplinary Tutorial and Seminar in Sustainability Science

1. Course classification: **Regular**
2. Which department will be financially responsible as the Home department?  
**Sustainability Science**
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? **Yes**

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**

#### **SSCI 7P80 - Directed Study**

1. Course classification: **Regular**
2. Which department will be financially responsible as the Home department?  
**Sustainability Science**
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? **Yes**
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**

#### **SSCI 7P91 - Comprehensive Examination**

1. Course classification: **Regular**
2. Which department will be financially responsible as the Home department?  
**Sustainability Science**
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: **No**
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? **Yes**
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**

#### **SSCI 7V80-7V89 - Selected Topics in Sustainability Science**

1. Course classification: **Regular**
2. Which department will be financially responsible as the Home department?  
**Sustainability Science**
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: **No**
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? **Yes**
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, 2021**.

**Submitted by Amanda Smits on October 7, 2021 at 10:53:46 AM**

**Submitted by Ryan Plummer on October 8, 2021 at 03:08:23 PM**

**Rejected by Dawn Zinga on October 21, 2021 at 04:04:31 PM**

This submission is incomplete. The degree requirements need to be clarified. There needs to be a sentence that lists all of the required courses and any electives that need to be completed as part of the degree requirements (this should be in addition to the break down by term). In the breakdown by term Term 3 and the 7P91 is not listed and needs to be included. Term 4 is also not specified. Please revise and resubmit.

**Submitted by Amanda Smits on October 27, 2021 at 01:29:35 PM**

**Submitted by Ryan Plummer on October 27, 2021 at 07:49:43 PM**

**Rejected by Dawn Zinga on November 4, 2021 at 10:10:39 AM**

Thank you for adding in the list of required courses. The year by year should not have been removed just edited as per my previous comments to address the missing information. The year by year should be added back in with the edits described in the previous comment. Thanks.

**Submitted by Amanda Smits on November 8, 2021 at 10:20:59 AM**

**Submitted by Ryan Plummer on November 8, 2021 at 10:40:29 AM**

**Submitted by Dawn Zinga on November 9, 2021 at 01:01:30 PM**

**Submitted by Edlira (Christina) Zahaj on November 9, 2021 at 01:25:09 PM**

**Rejected by Jasmine Stasiuk Riddell on November 29, 2021 at 08:47:23 AM**

Rejected per email from chair of subcommittee on Sun 2021-11-28 4:48 PM

- 'Calendar-ese': SSCI 7P03 – begin with “Transdisciplinary collaboration...” and remove “their” before “research.”
- In preamble: Program in PhD in Sustainability Science to be introduced be introduced is repeated
- In list of faculty: Francine McCarthy listed out of alphabetical order; Geography and Tourism Studies should be added to affiliation of Julia Baird; Adam Dickinson mis-spelled (NOTE- same personnel issues in MS entry)

**Submitted by Amanda Smits on November 29, 2021 at 08:30:57 PM**

**Submitted by Ryan Plummer on November 29, 2021 at 08:57:53 PM**

**Rejected by Dawn Zinga on December 2, 2021 at 02:12:31 PM**

I see the requested changes have been addressed however, in the listing of faculty and affiliated faculty you generally use & in department names but there are at least two places where "and" is used instead. Please be consistent and change all to & since that is the most common use.

**Submitted by Amanda Smits on December 2, 2021 at 03:38:19 PM**

**Submitted by Ryan Plummer on December 2, 2021 at 06:15:33 PM**

**Submitted by Dawn Zinga on December 3, 2021 at 03:44:46 PM**

**Submitted by Jasmine Stasiuk Riddell on December 3, 2021 at 03:53:59 PM**

# Academic Program Calendar Submission #2022-3226

**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, 2022 to April 30, 2023 and begins with the Spring/Summer sessions. All new programs being introduced or the termination of programs will be effective beginning 2022 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. Proposal(s) and Effective Date(s)

**Please note: The Calendar year runs from May 1, 2022 to April 30, 2023 and begins with the Spring/Summer sessions. All programs being changed will be effective beginning 2022 Spring Session.**

List all proposals, to be implemented, numerically in the following order:

1. Reference to Scheme C.
2. Updated program description.

### 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. Reference to Scheme C, which was adopted in early Spring 2021 was missing references in a few places, which we have now included.
2. Program description updated to match program handbook.

### 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

*Associate Dean*

Dawn Zinga  
Faculty of Social Sciences

### Faculty

**<span style="font-size: 11pt;">Core Faculty</span>**

*Professors*

Christine Daigle (Philosophy), Diane Dupont (Economics), Francine McCarthy (Earth Sciences), Xavier Fazio (Education), David Fennell (Geography & Tourism Studies), Tim O'Connell (Recreation & Leisure Studies), Gary Pickering (Biological Sciences), Michael Pisarcic (Geography & Tourism Studies), Ryan Plummer (Environmental Sustainability Research Centre), Liette Vasseur (Biological Sciences)

*Associate Professors*

**<span style="font-size: 14.6667px;">Julia Baird (Environmental Sustainability Research Centre and Geography and Tourism Studies), </span>**Todd Green (Marketing, International Business & Strategy), Timothy Heinmiller (Political Science), Marilyne Jollineau (Environmental Sustainability Research Centre), Kevin Turner (Geography & Tourism Studies)

*Assistant Professors*

~~Julia Baird (Environmental Sustainability Research Centre)~~, Jessica Blythe (Environmental Sustainability Research Centre)

**Participating Faculty**

*Associate Professors*

Adam Dickinson (English Language & Literature), Garrett Hutson (Recreation and Leisure Studies)

#### **Adjunct Professors**

Claudia Baldwin (University of the Sunshine Coast, Australia), Gillian Dale (Environmental Sustainability Research Centre), Sherman Farhad (Universidad de Córdoba), Angela Guerrero (QUT - Queensland University of Technology), Jennifer Holzer (Environmental Sustainability Research Centre), Amy Lemay-Wendee Kubik (Environmental Sustainability Research Centre), Bradley May (Environmental Sustainability Research Centre), Darby McGrath (Environmental Sustainability Research Centre), Janani Sivarajah (Environmental Sustainability Research Centre), Timothy F. Smith (University of the Sunshine Coast, Australia), Dana Thomsen (University of the Sunshine Coast, Australia)

*Graduate Program Director*

Marilyne Jollineau

*mjollineau@brocku.ca*

*Co-op, Career & Experiential Education*

Cara Krezek, Director

*ckrezek@brocku.ca*

*Coordinator*

Erin Daly

*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 graduate program in Sustainability Science and Society (SSAS) responds to today's environmental challenges and is aligned with the emerging field of sustainability science. The program aims to support society's transition towards sustainability by training students to develop a deep knowledge of sustainability science, providing theoretical and applied research experiences for students that build competency in research and their chosen topic, and engaging students in real-world problem-solving through innovative pedagogy.

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.

The program offers three degree options. Students desiring a rigorous academic education enriched by practical application of classroom learning will pursue a Master of Sustainability, Co-op (Scheme A). Students desiring a rigorous academic education enriched by an intensive research experience will pursue a Master of Sustainability, Thesis (Scheme B). Students are afforded a combination of a rigorous academic education enriched by an in-depth research inquiry about a specific topic. Aspiring sustainability professionals and other individuals who possess practical experience in the workplace may wish to pursue Scheme C (Master of Sustainability, Course Work and Major Research Paper). Scheme A and C are further differentiated from Scheme B by the number of required and elective courses.

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://brocku.ca/graduate-studies/future-students/international/english-language-proficiency/>) 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 ~~one of either~~ Scheme A, Scheme B, or Scheme C. 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.

### Scheme C: Course Work and Major Research Paper

Students enrolled in Scheme C must complete SSAS 5P01, SSAS 5P02, SSAS 5P03, SSAS 5P04; two half-credit electives (0.5 credits must be SSAS); and SSAS 5F91 (Major Research Paper).

Scheme C is designed to normally be completed in three terms (12 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, offered through the Co-op, Career and Experiential Education Office, 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 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, adaptation, resilience in climate change and steps towards transformations. Specific focus will be devoted to the theoretical and applied aspects of climate change adaptation planning.

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 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 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).

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, 2021**.

**Submitted by Amanda Smits on October 7, 2021 at 10:51:34 AM**

**Submitted by Ryan Plummer on October 8, 2021 at 03:08:51 PM**

**Submitted by Dawn Zinga on October 21, 2021 at 04:07:36 PM**

**Submitted by Edlira (Christina) Zahaj on October 25, 2021 at 09:24:01 AM**

**Edited by Edlira (Christina) Zahaj (on behalf of Edlira (Christina) Zahaj) on November 9, 2021 at 01:23:09 PM**  
**Faculty:** requested by department

**Rejected by Amanda DiFonzo (on behalf of Jasmine Stasiuk Riddell) on November 30, 2021 at 08:48:08 AM**  
as per Grad Studies

**Submitted by Amanda Smits on November 30, 2021 at 09:14:05 AM**

**Rejected by Ryan Plummer on November 30, 2021 at 11:16:48 AM**

**Submitted by Amanda Smits on November 30, 2021 at 11:36:31 AM**

**Submitted by Ryan Plummer on November 30, 2021 at 12:28:20 PM**

**Submitted by Dawn Zinga on November 30, 2021 at 02:04:40 PM**

**Submitted by Jasmine Stasiuk Riddell on December 3, 2021 at 03:54:32 PM**

# Centre for Pedagogical Innovation

## Support for Course Additions

This form should be completed for all new courses submitted to UPC. The form will be reviewed by a member of the Centre for Pedagogical Innovation Team.

ACADEMIC UNIT: POLI  
COURSE NUMBER: 5P37

### Part 1: Course Type

1. Please check the delivery mode for this course. You can find the definitions of these types outlined in the Academic Calendar at the following link:  
<https://brocku.ca/webcal/2021/undergrad/CRSE.html>.

Please note: It is understood that the structure of this course may change over time due to instructor pedagogical preferences. Please complete this based on the first offering.

Course options are:

- Lecture
- Seminar
- Lab
- Fully online; asynchronous
- Fully Online: synchronous
- Blended
- Experience Education - [Link here](#) and describe the type of EE this course aligns.
  - Field Course
  - International Field Course
  - Service Learning
  - Project Course
  - Clinical Course
  - Internship Experience
  - Other (*Please elaborate*): \_\_\_\_\_
- Other - If your course structure is different than the options above please elaborate: \_\_\_\_\_

## CPI Form

### Part 2: Teaching Considerations

- 1 Will you, or anyone involved in this course, be sharing any information about Brock University students with a third party as part of the delivery of this course? (I.e., outside vendors such as Turnitin, TopHat, etc.) If so, please confirm that a Privacy Impact Assessment has been obtained. To determine if Brock holds a Privacy Agreement with the vendor related to Educational Technologies, please contact CPI at [edtech@brocku.ca](mailto:edtech@brocku.ca)
  - No information about Brock University Students will be shared.
- 2 For those courses with an experiential education component in an off-campus environment, please describe the student consent and waiver process? (Please consult with your Experiential Education Coordinator if required).
  - There are no plans now to include an experiential education component in an off-campus environment. There is the possibility of students working with interested community-groups, but all work will be able to be done in an on-campus environment or within the normal expectations of students completing work for classes (ie. at home research projects or video calls).
- 3 Please outline what materials will be distributed electronically through your course and describe how they align with one of the following:
  - a Owned by Brock University (Library) or yourself;
  - b Covered by a license from the copyright holder; or
  - c Out of copyright (i.e., the copyright has expired);
  - Only course readings and similar material will be distributed electronically (normally via Sakai), with the expectation being that most material will be available through the Brock University Library (either scanned chapters or journal articles). Those readings not available through the library will be covered by a license from the copyright holder, normally in the form of reports and statements made freely available online.

### CPI Recommendations

- CPI has no concerns with the proposed course in relation to the teaching and learning approach. **-mbrousseau, Oct 2021**
- CPI has concerns with the proposed course in relation to the teaching and learning approach and makes the following recommendations:

\*Recommendations will be sent directly to UPC Administrative Support

CPI Form

Part 3: Course Alignment \* optional content.

This section is to engage faculty in thoughtful development of courses. You are welcome to provide as much information as you deem appropriate and a member of CPI will connect with you to provide further support and consultation if requested.

1. Please consider how the proposed course aligns to your Department’s Program Learning Outcomes. These Program Learning Outcomes can be found in Department documents related to the Institutional Quality Assurance Process (IQAP). This document can be accessed through your Department Chair.
2. Please consider how this course aligns to the overall strategic plan of Brock as appropriate. Please link here to the Brock strategic plan. <https://brocku.ca/strategic-plan/>

Brock Strategic Pillars	Check <input type="checkbox"/>	Please Explain
Offer a transformational and accessible academic and university experience.	No <input type="checkbox"/> Yes <input type="checkbox"/>	
Build research capacity across the University	No <input type="checkbox"/> Yes <input checked="" type="checkbox"/>	Students will undertake an original major research assignment, with the normal expectation being that this will be primary-source in nature thus helping them build significant research capacity.
Enhance the life and vitality of our local region and beyond.	No <input type="checkbox"/> Yes <input checked="" type="checkbox"/>	In most terms students will have the opportunity to work with a local organization to support their work in the area of reconciliation, thus enhancing the life and vitality of the local region and beyond.
Foster a culture of inclusivity, accessibility, reconciliation and decolonization	No <input type="checkbox"/> Yes <input checked="" type="checkbox"/>	The focus of the course is explicitly on development more harmonious relationships between Indigenous nations/peoples and settlers/settler governments. As such it directly supports the development of a culture based in reconciliation and decolonization.

Information Technology Services  
TECHNOLOGY SUPPORT CONSIDERATION

## Information Technology Services Support for Course Additions

All UPC submissions are asked to have this form completed upon submission for review by Information Technology Services (ITS).

ACADEMIC UNIT: Political Science

COURSE NUMBER:  
POLI 4P37/5P37

COURSE TITLE: **Indigenous-Settler Relations in Canada  
and Beyond**

PROJECTED ENROLLMENT:  
20

PROPOSED CALENDAR DESCRIPTION:

INSTRUCTOR: Liam Midzain-  
Gobin

In-depth focus on Indigenous-settler relations and reconciliation in Canada and other Anglo settler states, including Australia and New Zealand. Topics and themes include historic and contemporary forms of settler colonialism, the Indigenous-settler relationship on both collective and individual levels, the politics of recognition, constitutional rights, truth commissions, and Indigenous articulations of a shared future.

*Seminar, 3 hours per week.*

Chair/Director: Tim Heinmiller      Date: Sept. 24, 2021

Dean:   K Bezanson        Date:   October 5, 2021

Information Technology Services  
TECHNOLOGY SUPPORT CONSIDERATION

Please approximate the distribution between online delivery and other types of delivery:

Face-to-face

According to the following descriptions, based on the Ministry of Colleges and Universities' categorizations, what type of course is this?

**a Face-to-Face**

This type of course can be considered a conventional or classical course at Brock University. Typically these courses have physical space associated with the delivery of the course where instructors and students meet two or more hours a week.

**b Directed reading**

Research course with directed study and regular meetings with a faculty member on or offline. Pre-allocated physical space is typically not associated with the delivery of this type of course, meetings are coordinated between the student(s) and the instructor.

**c Blended Learning Course**

This is a course where face-to-face teaching time is reduced, but not eliminated, to allow students more time for online study. This model comes in a number of formats; however **the online component is typically 50%-80% of the total course delivery**. In this case, a blended learning course may have components delivered via traditional face-to-face; however, over half the course delivery should be online.

**d On-Line: Synchronous Conferencing Course**

This describes a course delivered through audio and video conferencing to provide synchronous communications (i.e., at the same time) between an instructor at one site and students at other sites. **A course is considered to be offered via synchronous conferencing if 80% or more of the content is delivered this way**. For example, a synchronous conferencing course may have occasional face-to-face meetings, a proctored exam, etc. with the remainder of the content delivered through audio and video conferencing.

**e On-Line: Fully Online Learning (asynchronous) Course**

This is a form of distance learning delivered to individuals with access to the Internet, either at home, work or through an access centre. Although courses may have a set start date and set due dates for assignments, students can otherwise access and participate in courses at times and places of their own choosing. **The online component is typically over 80% of the total delivery**. For example, a fully online course may include occasional face-to-face meetings, a proctored exam, etc. with the remainder of the content delivered online.

Information Technology Services  
TECHNOLOGY SUPPORT CONSIDERATION

- 1 Are there any required technologies that differ from what Brock University currently provides? See list of provided Educational Technologies here(<https://brocku.ca/pedagogical-innovation/teaching-tools/supported-tools/>)  
No.
- 2 Will the course have scheduled classes in any of the ITS managed computer labs?  
No.
- 3 Will students require access to software in the ITS managed computer labs?  
No.
- 4 Will exams be written in one of the ITS managed computer labs?  
No.
- 5 Please indicate the approximate frequency and duration of each scheduled meeting. *For example: 2 times a week for an hour.*  
1 x 3 hour seminar per week

6. Will there be non-text-based forms of instruction such as video, audio or large computer files and what services will be used to distribute these files? *For example: A weekly video produced by the instructor or from other sources that is posted on Echo 360, LMS, YouTube as an unlisted video...*

Possibly MS Teams or Echo360

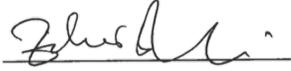
7. Will there be non-text-based forms of assessment such as video, audio or large computer files and what services will be used to collect these files? *For example: Video submitted to the Isaak/Sakai Assignments tool or posted on a public video site such as YouTube.*

Possibly mp3 audio files or Youtube-style videos

ITS has no concerns with the technological requirements of this course.

Information Technology Services  
TECHNOLOGY SUPPORT CONSIDERATION

ITS has concerns with the technological requirements of this course and makes the following recommendations:



Zaher Elahi  
Director, Client Services  
Brock University | Information Technology Services  
Niagara Region | 1812 Sir Isaac Brock Way | St. Catharines, ON L2S 3A1  
brocku.ca | T 905 688 5550 x 3102



James A. Gibson Library
Library Support for New
Courses Form

Niagara Region
1812 Sir Isaac
Brock Way
St. Catharines, ON
L2S 3A1

To be completed by the Academic Program

- Undergraduate Program Committee
Graduate Studies Committee

Academic Unit: Course Number:

Course Title:

Proposed Calendar Description:

To be completed by the Liaison Librarian

Assessment of existing collection (print & online) in areas relevant to this course:

- Strong, no budgetary implications
Adequate, minimal budgetary implications beyond current funding allocations
Inadequate, requires additional one time only and/or ongoing additional funding

Comments:

Budget implications of this proposed course:

- Books, e-books, monographic collections, etc.
Reference resources, handbooks, encyclopedias, dictionaries, etc.
Journals, newspapers, serials, databases, etc.
Geospatial maps, data, statistics, GIS, etc.
Special collections, primary resources, etc.

Comments:

- The Library can support this proposed course with current funding
The Library can support this proposed course with additional funding
The Library can't support this proposed course

Liaison Librarian

Signature

Date

Academic Program
Library Representative,
Chair or Director

Signature

Date

# Academic Program Calendar Submission #2022-3268

Department/Centre: Political Science

Program(s): Political Science

## Program Additions/Terminations

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

**Please note: The calendar year runs from May 1, 2022 to April 30, 2023 and begins with the Spring/Summer sessions. All new programs being introduced or the termination of programs will be effective beginning 2022 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. Proposal(s) and Effective Date(s)

**Please note: The Calendar year runs from May 1, 2022 to April 30, 2023 and begins with the Spring/Summer sessions. All programs being changed will be effective beginning 2022 Spring Session.**

List all proposals, to be implemented, numerically in the following order:

1. general information be revised to update subfield offering.
2. POLI 5P22 title and description be revised .
3. POLI 5P68 note be revised.
4. POLI 5P37 be added to course bank.

### 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 show that the Political Theory subfield is not being offered this year
2. to update the language and focus of the course
3. to make a correction that conjunction course offered in SOCI is no longer cross-listed to GEOG
4. to reflect research interests of recent hire and is a conjunction course with POLI 4P37

### 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.

---

## Political Science

### Master of Arts in Political Science

#### Field(s) of Specialization

Public Policy

International Relations

Canadian Politics

Comparative Politics

**Political Theory - Please note: the Political Theory specialization will not be offered in the 2022-23~~1-22~~ academic year.**

*Dean*

Ingrid Makus

Faculty of Social Sciences

*Associate Dean*

Dawn Zinga

Faculty of Social Sciences

**Core Faculty**

*Professors*

Leah Bradshaw (Political Science), Charles Conteh (Political Science), Hevina S. Dashwood (Political Science), Pierre

Liz~~acute~~#223;e (Political Science)

*Associate Professors*

Stefan Dolgert (Political Science), Nicole Goodman (Political Science), Blayne Haggart (Political Science), Paul Hamilton (Political Science), Timothy Heinmiller (Political Science), Matthew Hennigar (Political Science), Ingrid Makus (Political

Science), Livianna Tossutti (Political Science)

*Assistant Professors*

Joanne Heritz, Pascal Lupien, Liam Midzain-Gobin

*Academic Advisor / Seminar Coordinator*

Diane Leon

*Graduate Program Director*

Blayne Haggart

bhaggart@brocku.ca

*Administrative Assistant*

Claire Gallop

## Program Description

However uncertain we are about the human good, it is clear, as Aristotle observed, that the pursuit of that good is the work of politics and the understanding of that good the aim of political science. Whether we regard politics as the pursuit of justice, the uses of power, or the securing of "peace, order, and good government," its study appeals to students interested in government, law, and international affairs, and to those who want to understand the shaping of our political world. At Brock, the MA program in political science usually entails specialization in one of five fields of study: Canadian politics, comparative politics, international relations, political theory or philosophy, and public policy. Our faculty and our students are joined in the common endeavour to see how their diverse interests can contribute to the political understanding of ourselves and our world. This aim is at the heart of our curriculum: It is reflected in the program requirements and in the design of our Core Seminars. Graduates of the program have proceeded to successful careers in government, politics, and business; many have pursued further study to become scholars and teachers.

## Admission Requirements

Successful completion of an Honours Bachelor's degree, or equivalent, in Political Science with a minimum major average of 78% and an overall average of not less than 75%, during the last two years of undergraduate study. Students who do not have undergraduate degrees in Political Science may be asked to complete a minimum of seven half-credit undergraduate courses (typically, one semester) in the discipline before applying to the program.

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

Part-time study is available.

## Graduate Courses/Degree Requirements

There are three types of courses in the Political Science MA program and all are one term in length. First, there are core courses, which are taught as seminars and are restricted to graduate students. These include POLI 5P80, POLI 5P81, POLI 5P82, POLI 5P83, POLI 5P84, POLI 5P85 and POLI 5P86. These core seminars provide an opportunity for critical examination of some of the most significant writings in the various subfields of the discipline and constitute a key component in the Brock MA program. POLI 5P80 and POLI 5P81 are required in all programs in conjunction with one or two additional core courses, as specified below.

Second, there are specialized courses, most of which are taught in conjunction with 4(alpha)00 level honours courses. These are also seminar courses with small class sizes. Students in the graduate course have assignments and responsibilities different from those students in the 4(alpha)00 level honours course when the two meet as a combined class.

Third, there are tutorial courses. These are individualized reading courses approved for students who want to pursue a topic not covered in the graduate curriculum. The precise requirements and topics are a matter of agreement between instructor and student, subject to general departmental regulations.

A thesis or major research paper is also a part of all courses of study. In addition to the major research paper, students in the major research paper stream must complete six half credit courses including POLI 5P80, POLI 5P81, and two core seminars.

Acceptance into the thesis stream requires explicit departmental agreement that the candidate is prepared to pursue advanced scholarly research, and the preparation of an acceptable thesis proposal. In addition to the thesis, students in this stream must complete four half credit courses including POLI 5P80 and POLI 5P81 and at least one other core seminar.

Students are required to consult with the Graduate Program Director, who will assist students in choosing among the various program options.

For full-time students the program is normally a three term or one year program.

## **Field(s) of Specialization**

Students may opt for a general Political Science MA or for an MA with a designated specialization in one of the subfields of political science as listed below.

### **Canadian Politics**

Several areas of Canadian politics are of particular concern to Brock faculty, including advocacy groups and social movements, the constitution and judicial review, digital politics, elections and voting behaviour, Indigenous politics, municipal politics, and the politics of immigration and diversity. Canadian phenomena can also be studied within the field of public policy, and the two fields work closely together at Brock.

Thesis Stream: Four half-credit courses including POLI 5P80, POLI 5P81, POLI 5P82, one POLI half-credit course selected from the course offerings in Canadian politics and POLI 5F99 a thesis in Canadian politics.

Major Research Paper Stream: six half-credit courses including POLI 5P80, POLI 5P81, POLI 5P82, and one of POLI 5P83, POLI 5P84, 5P85 and 5P86, two POLI half-credit courses selected from the course offerings in Canadian politics (and Public Policy provided all Canadian politics options have been exhausted) and POLI 5F90 a major essay in Canadian politics.

### **Comparative Politics**

North America, South America, Europe, and sub-Saharan Africa are areas of focus for members of the department. Subjects of special interest are federalism, nationalism, the integration and disintegration of political communities, judiciaries and constitutional law, civil society and development, global Indigenous politics, and the impact of multilateral political and economic organizations on domestic political institutions.

Thesis Stream: Four half-credit courses including POLI 5P80, POLI 5P81, POLI 5P85, and one POLI half-credit course selected from the course offerings in comparative politics and POLI 5F99 a thesis in Comparative politics.

Major Research Paper Stream: six half-credit courses including POLI 5P80, POLI 5P81, POLI 5P85, one half-credit selected from POLI 5P82, POLI 5P83, POLI 5P84 or POLI 5P86, and one or two POLI half-credits selected from the course offerings in comparative politics, with any remaining POLI credit selected from its offerings in international relations and POLI 5F90 a major essay in comparative politics.

### **International Relations**

The specialization in international relations encompasses the diversity of conceptual insights and theoretical perspectives that reflect the complexity of global relations today. Subjects of special interest include traditional and new sources of threats to security, global political-economic relations, global digital economy, international theory, problems of global economic and political governance among multiple actors, international Indigenous relations, and issues pertaining to international ethics.

Thesis Stream: Four half-credit courses including POLI 5P80, POLI 5P81, POLI 5P86, one POLI half-credit selected from the course offerings in international relations and POLI 5F99 a thesis in international relations.

Major Research Paper Stream: six half-credit courses including POLI 5P80, POLI 5P81, POLI 5P86, and one half-credit selected from POLI 5P82, POLI 5P83, POLI 5P84 or POLI 5P85, one or two POLI half-credits selected from the course offerings in international relations; and any remaining POLI credit selected from its offerings in comparative politics and POLI 5F90 a major essay in international relations.

**Political Theory: Please note this specialization will not be offered in the 2022-23 academic year.**

Political theory addresses the perennial questions posed by conflicting accounts of how the political community should be organized and by the tension between the requirements of political life and the pursuit of truth. This concentration pays particular attention to the distinctive features of ancient and modern political theory, to such themes as justice, law and the theory of rights and to the close study of major political philosophers.

Thesis Stream: Four half-credit courses including POLI 5P80, POLI 5P81, POLI 5P83, with the remaining POLI course selected from the course offerings in political theory and POLI 5F99 a thesis in political theory.

Major Research Paper Stream: six half-credit courses including POLI 5P80, POLI 5P81, POLI 5P83, and at least one POLI half-credit selected from POLI 5P82, 5P84, 5P85, and 5P86, with the remaining POLI courses selected from the course offerings in political theory and POLI 5F90 a major essay in political theory.

## Public Policy

This specialization provides a distinctive blend of the political, legal and administrative dimensions of public policy at the federal, provincial and local levels. Special areas of focus are business-government relations, public policy theory and policy making.

Thesis Stream: Four half-credit courses including POLI 5P80, POLI 5P81, and 5P84, with the remaining POLI credit selected from the course offerings in public policy and POLI 5F99 a thesis in public policy.

Major Research Paper Stream: six half-credit courses including POLI 5P80, POLI 5P81, POLI 5P84, and one of POLI 5P82, POLI 5P83, 5P85 and 5P86, with the remaining POLI credits selected from the course offerings in public policy (and Canadian politics provided all public policy options have been exhausted) and POLI 5F90 a major essay in public policy.

## 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.

POLI 5F90

### MA Major Research Paper

A major research paper written under guidance of a supervisor and approved by a supervisory committee of the supervisor and a second reader.

POLI 5F99

### Thesis

A research project involving the preparation and defence of a thesis which shall demonstrate a capacity for independent work. The research shall be carried out under the supervision of a faculty member and shall be defended at an oral examination.

## Political Theory: Please note this specialization will not be offered in the 2022-23 academic year.

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.

POLI 5P01

### The Philosophy of Law

Traditional and contemporary accounts of law and their implications for issues of contemporary concern.

Note: taught in conjunction with POLI 4P01.

POLI 5P02

### Ancient Political Theory

Explores the political theory of the ancient world, spanning texts from the Near East, Greece, Rome, or China. Possible themes include democracy, justice, power, tragedy, gender, and ecology.

Note: taught in conjunction with POLI 4P02.

POLI 5P03

**Modern Political Theory**

Modern political theory examined in selected texts. May focus on a theme such as historicism, consent, progress, equality or on a selected author, such as Rousseau, Kant, Hegel.

Note: taught in conjunction with POLI 4P03.

POLI 5P04

**Politics and Tyranny**

Comparative accounts of ancient and modern tyranny are examined with a view to assessing whether political domination has varied significantly in the western tradition.

Note: taught in conjunction with POLI 4P04.

POLI 5P07

**Postmodern Political Theory**

Perspectives on the postmodern condition in the works of selected 20th century thinkers. Topics may include notions of the self, aesthetics and politics, reason and power, the construction of meaning.

Note: taught in conjunction with POLI 4P07.

## Canadian Politics

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.

POLI 5P10

**Issues in Local Government**

Policy making and service delivery in local government in such areas as economic development, fire, parks, policing, public health, recreation, and social services.

Note: taught in conjunction with POLI 4P10.

POLI 5P12

**Citizen Politics**

Citizen engagement in Canadian political parties, social movements, advocacy groups and voluntary organizations, and the impact of civic activism on public discourse, policies and laws.

Note: Combines seminars with a mandatory service learning component. Taught in conjunction with POLI 4P12.

POLI 5P14

**Federalism in Canada**

Canadian concepts of federalism, judicial interpretation of the constitutional distribution of powers, the social, economic and cultural factors that influence federal-provincial relations, issues in federal-provincial relations, the impact of federalism on public policy, and the politics of constitutional change.

Note: taught in conjunction with POLI 4P14.

POLI 5P16

**Global Migration: Canada in a Comparative Context**

Global migration patterns, immigrant and refugee admission and integration policies, the trafficking of persons and smuggling, and the relationship between migration and development.

Note: Combines seminars with a mandatory experiential learning component. Taught in conjunction with POLI 4P16. May be offered online.

POLI 5P17

**Canadian Politics in the Digital Age**

The impact of digital technology and innovation on political institutions in Canada and the opportunities and challenges it is creating for actors and groups. Critically assesses the implications of these changes for democracy in Canada.

Note: Combines seminars with a mandatory experiential learning component. Taught in conjunction with POLI 4P17.

POLI 5P19

### **The Canadian Judicial Process**

The structure, functions, and political dimensions of the judiciary in Canada. Topics may include judicial decision-making, appointment and independence; the policy impact of judicial rulings; the criminal process; the influence of the Charter of Rights and Freedoms on the judicial system; and the players in the judicial process, including judges, interest groups and governments.

Note: taught in conjunction with POLI 4P19.

## **International Relations**

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.

POLI 5P20

### **Globalization and Global Governance**

Factors explaining the globalization of national politics and the reconstruction of politics at a global level. Topics may include policy problems linked to the effectiveness of international and national institutions; theoretical considerations on new concepts of politics and democracy in the globalized world.

Note: taught in conjunction with POLI 4P20.

POLI 5P21

### **The Global Digital Political Economy**

Examines the intersection between economics and politics with an emphasis on understanding how issues such as data governance, intellectual property and internet governance are shaping global economic governance, trade, and development.

Note: taught in conjunction with POLI 4P21.

POLI 5P22

### **Canada and International Development**

Canada's policies and practices in addressing global inequalities in wealth and power in a comparative context. Topics may include the political economy of Canada's aid policies towards the developing world; international assistance policies directed to lower and middle-income countries, ethical considerations, and international cooperation to address the differential impacts of global developments on issues of vital interest to the developing world.

Note: taught in conjunction with POLI 4P22.

POLI 5P24

### **Private Global Governance**

Interactions between global corporations, voluntary standards associations, non-governmental organizations, states and industry associations and the influences that drive global private governance arrangements and global standard setting.

Note: taught in conjunction with POLI 4P24.

POLI 5P26

### **International Politics and National Security**

Conditions affecting the use of force in the post-Cold War international system, with emphasis on the basis of state security and the effects of the security dilemma.

Note: taught in conjunction with POLI 4P26.

POLI 5P27

### **Theories of International Relations**

International relations theory emphasizing the nature of the international system and its relationship to the choices and actions of individual states.

Note: taught in conjunction with POLI 4P27.

## **Comparative Politics**

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.

POLI 5P34

**Comparative Judicial Systems**

Global expansion of judicial power and the role of courts in democratization, rights protection, political centralization, and resolving societal conflict. Domestic as well as supranational courts from around the world are considered, representing both common law and civil law systems. Topics include the success and failure of the "rights revolutions," the judicialization of politics, court reform, and justifications for judicial review.

Note: Taught in conjunction with POLI 4P34.

POLI 5P36

**Comparative Democratization in a Global Age: Reform, Revolution and Reversal**

Analysis of the origins, processes, and outcomes of democratization and de-democratization in countries around the world.

Note: taught in conjunction with POLI 4P36.

Students completing this course will forfeit credit in POLI 5V36.

POLI 5P37

**Indigenous-Settler Relations in Canada and Beyond**

In-depth focus on Indigenous-settler relations and reconciliation in Canada and other Anglo settler states, including Australia and New Zealand. Topics and themes include historic and contemporary forms of settler colonialism, the Indigenous-settler relationship on both collective and individual levels, the politics of recognition, constitutional rights, truth commissions, and Indigenous articulations of a shared future.

Note: This course can also be counted toward a sub-field specialization in Canadian Politics. Taught in conjunction with POLI/CANA 4P37.

POLI 5P38

**Nationalism and Ethnic Politics**

A combination of theory and specific case studies examining the causes and consequences of nationalism. The origins and resolution of national conflict, the mobilization of ethnic groups and the role of international forces in what have been viewed traditionally as domestic conflicts. Case studies situate Canada's ethnic tensions within a broader comparative perspective.

Note: taught in conjunction with POLI 4P38.

## Public Policy

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.

POLI 5P50

**Machinery of Government**

The structures and processes of federal and provincial government in Canada. Emphasis on the operation of government departments, central agencies, regulatory agencies and crown corporations.

Note: taught in conjunction with POLI 4P50.

POLI 5P54

**Business-Government Relations**

The politics and management of relations between business organizations and governments in Canada, with particular emphasis on current research and issues. Topics include theories of business-government relations, the legislative and regulatory environment of business, public enterprise and privatization, lobbying and interaction among government, business, the media and labour.

Note: taught in conjunction with POLI 4P54.

POLI 5P67

**Comparative Public Policy**

Major concepts, theoretical approaches and issues in Comparative Public Policy, assessing the various frameworks used for understanding and addressing public policy issues in different countries and regions. Cases will be drawn from Canada, the United States, Europe, and the developing world.

Note: This course can also be counted toward a sub-field specialization in Comparative Politics. Taught in conjunction with POLI 4P67.

POLI 5P68

**Social Movements and Globalization**

Restructuring of social movements from around the world in new alliances for global justice. Topics may include: relationship between local and global scales; cross-cultural collaboration; tensions between unity and diversity; conflicts and unequal power relations in networks; North-South inequalities. Movements may include: indigenous movements; transnational feminism; the anti-corporate globalization movement; environmentalism.

Note: taught in conjunction with POLI/SOCI/GEOG 4P68.

**Core Seminar Courses**

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.

POLI 5P80

**Great Works in Politics**

A critical examination of some of the most significant writings in political science. Core seminar.

POLI 5P81

**Research and Research Methods**

An exploration of theories and approaches to research in Political Science. Issues and problems in research design will be assessed with a view to helping students develop the research skills and acquire the tools necessary for the successful completion of a thesis or major paper. Core seminar.

POLI 5P82

**Graduate Seminar in Canadian Politics**

An examination of major aspects of Canadian government and politics and of different approaches to the study of Canadian politics through the discussion and analysis of significant books in the field. Core seminar.

POLI 5P83

**Graduate Seminar in Political Theory**

(also offered as SCLA 5P83)

Explores ethical, ontological, aesthetic and literary interpretations of major texts or issues in political theory

POLI 5P84

**Graduate Seminar in Public Policy**

An examination of significant writings and issues in public policy and policy development. Core seminar.

POLI 5P85

**Graduate Seminar in Comparative Politics**

A critical examination of significant writings and issues in comparative politics. Core seminar.

POLI 5P86

**Graduate Seminar in International Relations**

A critical examination of significant writings and issues in international relations and foreign policy. Core seminar.

**Variable Topics Courses**

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.

POLI 5V00-5V09

**Selected Topics in Political Theory**

A particular writer, work or theoretical problem in political theory is examined.

POLI 5V10-5V19

**Selected Topics in Canadian Politics**

A selected aspect of Canadian government and politics or an issue of contemporary concern.

POLI 5V20-5V29

**Selected Topics in International Relations**

Selected problems and issues drawn from both the system and nation-state levels of international politics.

POLI 5V30-5V39

**Selected Topics in Comparative Politics**

A comparative study of selected political institutions, processes or policies in various states.

POLI 5V50-5V59

**Selected Topics in Public Administration**

Selected problems and issues in public administration drawn from the federal, provincial and/or municipal levels.

POLI 5V60-5V69

**Selected Topics in Canadian Public Policy**

A field or topic in Canadian public policy, including the analysis of policy making and policy outcomes.

POLI 5V70-5V79

**Political Science Tutorial**

Guided readings on a particular topic which is not covered in the department's regular course offerings. Topics must be chosen in consultation with a faculty member willing to supervise the tutorial.

Prerequisite(s): permission of the Graduate Program Director and faculty supervisor.

## 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):

#### **POLI 5P37 - Indigenous-Settler Relations in Canada and Beyond**

1. Course classification: **Regular**
2. Which department will be financially responsible as the Home department?  
**Political Science**
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: **No**
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).

**POLI 5P68 - Social Movements and Globalization**  
**POLI 5P22 - Canada and International Development**

## 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, 2021**.

**Submitted by Diane Leon on October 12, 2021 at 02:52:58 PM**

**Submitted by Blayne Haggart on October 12, 2021 at 02:55:06 PM**

**Submitted by Dawn Zinga on October 21, 2021 at 04:09:31 PM**

**Submitted by Edlira (Christina) Zahaj on October 25, 2021 at 09:23:33 AM**

## FHB wording changes - Medical notes

(highlights indicate modified or new wording)

### USAC

#### FHB 3A : 9.4

#### 9.4 DEFERRED EXAMINATIONS

##### 9.4.1 Permission to Write

1. If a student is unable to write a formally scheduled examination, or having begun the exam, is unable to complete it, ~~for reasons of ill health, with supporting documentation,~~ a Deferred Examination will be granted. Requests made on the basis of compassionate grounds, **religious obligations,** or ~~on the grounds of~~ **other** extenuating circumstances will be judged on a case-by-case basis.

~~2. It is the University's policy to accept medical certificates from qualified medical practitioners attesting to a student's inability to write a test, examination, etc. due to an incapacitating medical condition at the time of the scheduled test, examination etc. The Department may, at its discretion, request more detailed documentation in instant cases.~~

~~3.~~ **2.** Any medical request for a Deferred Examination must be supported by a **Medical Verification Form** completed Brock University Student Medical Certificate or Brock University Student Health Services Medical Certificate (and include any relevant medical documentation), certifying that the student was not capable of attempting the examination at the scheduled date and time.

~~4.~~ **3.** A student must first contact the instructor for permission to write a Deferred Examination. Any such application must be accompanied by required supporting documentation and must be submitted within seven working days following the examination.

~~5.~~ **4.** If the student is not able to contact the course instructor or if the course instructor is not willing to give the student permission to write a Deferred Examination, within ten days of the examination, application may be made to the Chair/Director of the Department/Program for permission to write a Deferred Examination.

~~6.~~ **5.** If not satisfied with the outcome of the request, the student may then refer the matter to the Dean of the Faculty offering the course.

~~7.~~ **6.** If the student is not satisfied with the decision of the Dean, the student may then appeal to the Student Appeals Board.

~~8.~~ **7.** Students unable to write a formally scheduled examination because of religious obligations may request an academic accommodation for religious obligations (see FHB III: C. 13.2.3).

## Teaching & Learning Policy Committee

### FHB 3C : 13.2.2

#### 13.2.2 Accommodation of students with incapacitating medical conditions

a) The University will consider the accommodation of students whose studies become interrupted, or who may be unable to complete academic work, due to an incapacitating medical condition. Medical conditions may include physical or mental health concerns unrelated to a documented disability. Support services are available through the **Student Wellness and Accessibility Centre #**.

b) A student who seeks an accommodation for medical reasons must, as soon as practicable, inform their instructor(s) of their inability to complete their academic work. ~~Within seven days of experiencing the medical condition, The student must submit to the administrative assistant for the Department, Centre or Graduate Program, a Brock University Student Medical Certificate and include relevant medical documentation~~ **a Medical Self-Declaration Form in situations involving an absence of three days or less, or a Medical Verification Form completed by a physician or health care professional in situations involving an absence of more than three days,** to support their request for academic accommodation based on medical grounds. The University may, at its discretion, request more detailed documentation in certain cases.

~~The administrative assistant will inform the student's instructor(s) of the requested accommodation.~~ If a student wishes to defer an examination for incapacitating medical reasons, the student must follow the process set out in FHB III:A.9.4.

## Graduate Studies Committee

### FHB 3B : 8.3

#### 8.3 DEFERRED EXAMINATIONS (EXCERPT)

If a student is unable to write a formally scheduled examination, or having begun the exam is unable to complete it for reasons of ill-health, a deferred examination will be granted provided adequate supportive documentation has been submitted. Requests made on the basis of compassionate grounds, religious obligations, or other extenuating circumstances will be judged on a case-by-case basis.

Any medical request for a Deferred Examination must be supported by a ~~completed Brock University Medical Certificate (and include any relevant medical documentation)~~ the **Verification of Absence form**, certifying that the student was not capable of attempting the examination at the scheduled date and time.

A student must first contact the instructor for permission to write a Deferred Examination. Any such application must be accompanied by required supporting documentation and must be submitted within seven working days following the examination.

### FHB 3B: 11.1

#### 11.1 TYPES OF APPEALS

##### D. Appeals Related to Retroactive Registration and Backdated Withdrawal

i) Within 30 days of the last day of classes, a backdated withdrawal will be considered upon the receipt of a request to the Faculty of Graduate Studies which is supported by documentation ~~verifying medical reasons~~ **attesting to** medical reasons or compassionate grounds **using the Medical Verification Form completed by a physician or health care professional** that prevented the student from withdrawing by the required date for doing so. Requests submitted without supporting documentation will not be considered.

ii) Prior to the last day of the course duration, a request for retroactive registration will be considered by the Faculty of Graduate Studies upon the receipt of supporting documentation that outline the reason(s) why formal registration did not occur. This documentation must be accompanied by a Registration Form signed and dated by the course instructor, and Graduate Program Director, verifying that the student has been in continuous attendance.

## Graduate Studies Committee (CONT'D)

### FHB 3B: 11.1

## F. Grounds for Appeal

i) There are four grounds that may be considered for appeals: medical; compassionate; procedural error; and, course management. With the exception of procedural error, no new grounds may be introduced at subsequent levels.

ii) An appeal may be filed on medical grounds when an unforeseen medical condition occurs that impacts a student's ability to meet academic obligations. It is expected that students who need an accommodation for a temporary medical impairment will discuss the situation with their individual instructor as soon as reasonably possible. Please refer to the University policy on Academic Accommodation for Students with Disabilities for details.

Students must submit ~~a fully completed medical certificate, or a letter on letterhead containing all of the information required by the medical certificate and signed by an appropriate regulated health professional for the applicable period of time, with the signed affidavit portion of the medical certificate appended~~ **a Medical Verification Form completed by a physician or health care professional.** The documentation should explain the duration of the medical condition and the impact of the medical condition on the student's ability to perform during that period. Where circumstances do not permit this, the student must inform the instructor as soon as reasonably possible. The University may seek further verification of medical claims.



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

FROM: Professor Drew Dane  
Chair, Senate Undergraduate Program Committee

DATE: January 7, 2022

REPORT TO SENATE 696, January 19, 2022

CONSENT ITEMS - FOR APPROVAL

MOVED (DANE/)

THAT Senate approve the revisions of the Faculty of Education 2022-2023 Undergraduate calendar revisions as outlined in Appendix 1.

Submission Rationale: 2022-2023 proposed revisions to the academic calendar. See Appendix 1.

MOVED (DANE/)

THAT Senate approve the revisions of the Goodman School of Business 2022-2023 Undergraduate calendar revisions as outlined in Appendix 2.

Submission Rationale: 2022-2023 proposed revisions to the academic calendar. See Appendix 2.

MOVED (DANE/)

THAT Senate approve the revisions of the Faculty of Humanities 2022-2023 Undergraduate calendar revisions as outlined in Appendix 3.

Submission Rationale: 2022-2023 proposed revisions to the academic calendar. See Appendix 3.

CONSENT ITEMS - FOR INFORMATION

At the January 4<sup>th</sup>, 2022 meeting the committee passed a motion to strike a subcommittee to refine and develop the Program Viability Review process.

*MOVED (Owen/Lawrance) that UPC STRIKE a subcommittee to further refine and develop the UPC program viability process.*

*CARRIED*

# Faculty of Education

UPC Subcommittee for the Faculty of Education

Meeting: November 25, 2021

Members: Michael Owen (Chair), Ingrid Makus, Drew Dane

- Aboriginal Adult Education
- Adult Education
- Bachelor of Early Childhood Education
- Bachelor of Education - Primary/Junior (Aboriginal)
- Concurrent BA Child and Youth Studies (Honours)/BEd Primary/Junior
- Concurrent BA (Honours)/BEd Intermediate/Senior
- Concurrent BA (Honours)/BEd Junior/Intermediate
- Concurrent BPhEd(Honours)/BEd Intermediate/Senior
- Concurrent BPhEd (Honours)/BEd Junior/Intermediate
- Concurrent BSc (Honours)/BEd Intermediate/Senior
- Concurrent BSc Integrated Studies (Honours)/BEd Junior/Intermediate
- Continuing Teacher Education
- Teacher Education
- Educational Studies
- Indigenous Studies

# Academic Program Calendar Submission #2022-3278

**Department/Centre:** Tecumseh Centre for Aboriginal Research and Education

**Program(s):** Education - Aboriginal Adult Education

## Program Additions/Terminations

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

**Please note: The calendar year runs from May 1, 2022 to April 30, 2023 and begins with the Spring/Summer sessions. All new programs being introduced or the termination of programs will be effective beginning 2022 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. Proposal(s) and Effective Date(s)

**Please note: The Calendar year runs from May 1, 2022 to April 30, 2023 and begins with the Spring/Summer sessions. All programs being changed will be effective beginning 2022 Spring Session.**

List all proposals, to be implemented, numerically in the following order:

1. **Officers of Instruction be revised.**
2. **General Information and Certificate information 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 reflect change in staff.**
2. **Indigenous Educational Studies Programs have all been moved to the Department of Educational Studies.**

### 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 - Aboriginal Adult Education

*Program Co-ordinator* ~~Director~~  
Peter Vietgen

*Program Co-ordinator*  
TBA

*Academic Adviser*  
Sarah McGean

### General Information

*Administrative Co-ordinator*  
Sarah McGean

905-688-5550, extension 3530

Welch Hall 68  
[brocku.ca/aboriginaladulthood](http://brocku.ca/aboriginaladulthood)

**The Indigenous Educational Studies programs offer** ~~The Tecumseh Centre for Aboriginal Research and Education offers a~~ Bachelor of Education in Aboriginal Adult Education as well as a Certificate in Aboriginal Adult Education.

Each program is designed to enhance the abilities of individuals working with, or aspiring to work with, adult populations in a variety of educational/training contexts.

The Bachelor of Education in Aboriginal Adult Education incorporates Indigenous learning preferences and cultural diversity, focusing on Turtle Island Indigenous cultures and issues. This community based curriculum model relies on qualified local Indigenous educators to facilitate the learner's educational journey. Courses are offered in a facilitated blended learning cohort model, face-to-face at locations across Ontario as well as online.

The Bachelor of Education in Aboriginal Adult Education program does not lead to an Ontario Certificate of Qualification. For further information contact the Program Co-ordinator.

## Admissions

To meet candidates' needs, three application routes are available.

### Program A:

For those who already hold an undergraduate degree and are pursuing a Bachelor of Education in Aboriginal Adult Education as a second degree.

### Program B:

For those who do not hold an undergraduate degree but have completed undergraduate credits or hold a College diploma or are applying as a mature student and are pursuing a degree in Aboriginal Adult Education.

### Certificate in Aboriginal Adult Education:

For those who hold neither an undergraduate degree nor a College diploma or are applying as a mature student and are pursuing a Certificate in Aboriginal Adult Education.

## Program Notes

1. Undergraduate credits required in Program B may be taken on a Letter of Permission (LOP). Students electing this method should familiarize themselves with LOP regulations.
2. Brock will award a maximum of ten advanced standing credits. Students seeking advanced standing through transfer credits should consult the Admissions section of this Calendar for further information.
3. All candidates must take the five core Aboriginal Adult Education credits through Brock and maintain a minimum 60 percent overall average.
4. A College diploma may give students a maximum of five undergraduate credits. In some cases, where programs at the College and Brock are completely compatible, up to seven credits may be awarded for a three year diploma. Transfer credit is not awarded for Certificate programs with the exception of a Certificate in the Teaching of Adults.

## Program A

- ABED 4F84, 4F85, 4F86, 4F87 and 4F88

## Program B

- ABED 4F84, 4F85, 4F86, 4F87 and 4F88
- one Humanities context credit (see program note 4)
- one Sciences context credit (see program note 4)
- one Social Sciences context credit (see program note 4)
- two credits numbered 1(*alpha*)00 or above (see program note 4)
- five credits numbered 2(*alpha*)00 or above (see program note 4)

## Certificate in Aboriginal Adult Education

The Indigenous Educational Studies programs also offer The Tecumseh Centre for Aboriginal Research and Education also offers a Certificate in Aboriginal Adult Education. This allows those persons who are working in related fields who are not interested in pursuing a degree an opportunity to complete the Certificate. The admission requirements are the same as for the degree programs.

The certificate is awarded upon completion of the following courses with a minimum 60 percent overall average:

- ABED 4F84, 4F85, 4F86, 4F87 and 4F88

## 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.

ABED 2F01

### **Aboriginal Approaches to Philosophy, Spirituality and Ethics**

Traditional Indigenous philosophies, spirituality and ethics, ceremonies, protocols and systems of knowledge in Canada.

Facilitated discussion, 3 hours per week.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

ABED 2F02

### **Indigenous Environmental Knowledge**

Healing for Aboriginal adult learners and educators using the physical environment as a source of Indigenous ways of knowing the land. Connections to the land through creation stories, land-based learning and reciprocal relationships.

Facilitated discussion, 3 hours per week.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

ABED 3F01

### **Indigenous Philosophies in Education**

Indigenous philosophies and traditions underlying how Indigenous peoples teach and learn. Issues specific to the local Indigenous traditions.

Facilitated discussion, 3 hours per week.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

ABED 3F02

### **Indigenous Approaches to Respecting the Land**

Relationship of Indigenous adult learners and educators to the land using the physical environment as a pathway towards traditional Indigenous environmental practices. Strategies for teaching about the respect, conservation and relationship from an Indigenous perspective.

Facilitated discussion, 3 hours per week.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

ABED 3F30

### **Indigenous Research Methodologies**

Theoretical and practical approaches of mainstream and traditional Indigenous research methodologies. Methodologies that respect Indigenous cultures and communities.

Facilitated discussion, 3 hours per week.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

ABED 3F40

### **Decolonizing and Anti-Racism in Education**

Impact of colonization on the lives of Indigenous peoples in Canada focusing on educational issues such as the residential schools. Strategies for decolonizing education.

Facilitated discussion, 3 hours per week.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

ABED 4F14

**Introduction to Aboriginal Education**

Introduction to Aboriginal ways of learning and constructing knowledge and the relationships between culture/education and learning/healing.

Facilitated discussion, 3 hours per week.

Restriction: open to students admitted to the Bachelor of Education Primary/Junior (Aboriginal) program.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in ABED 4F84.

ABED 4F15

**Aboriginal Curriculum Theory and Design**

Introduction to an Aboriginal approach to creating curriculum through a community-based developmental model. Topics include decolonization, relationship between learning and healing, learning outcome development and global Indigenous trends in education.

Facilitated discussion, 3 hours per week.

Restriction: open to students admitted to the Bachelor of Education Primary/Junior (Aboriginal) program.

Prerequisite(s): ABED 4F14 (ABED 4F84).

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in ABED 4F85.

ABED 4F16

**Aboriginal Ways of Teaching and Learning**

Issues in Aboriginal and mainstream adult education including learning styles, evaluation, storytelling, experiential learning and lesson planning.

Facilitated discussion, 3 hours per week.

Restriction: open to students admitted to the Bachelor of Education Primary/Junior (Aboriginal) program.

Prerequisite(s): ABED 4F15 (4F85).

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in ABED 4F86.

ABED 4F17

**Aboriginal Leadership Issues**

Relationship between the colonial experience and contemporary Aboriginal leadership; contemporary policy-making processes and the wider role of the Aboriginal trainer/teacher in our communities.

Facilitated discussion, 3 hours per week.

Restriction: open to students admitted to the Bachelor of Education Primary/Junior (Aboriginal) program.

Prerequisite(s): ABED 4F16 (4F86).

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in ABED 4F87.

ABED 4F18

**Aboriginal Teacher Development**

Reflective theory and practice through a series of hands-on activities designed to encourage both professional renewal and awareness of self as Aboriginal teacher and learner.

Facilitated discussion, 3 hours per week.

Restriction: open to students admitted to the Bachelor of Education Primary/Junior (Aboriginal) program.

Prerequisite(s): ABED 4F17 (4F87).

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in ABED 4F88.

ABED 4F84

**Introduction to Aboriginal Adult Education**

Introduction to Aboriginal ways of learning and constructing knowledge and the relationships between culture/education and learning/healing.

Facilitated discussion, 3 hours per week.

Restriction: open to students admitted to Aboriginal Adult Education.

Note: when course is offered in the Fall term or Winter term, contact hours will be 6 hours per week. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in ABED 4F14 and ADED 4F84.

ABED 4F85

**Aboriginal Curriculum Theory and Design**

Introduction to an Aboriginal approach to creating curriculum through a community-based developmental model. Topics include decolonization, relationship between learning and healing, learning outcome development and global Indigenous trends in education.

Facilitated discussion, 3 hours per week.

Restriction: open to students admitted to Aboriginal Adult Education.

Note: when course is offered in the Fall term or Winter term, contact hours will be 6 hours per week. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in ABED 4F15 and ADED 4F85.

ABED 4F86

**Aboriginal Ways of Teaching and Learning**

Issues in Aboriginal and mainstream adult education including learning styles, evaluation, storytelling, experiential learning and lesson planning.

Facilitated discussion, 3 hours per week.

Restriction: open to students admitted to Aboriginal Adult Education.

Note: when course is offered in the Fall term or Winter term, contact hours will be 6 hours per week. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in ABED 4F16 and ADED 4F86.

ABED 4F87

**Aboriginal Leadership Issues**

Relationship between the colonial experience and contemporary Aboriginal leadership; contemporary policy-making processes and the wider role of the Aboriginal trainer/teacher in our communities.

Facilitated discussion, 3 hours per week.

Restriction: open to students admitted to Aboriginal Adult Education.

Note: when course is offered in the Fall term or Winter term, contact hours will be 6 hours per week. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in ABED 4F17 and ADED 4F87.

ABED 4F88

**Aboriginal Teacher Development**

Reflective theory and practice through a series of hands-on activities designed to encourage both professional renewal and awareness of self as Aboriginal teacher and learner.

Facilitated discussion, 3 hours per week.

Restriction: open to students admitted to Aboriginal Adult Education.

Note: when course is offered in the Fall term or Winter term, contact hours will be 6 hours per week. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in ABED 4F18 and ADED 4F88.

## 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, 2021**.

**Submitted by Sarah McGean on October 5, 2021 at 12:32:36 PM**

**Submitted by Amanda DiFonzo (on behalf of Peter Vietgen) on October 22, 2021 at 01:44:31 PM**

**Submitted by Michael Owen on October 25, 2021 at 08:44:46 AM**

**Submitted by Tricia MacDonald on October 26, 2021 at 03:21:59 PM**

**Edited by Tricia MacDonald (on behalf of Tricia MacDonald) on October 26, 2021 at 03:26:29 PM**  
**Education - Aboriginal Adult Education: Formatting**

**Edited by Tricia MacDonald (on behalf of Tricia MacDonald) on October 26, 2021 at 03:33:54 PM**  
**Education- Bachelor of Education-Primary and Junior (Aboriginal): Formatting**

**Edited by Pauline Carroll (on behalf of Pauline Carroll) on November 25, 2021 at 09:39:19 AM**  
**General Information: UPC Education Subcommittee edits Nov 25, 2021**

**Edited by Pauline Carroll (on behalf of Pauline Carroll) on November 25, 2021 at 11:00:30 AM**  
**General Information: Editorial changes - November 25, 2021**

**Edited by Pauline Carroll (on behalf of Pauline Carroll) on November 25, 2021 at 11:04:28 AM**  
**General Information: Editorial edits - November 25, 2021**

**Edited by Pauline Carroll (on behalf of Pauline Carroll) on November 25, 2021 at 11:45:26 AM**  
**General Information: Editorial edits Education Subcommittee November 25**

**Edited by Pauline Carroll (on behalf of Pauline Carroll) on November 25, 2021 at 11:49:49 AM**  
**General Information: Editorial edits Education Subcommittee November 25**

**Edited by Pauline Carroll (on behalf of Pauline Carroll) on November 25, 2021 at 11:52:52 AM**  
**Certificate in Aboriginal Adult Education: Editorial change Education Subcommittee November 25**

**Edited by Tricia MacDonald (on behalf of Tricia MacDonald) on November 25, 2021 at 12:24:30 PM**  
**Certificate in Aboriginal Adult Education: editorial correction**

# Academic Program Calendar Submission #2022-3199

**Department/Centre:** Education - Adult Education

**Program(s):** Education - Adult Education

## Program Additions/Terminations

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

**Please note: The calendar year runs from May 1, 2022 to April 30, 2023 and begins with the Spring/Summer sessions. All new programs being introduced or the termination of programs will be effective beginning 2022 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. Proposal(s) and Effective Date(s)**

**Please note: The Calendar year runs from May 1, 2022 to April 30, 2023 and begins with the Spring/Summer sessions. All programs being changed will be effective beginning 2022 Spring Session.**

List all proposals, to be implemented, numerically in the following order:

- 1. Officers of Instruction be revised.**
- 2. General Information be revised.**
- 3. Admissions be revised.**
- 4. Program note 1 be revised.**
- 5. Program note 4 be revised.**
- 6. All courses notes be revised.**
- 7. ADED 2P22 Course title be revised.**
- 8. ADED 4F90 course description be revised.**
- 9. ADED 4V95 2022-2023: Practicum in Adult Education variable topics course be re-added to the course bank.**
- 10. Course Description.**
- 11. Remove Course .**

### **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. Officers of Instruction be revised**
- 2. General information be revised to include updated information**
- 3. to reflect microcertificate program**
- 4. changes to reflect more precision in the number of courses that can be completed on LOP from an intimated "all" to an articulated "some".**
- 5. changes to reflect expanded transfer credit awarded beyond the previously articulated "Certificate in the Teaching of Adults".**
- 6. to reflect that the program is offered exclusively online.**
- 7. Title change from Gender Issues in Adult Learning to Gender in Adult Learning. Editorial change to the word "issues" to remove implied connotation of "Issues" with Gender.**
- 8. revised to more accurately reflect contemporary course content.**
- 9. this course is re-added in order to be made available to students.**
- 10. Course descriptions and notes be revised**
- 11. Remove course series ADED 4V95-4V99 Practicum in Adult Education, leaving only course entry ADED 4V95 2022-2023 Practicum in Adult Education**

### **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 - Adult Education

*Program Director*  
Nancy Taber-

*Administrative Director*  
Sandra Plavinskis

*Academic Adviser*  
Faculty of Education Advising ~~Martha Davis~~

## General Information

*Administrative Assistant*

TBA

[adulted@brocku.ca](mailto:adulted@brocku.ca) 905-688-5550, extension 5547

Welch Hall 177

[brocku.ca/education/programs/adult-education/](http://brocku.ca/education/programs/adult-education/)

Programs offered are a Bachelor of Education (BEd) in Adult Education, a Certificate in Adult Education, ~~and~~ a Minor in Adult Education **and Micro-certificate in Postsecondary Education.**

Programs are designed to enhance the abilities of individuals working with, or aspiring to work with, adult populations in a variety of educational/training contexts, as well as those interested in self-study as adult learners. An adult educator's expertise is invaluable not only in adult learning environments like colleges or other post-secondary classrooms, but also in corporations, industrial sites, health care facilities, public service agencies, boardrooms, and anywhere that training and development require a solid foundation in the principles and practices of adult education.

Courses are offered year-round in 4 terms (Fall, Winter, Spring, and Summer) in a facilitated learning cohort model entirely online. Many Adult Education courses have zero textbook costs. For further information contact the Administrative Director.

The Bachelor of Education in Adult Education program does not lead to an Ontario Certificate of Qualification. Those interested in a teaching career in the elementary or secondary school system in Ontario are advised to refer to the Ontario College of Teachers Act 1966 and (Regulation 176/10 Teachers Qualifications) with respect to teachable subjects, definitions, basic qualifications and regulations.

## Admissions

To meet candidates' needs, ~~four~~**three** application routes are available.

Program A:

For those who already hold an undergraduate degree and are pursuing a BEd in Adult Education as a second degree.

Program B:

For those who do not hold an undergraduate degree and are pursuing a BEd in Adult Education as a first degree (any previous post-secondary studies from another university or college diploma program may be considered for possible advanced standing). The prerequisite is an Ontario Secondary School Diploma or equivalent mature student status.

Certificate in Adult Education:

This option is open only to those who do not hold an undergraduate degree. The prerequisite is an Ontario Secondary School Diploma or equivalent mature student status.

**Micro-certificate in Post-Secondary Education:**

**This option is open to those who do not wish to register for a full program and requires an Ontario Secondary School Diploma or equivalent mature student status.**

International applicants may be required to participate in an interview and writing demonstration via Skype.

## Program Notes

1. ~~Some undergraduate~~**Undergraduate** credits required in Program B may be taken on a Letter of Permission (LOP). Students electing this method should familiarize themselves with LOP regulations.
2. Brock will award a maximum of 10.0 advanced standing credits. Students seeking advanced standing through transfer credits should consult the Admissions section of this Calendar for further information.
3. All candidates must take ADED 2F90, 2F91, 2F92, 3F90 and 4F90 through Brock.
4. A College of Applied Arts and Technology diploma may give students a maximum of five undergraduate credits. In some cases, where programs at the College and Brock are completely compatible, up to seven credits may be awarded for a three-

year diploma. ~~Transfer credit is not awarded for previous Certificate programs with the exception of a Certificate in the Teaching of Adults.~~

## **Program A**

- ADED 2F90, 2F91, 2F92, 3F90 and 4F90

## **Program B**

- ADED 2F90, 2F91, 2F92, 3F90, and 4F90
- one Humanities context credit (see program note 4)
- one Sciences context credit (see program note 4)
- one Social Sciences context credit (see program note 4)
- two credits numbered 1(*alpha*)00 or above (see program note 4)
- five credits numbered 2(*alpha*)00 or above (see program note 4)

## **Certificate and Micro-certificate Programs**

### **Certificate in Adult Education**

The Certificate in Adult Education allows those persons who are working in related fields who are not interested in pursuing a degree an opportunity to complete the Certificate.

The certificate is awarded upon completion of the following courses with a minimum 60 percent overall average:

- ADED 2F90, 2F91, 2F92, 3F90 and 4F90

### **Micro-certificate in Post-Secondary Education**

The Micro-certificate in Post-Secondary Education is awarded upon completion of the following courses with a minimum 60 percent overall average:

- ADED 1P31, 2P55, 3P55 and 4P50

### **Minor in Adult Education**

Students in other disciplines can obtain a Minor in Adult Education within their degree program by completing the following courses with a minimum 60 percent overall average:

- One of ADED 1P31, 1P32, 1P33
- ADED 2F90 and 2P41
- two ADED credits numbered 2(*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.

ADED 1P31

**Learning for Success**

Self-management, goal setting, study skill and academic integrity, designed to develop the capacity for critical self-reflection about learning.

Facilitated online seminar, 36 hours per term.

Restriction: open to students admitted to Adult Education, BA CHYS (Honours)/BEd (Primary/Junior), BA (Honours) Integrated Studies/BEd (Junior/Intermediate), BPhEd (Honours)/BEd (Junior/Intermediate), BSc (Honours) Integrated Studies/BEd (Junior/Intermediate), BA (Honours)/BEd (Intermediate/Senior), BPhEd (Honours)/BEd (Intermediate/Senior) and BSc (Honours)/BEd (Intermediate/Senior) majors, BECE students and Adult Education minors until date specified in Registration guide.

Note: ~~this course may be offered in multiple modes of delivery. The method of delivery will be listed on [line](#), the academic timetable, in the applicable term.~~

ADED 1P32

**Learning in Digital Contexts**

Introduction to learning with contemporary media in digital university-level contexts.

Facilitated online seminar, 36 hours per term.

Restriction: open to students admitted to Adult Education, BA CHYS (Honours)/BEd (Primary/Junior), BA (Honours) Integrated Studies/BEd (Junior/Intermediate), BPhEd (Honours)/BEd (Junior/Intermediate), BSc (Honours) Integrated Studies/BEd (Junior/Intermediate), BA (Honours)/BEd (Intermediate/Senior), BPhEd (Honours)/BEd (Intermediate/Senior) and BSc (Honours)/BEd (Intermediate/Senior) majors, BECE students and Adult Education minors until date specified in Registration guide.

Note: ~~this course may be offered in multiple modes of delivery. The method of delivery will be listed on [line](#), the academic timetable, in the applicable term.~~

ADED 1P33

**Scholarly Writing for Adult Learners**

Writing fundamentals of grammar conventions, research skills, essay writing, editing skills and APA formatting.

Facilitated online seminar, 36 hours per term.

Restriction: open to students admitted to Adult Education, BA CHYS (Honours)/BEd (Primary/Junior), BA (Honours) Integrated Studies/BEd (Junior/Intermediate), BPhEd (Honours)/BEd (Junior/Intermediate), BSc (Honours) Integrated Studies/BEd (Junior/Intermediate), BA (Honours)/BEd (Intermediate/Senior), BPhEd (Honours)/BEd (Intermediate/Senior) and BSc (Honours)/BEd (Intermediate/Senior) majors, BECE students and Adult Education minors until date specified in Registration guide.

Note: ~~this course may be offered in multiple modes of delivery. The method of delivery will be listed on [line](#), the academic timetable, in the applicable term.~~

ADED 2F90

**Foundations of Adult Education**

Theories, practices and contexts of adult education.

Facilitated online seminar, 72 hours per term.

Restriction: open to students admitted to Adult Education, Minors in Adult Education and BECE majors.

Note: ~~this course may be offered in multiple modes of delivery. The method of delivery will be listed on [line](#), the academic timetable, in the applicable term.~~

Completion of this course will replace previous assigned grade and credit obtained in ADED 4F31.

ADED 2F91

**Facilitating Adult Learning**

Application and evaluation of facilitation methods.

Facilitated online seminar, 72 hours per term.

Restriction: open to students admitted to Adult Education and BECE majors.

Prerequisite(s): ADED 2F90.

Note: ~~this course may be offered in multiple modes of delivery. The method of delivery will be listed on [line](#), the academic timetable, in the applicable term.~~

Completion of this course will replace previous assigned grade and credit obtained in ADED 4F32.

ADED 2F92

**Curriculum Design for Adult Learners**

Investigation and evaluation of curriculum development models.

Facilitated online seminar, 72 hours per term.

Restriction: open to students admitted to Adult Education.

Prerequisite(s): ADED 2F91.

Note: ~~this course may be offered in multiple modes of delivery. The method of delivery will be listed on [line](#), the academic timetable, in the applicable term.~~

Completion of this course will replace previous assigned grade and credit obtained in ADED 4F33.

ADED 2P21

**Fostering Adult Creativity and Imagination**

Alternate approaches to inform and generate knowledge and personal reflective practice.

Facilitated online seminar, 36 hours per term.

Restriction: open to students admitted to Adult Education, BA CHYS (Honours)/BEd (Primary/Junior), BA (Honours) Integrated Studies/BEd (Junior/Intermediate), BPhEd (Honours)/BEd (Junior/Intermediate), BSc (Honours) Integrated Studies/BEd (Junior/Intermediate), BA (Honours)/BEd (Intermediate/Senior), BPhEd (Honours)/BEd (Intermediate/Senior) and BSc (Honours)/BEd (Intermediate/Senior) majors, BECE students and Adult Education minors until date specified in Registration guide.

Note: ~~this course may be offered in multiple modes of delivery. The method of delivery will be listed on [line](#), the academic timetable, in the applicable term.~~

ADED 2P22

**Gender in Adult Learning**~~Gender Issues in Adult Learning~~

Significant themes influencing adult learners and related educational implications.

Facilitated online seminar, 36 hours per term.

Restriction: open to students admitted to Adult Education, BA CHYS (Honours)/BEd (Primary/Junior), BA (Honours) Integrated Studies/BEd (Junior/Intermediate), BPhEd (Honours)/BEd (Junior/Intermediate), BSc (Honours) Integrated Studies/BEd (Junior/Intermediate), BA (Honours)/BEd (Intermediate/Senior), BPhEd (Honours)/BEd (Intermediate/Senior) and BSc (Honours)/BEd (Intermediate/Senior) majors, BECE students and Adult Education minors until date specified in Registration guide.

Note: ~~this course may be offered in multiple modes of delivery. The method of delivery will be listed on [line](#), the academic timetable, in the applicable term.~~

ADED 2P41

**History of Adult Learning in Canada**

Evolution and development, individual informal and formal learning practices, adult education structures ~~through five historical timeframes~~ and the impact of international developments.

Facilitated online seminar, 36 hours per term.

Restriction: open to students admitted to Adult Education, BA CHYS (Honours)/BEd (Primary/Junior), BA (Honours) Integrated Studies/BEd (Junior/Intermediate), BPhEd (Honours)/BEd (Junior/Intermediate), BSc (Honours) Integrated Studies/BEd (Junior/Intermediate), BA (Honours)/BEd (Intermediate/Senior), BPhEd (Honours)/BEd (Intermediate/Senior) and BSc (Honours)/BEd (Intermediate/Senior) majors, BECE students and Adult Education minors until date specified in Registration guide.

Note: ~~this course may be offered in multiple modes of delivery. The method of delivery will be listed on [line](#), the academic timetable, in the applicable term.~~

Completion of this course will replace previous assigned grade and credit obtained in ADED 1P41.

ADED 2P50

**Post-secondary Online and Blended Learning**

Opportunity to examine the potential benefits and challenges of online teaching and learning. Specific strategies and resources that can be utilized to support the development of successful online and blended learning experiences for post-secondary learners. Facilitated online seminar, 36 hours per term.

Restriction: open to students admitted to Adult Education, BA CHYS (Honours)/BEd (Primary/Junior), BA (Honours) Integrated Studies/BEd (Junior/Intermediate), BPhEd (Honours)/BEd (Junior/Intermediate), BSc (Honours) Integrated Studies/BEd (Junior/Intermediate), BA (Honours)/BEd (Intermediate/Senior), BPhEd (Honours)/BEd (Intermediate/Senior) and BSc (Honours)/BEd (Intermediate/Senior) majors, BECE students and Adult Education minors until date specified in Registration guide.

Prerequisite(s): ADED 2F92 or program approval.

Note: ~~this course may be offered in multiple modes of delivery. The method of delivery will be listed on [line](#), the academic timetable, in the applicable term.~~

ADED 2P55

**Innovative Approaches to Post-secondary Education Issues and Trends**

Review of emerging issues affecting the post-secondary education sector as well as the political, economic, sociological and technological trends that may affect the future of post-secondary education in Ontario and Canada.

Facilitated online seminar, 36 hours per term.

Restriction: open to students admitted to Adult Education, BA CHYS (Honours)/BEd (Primary/Junior), BA (Honours) Integrated Studies/BEd (Junior/Intermediate), BPhEd (Honours)/BEd (Junior/Intermediate), BSc (Honours) Integrated Studies/BEd (Junior/Intermediate), BA (Honours)/BEd (Intermediate/Senior), BPhEd (Honours)/BEd (Intermediate/Senior) and BSc (Honours)/BEd (Intermediate/Senior) majors, BECE students and Adult Education minors until date specified in Registration guide.

Note: ~~this course may be offered in multiple modes of delivery. The method of delivery will be listed on [line](#), the academic timetable, in the applicable term.~~

ADED 2P97

**Introduction to Leadership Theory in Adult Education**

Major theories, approaches, models and themes related to the study of organizational leadership.

Facilitated online seminar, 36 hours per term.

Restriction: open to students admitted to Adult Education, BA CHYS (Honours)/BEd (Primary/Junior), BA (Honours) Integrated Studies/BEd (Junior/Intermediate), BPhEd (Honours)/BEd (Junior/Intermediate), BSc (Honours) Integrated Studies/BEd (Junior/Intermediate), BA (Honours)/BEd (Intermediate/Senior), BPhEd (Honours)/BEd (Intermediate/Senior) and BSc (Honours)/BEd (Intermediate/Senior) majors, BECE students and Adult Education minors until date specified in Registration guide.

Note: ~~this course may be offered in multiple modes of delivery. The method of delivery will be listed on [line](#), the academic timetable, in the applicable term.~~

Completion of this course will replace previous assigned grade and credit obtained in ADED 4P96.

ADED 3F90

**Work and Learning in Organizations**

Investigation of work and learning communities.

Facilitated online seminar, 72 hours per term.

Restriction: open to students admitted to Adult Education and BECE Majors.

~~Prerequisite(s): ADED 2F92.~~

Note: ~~this course may be offered in multiple modes of delivery. The method of delivery will be listed on [line](#), the academic timetable, in the applicable term.~~

Completion of this course will replace previous assigned grade and credit obtained in ADED 4F34.

ADED 3P11

**Geragogy: Educating the Third Age Learner**

Psychological, sociological and philosophical issues surrounding older adult learning.

Facilitated online seminar, 36 hours per term.

Restriction: open to students admitted to Adult Education, BA CHYS (Honours)/BEd (Primary/Junior), BA (Honours) Integrated Studies/BEd (Junior/Intermediate), BPhEd (Honours)/BEd (Junior/Intermediate), BSc (Honours) Integrated Studies/BEd (Junior/Intermediate), BA (Honours)/BEd (Intermediate/Senior), BPhEd (Honours)/BEd (Intermediate/Senior) and BSc (Honours)/BEd (Intermediate/Senior) majors, BECE students, GERO minors, and Adult Education minors until date specified in Registration guide.

Note: ~~this course may be offered in multiple modes of delivery. The method of delivery will be listed on [line](#), the academic timetable, in the applicable term.~~

ADED 3P12

**Conflict Management: Resolutions and Relationships**

Introduction to the concepts and strategies of non-adversarial conflict resolution as it relates to family, the workplace and the community focusing on a conceptual framework for resolving differences in order to maintain and strengthen interpersonal relationships.

Facilitated online seminar, 36 hours per term.

Restriction: open to students admitted to Adult Education, BA CHYS (Honours)/BEd (Primary/Junior), BA (Honours) Integrated Studies/BEd (Junior/Intermediate), BPhEd (Honours)/BEd (Junior/Intermediate), BSc (Honours) Integrated Studies/BEd (Junior/Intermediate), BA (Honours)/BEd (Intermediate/Senior), BPhEd (Honours)/BEd (Intermediate/Senior) and BSc (Honours)/BEd (Intermediate/Senior) majors, BECE students and Adult Education minors until date specified in Registration guide.

Note: ~~this course may be offered in multiple modes of delivery. The method of delivery will be listed on [line](#), the academic timetable, in the applicable term.~~

Completion of this course will replace previous assigned grade and credit obtained in ADED 2P11.

ADED 3P22

**Learning Disabilities in Adult Education**

Best practices in support and accommodation of adults with learning disabilities. Topics include research and legislation in academic and workplace environments.

Facilitated online seminar, 36 hours per term.

Restriction: open to students admitted to Adult Education, BA CHYS (Honours)/BEd (Primary/Junior), BA (Honours) Integrated Studies/BEd (Junior/Intermediate), BPhEd (Honours)/BEd (Junior/Intermediate), BSc (Honours) Integrated Studies/BEd (Junior/Intermediate), BA (Honours)/BEd (Intermediate/Senior), BPhEd (Honours)/BEd (Intermediate/Senior) and BSc (Honours)/BEd (Intermediate/Senior) majors, BECE students and Adult Education minors until date specified in Registration guide.

Note: ~~this course may be offered in multiple modes of delivery. The method of delivery will be listed on [line](#), the academic timetable, in the applicable term.~~

ADED 3P31

**Intercultural Communication in Adult Education**

Topics include cultural identity, communication variables and values, and culture as context for communication.

Facilitated online seminar, 36 hours per term.

Restriction: open to students admitted to Adult Education, BA CHYS (Honours)/BEd (Primary/Junior), BA (Honours) Integrated Studies/BEd (Junior/Intermediate), BPhEd (Honours)/BEd (Junior/Intermediate), BSc (Honours) Integrated Studies/BEd (Junior/Intermediate), BA (Honours)/BEd (Intermediate/Senior), BPhEd (Honours)/BEd (Intermediate/Senior) and BSc (Honours)/BEd (Intermediate/Senior) majors, BECE students and Adult Education minors until date specified in Registration guide.

Note: ~~this course may be offered in multiple modes of delivery. The method of delivery will be listed on [line](#), the academic timetable, in the applicable term.~~

ADED 3P32

**Facilitating Adult English Language Learning**

Theoretical constructs, language learning contexts, English as a Subsequent Language (ESL) skill areas, integrated approaches, technology in language teaching, assessment and concerns and controversies. Topics in adult learning theory, including immigration, cultural considerations and Canadian culture and language in the Canadian ESL context.

Facilitated online seminar, 36 hours per term.

Restriction: open to students admitted to Adult Education, BA CHYS (Honours)/BEd (Primary/Junior), BA (Honours) Integrated Studies/BEd (Junior/Intermediate), BPhEd (Honours)/BEd (Junior/Intermediate), BSc (Honours) Integrated Studies/BEd (Junior/Intermediate), BA (Honours)/BEd (Intermediate/Senior), BPhEd (Honours)/BEd (Intermediate/Senior) and BSc (Honours)/BEd (Intermediate/Senior) majors, BECE students and Adult Education minors until date specified in Registration guide.

Note: ~~this course may be offered in multiple modes of delivery. The method of delivery will be listed on [line](#), the academic timetable, in the applicable term.~~

Completion of this course will replace previous assigned grade and credit obtained in ADED 3P51.

ADED 3P41

**Community Outreach and Adult Literacy**

Introduction to community outreach in Canada. Community theories, definitions, principles, outreach relation, adult literacy and social advocacy. Outreach for empowering societal change and betterment.

Facilitated online seminar, 36 hours per term.

Restriction: open to students admitted to Adult Education, BA CHYS (Honours)/BEd (Primary/Junior), BA (Honours) Integrated Studies/BEd (Junior/Intermediate), BPhEd (Honours)/BEd (Junior/Intermediate), BSc (Honours) Integrated Studies/BEd (Junior/Intermediate), BA (Honours)/BEd (Intermediate/Senior), BPhEd (Honours)/BEd (Intermediate/Senior) and BSc (Honours)/BEd (Intermediate/Senior) majors, BECE students and Adult Education minors until date specified in Registration guide.

Note: ~~this course may be offered in multiple modes of delivery. The method of delivery will be listed on [line](#), the academic timetable, in the applicable term.~~

ADED 3P50

**Learning by Doing: Experiential Education in Post-secondary Education**

Development of a critically informed understanding of the relevant merits of using various experiential learning models. Selecting, planning and developing an experiential learning opportunity, including the design of assessments, teaching and learning activities and resources for industry and community partners.

Facilitated online seminar, 36 hours per term.

Restriction: open to students admitted to Adult Education, BA CHYS (Honours)/BEd (Primary/Junior), BA (Honours) Integrated Studies/BEd (Junior/Intermediate), BPhEd (Honours)/BEd (Junior/Intermediate), BSc (Honours) Integrated Studies/BEd (Junior/Intermediate), BA (Honours)/BEd (Intermediate/Senior), BPhEd (Honours)/BEd (Intermediate/Senior) and BSc (Honours)/BEd (Intermediate/Senior) majors, BECE students and Adult Education minors until date specified in Registration guide.

Prerequisite(s): ADED 2F92 or program approval.

Note: ~~this course may be offered in multiple modes of delivery. The method of delivery will be listed on [line](#), the academic timetable, in the applicable term.~~

ADED 3P55

**Ethical Governance in Post-secondary Education**

Theoretical foundations, government agencies and policies that influence university and college academic structures in Ontario and Canada.

Facilitated online seminar, 36 hours per term.

Restriction: open to students admitted to Adult Education, BA CHYS (Honours)/BEd (Primary/Junior), BA (Honours) Integrated Studies/BEd (Junior/Intermediate), BPhEd (Honours)/BEd (Junior/Intermediate), BSc (Honours) Integrated Studies/BEd (Junior/Intermediate), BA (Honours)/BEd (Intermediate/Senior), BPhEd (Honours)/BEd (Intermediate/Senior) and BSc (Honours)/BEd (Intermediate/Senior) majors, BECE students and Adult Education minors until date specified in Registration guide.

Note: ~~this course may be offered in multiple modes of delivery. The method of delivery will be listed on [line](#), the academic timetable, in the applicable term.~~

ADED 3P91

**Power, Practice and Process in Learning**

Theoretical, pedagogical, curricular and practical issues of power dynamics and differentials in post-secondary and community outreach.

Facilitated online seminar, 36 hours per term.

Restriction: open to students admitted to Adult Education, BA CHYS (Honours)/BEd (Primary/Junior), BA (Honours) Integrated Studies/BEd (Junior/Intermediate), BPhEd (Honours)/BEd (Junior/Intermediate), BSc (Honours) Integrated Studies/BEd (Junior/Intermediate), BA (Honours)/BEd (Intermediate/Senior), BPhEd (Honours)/BEd (Intermediate/Senior) and BSc (Honours)/BEd (Intermediate/Senior) majors, BECE students and Adult Education minors until date specified in Registration guide.

Note: ~~this course may be offered in multiple modes of delivery. The method of delivery will be listed on [line](#), the academic timetable, in the applicable term.~~

Completion of this course will replace previous assigned grade and credit in ADED 4P91.

ADED 3P95

**Evaluating Learning**

Methods and strategies used to develop criteria to evaluate learning in academic, work, community and not-for-profit contexts. Topics include planning and evaluation in both face to face and online environments.

Facilitated online seminar, 36 hours per term.

Restriction: open to students admitted to Adult Education, BA CHYS (Honours)/BEd (Primary/Junior), BA (Honours) Integrated Studies/BEd (Junior/Intermediate), BPhEd (Honours)/BEd (Junior/Intermediate), BSc (Honours) Integrated Studies/BEd (Junior/Intermediate), BA (Honours)/BEd (Intermediate/Senior), BPhEd (Honours)/BEd (Intermediate/Senior) and BSc (Honours)/BEd (Intermediate/Senior) majors, BECE students and Adult Education minors until date specified in Registration guide.

Note: ~~this course may be offered in multiple modes of delivery. The method of delivery will be listed on [line](#), the academic timetable, in the applicable term.~~

Completion of this course will replace previous assigned grade and credit obtained in ADED 4P94.

ADED 3P97

**Application of Leadership Theory in Adult Education**

Specific leadership skills relevant to authentic workplace situations.

Facilitated online seminar, 36 hours per term.

Restriction: open to students admitted to Adult Education, BA CHYS (Honours)/BEd (Primary/Junior), BA (Honours) Integrated Studies/BEd (Junior/Intermediate), BPhEd (Honours)/BEd (Junior/Intermediate), BSc (Honours) Integrated Studies/BEd (Junior/Intermediate), BA (Honours)/BEd (Intermediate/Senior), BPhEd (Honours)/BEd (Intermediate/Senior) and BSc (Honours)/BEd (Intermediate/Senior) majors, BECE students and Adult Education minors until date specified in Registration guide.

Note: ~~this course may be offered in multiple modes of delivery. The method of delivery will be listed on [line](#), the academic timetable, in the applicable term.~~

Completion of this course will replace previous assigned grade and credit obtained in ADED 4P97.

ADED 4D99

**Adult Education Honours Thesis**

Research project carried out under the supervision of a faculty member.

Facilitated online seminar. 108 hours per term.

Restriction: open to students admitted to Adult Education with a minimum of 10.0 overall credits.

Prerequisite(s): ADED 4F90.

Note: ~~this course may be offered in multiple modes of delivery. The method of delivery will be listed on [line](#), the academic timetable, in the applicable term.~~

ADED 4F90

### **Research and Critical Reflection in Adult Education**

~~Researcher positionality, research questions, methodologies, and methods~~ Contemporary issues in adult education.

Facilitated online seminar, 72 hours per term.

Restriction: open to students admitted to Adult Education.

Prerequisite(s): ADED 3F90.

Note: ~~this course may be offered in multiple modes of delivery. The method of delivery will be listed on~~line, the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in ADED 4F35.

ADED 4P50

### **Scholarship of Post-secondary Teaching and Learning**

Practices related to the Scholarship of Teaching and Learning (SoTL) that can have a positive effect on student learning and professional growth.

Facilitated online seminar, 36 hours per term.

Restriction: open to students admitted to Adult Education, BA CHYS (Honours)/BEd (Primary/Junior), BA (Honours) Integrated Studies/BEd (Junior/Intermediate), BPhEd (Honours)/BEd (Junior/Intermediate), BSc (Honours) Integrated Studies/BEd (Junior/Intermediate), BA (Honours)/BEd (Intermediate/Senior), BPhEd (Honours)/BEd (Intermediate/Senior) and BSc (Honours)/BEd (Intermediate/Senior) majors, BECE students and Adult Education minors until date specified in Registration guide.

Note: ~~this course may be offered in multiple modes of delivery. The method of delivery will be listed on~~line, the academic timetable, in the applicable term.

ADED 4P71

### **Cost Benefit Analysis in Adult Education Contexts**

Knowledge and decision-making skills required to review and assess the costs, benefits, conflicts and tradeoffs associated with educational and training initiatives by exploring assumptions, models and methodologies used in all segments of Canadian society.

Facilitated online seminar, 36 hours per term.

Restriction: open to students admitted to Adult Education, BA CHYS (Honours)/BEd (Primary/Junior), BA (Honours) Integrated Studies/BEd (Junior/Intermediate), BPhEd (Honours)/BEd (Junior/Intermediate), BSc (Honours) Integrated Studies/BEd (Junior/Intermediate), BA (Honours)/BEd (Intermediate/Senior), BPhEd (Honours)/BEd (Intermediate/Senior) and BSc (Honours)/BEd (Intermediate/Senior) majors, BECE students and Adult Education minors until date specified in Registration guide.

Note: ~~this course may be offered in multiple modes of delivery. The method of delivery will be listed on~~line, the academic timetable, in the applicable term.

ADED 4P85

### **Independent Study in Adult Education I**

Guided reading, study or research on a topic not covered in regular course offerings.

Facilitated online seminar. 36 hours per term.

Prerequisite(s): ADED 2F90 (4F31).

Note: ~~this course may be offered in multiple modes of delivery. The method of delivery will be listed on~~line, the academic timetable, in the applicable term.

ADED 4P93

### **Adult Education in the Global Context**

Global social, economic and political contexts of adult education.

Facilitated online seminar, 36 hours per term.

Restriction: open to students admitted to Adult Education, BA CHYS (Honours)/BEd (Primary/Junior), BA (Honours) Integrated Studies/BEd (Junior/Intermediate), BPhEd (Honours)/BEd (Junior/Intermediate), BSc (Honours) Integrated Studies/BEd (Junior/Intermediate), BA (Honours)/BEd (Intermediate/Senior), BPhEd (Honours)/BEd (Intermediate/Senior) and BSc (Honours)/BEd (Intermediate/Senior) majors, BECE students and Adult Education minors until date specified in Registration guide.

Note: ~~this course may be offered in multiple modes of delivery. The method of delivery will be listed on~~line, the academic timetable, in the applicable term.

ADED 4P95

**Evaluating Adult Education Programs**

Theoretical, ethical and methodological foundations of program evaluation relevant to social and adult educational programming. Facilitated online seminar, 36 hours per term.

Restriction: open to students admitted to Adult Education, BA CHYS (Honours)/BEd (Primary/Junior), BA (Honours) Integrated Studies/BEd (Junior/Intermediate), BPhEd (Honours)/BEd (Junior/Intermediate), BSc (Honours) Integrated Studies/BEd (Junior/Intermediate), BA (Honours)/BEd (Intermediate/Senior), BPhEd (Honours)/BEd (Intermediate/Senior) and BSc (Honours)/BEd (Intermediate/Senior) majors, BECE students and Adult Education minors until date specified in Registration guide.

Note: ~~this course may be offered in multiple modes of delivery. The method of delivery will be listed on line, the academic timetable, in the applicable term.~~

ADED 4V90-4V94

**Selected Topics in Adult Education**

Topics selected on the basis of Faculty expertise.

Facilitated online seminar, 36 hours per term.

Prerequisite(s): ADED 2F90 (4F31) or program approval.

**EXPERIENTIAL LEARNING COURSES**

ADED 4V95-4V99

**Practicum in Adult Education**

Experiential academic and practical learning related to the field of Adult Education.

Facilitated online seminar, 36 hours per term.

Restriction: permission of the Adult Education Program Director.

Prerequisite(s): ADED 2F90 (4F31).

Note: consultation is done prior to enrolment. A written agreement is signed by the Director and filed with the Department.

ADED 4V95

**~~2021-2022-2023~~: Practicum in Adult Education**

Experiential academic and practical learning opportunity with a faculty member willing to supervise the student.

Facilitated online seminar, 36 hours per term.

Restriction: permission of the Adult Education Program Director.

Prerequisite(s): ADED 2F90 (4F31).

Note: consultation is done prior to enrolment. A written agreement is signed by the Director and filed with the Department.

**Offered online.** ~~This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.~~

## 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).

ADED 4P85 - Independent Study in Adult Education I  
ADED 1P33 - Scholarly Writing for Adult Learners  
ADED 4V95 - 2022-2023: Practicum in Adult Education  
ADED 2P22 - Gender in Adult Learning  
ADED 2P41 - History of Adult Learning in Canada  
ADED 3F90 - Work and Learning in Organizations  
ADED 1P31 - Learning for Success  
ADED 1P32 - Learning in Digital Contexts  
ADED 2F90 - Foundations of Adult Education  
ADED 2F91 - Facilitating Adult Learning  
ADED 2F92 - Curriculum Design for Adult Learners  
ADED 2P21 - Fostering Adult Creativity and Imagination  
ADED 2P50 - Post-secondary Online and Blended Learning  
ADED 2P55 - Innovative Approaches to Post-secondary Education Issues and Trends  
ADED 2P97 - Introduction to Leadership Theory in Adult Education  
ADED 3P11 - Geragogy: Educating the Third Age Learner  
ADED 3P12 - Conflict Management: Resolutions and Relationships  
ADED 3P22 - Learning Disabilities in Adult Education  
ADED 3P31 - Intercultural Communication in Adult Education  
ADED 3P32 - Facilitating Adult English Language Learning  
ADED 3P41 - Community Outreach and Adult Literacy  
ADED 3P50 - Learning by Doing: Experiential Education in Post-secondary Education  
ADED 3P55 - Ethical Governance in Post-secondary Education  
ADED 3P91 - Power, Practice and Process in Learning  
ADED 3P95 - Evaluating Learning  
ADED 3P97 - Application of Leadership Theory in Adult Education  
ADED 4D99 - Adult Education Honours Thesis  
ADED 4F90 - Research and Critical Reflection in Adult Education  
ADED 4P50 - Scholarship of Post-secondary Teaching and Learning  
ADED 4P71 - Cost Benefit Analysis in Adult Education Contexts  
ADED 4P93 - Adult Education in the Global Context  
ADED 4P95 - Evaluating Adult Education Programs  
ADED 4V90-4V94 - Selected Topics in Adult 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, 2021**.

**Submitted by Sandra Plavinskis on October 14, 2021 at 03:27:18 PM**

**Submitted by Nancy Taber on October 15, 2021 at 08:10:08 AM**

**Submitted by Michael Owen on October 15, 2021 at 12:48:13 PM**

**Submitted by Tricia MacDonald on October 22, 2021 at 11:32:56 AM**

**Edited by Tricia MacDonald on October 22, 2021 at 01:09:57 PM**

**ADED 1P31:** online only.

**Edited by Tricia MacDonald (on behalf of Tricia MacDonald) on November 25, 2021 at 12:34:00 PM**

**Admissions:** UPC Education Subcommittee - Nov 25, 2021

**Edited by Tricia MacDonald (on behalf of Tricia MacDonald) on November 25, 2021 at 12:38:30 PM**

**Admissions:** editorial correction

# Academic Program Calendar Submission #2022-3317

**Department/Centre:** Education - Graduate and Undergraduate Studies in Education

**Program(s):** Education-Bachelor of Early Childhood Education

## Program Additions/Terminations

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

**Please note: The calendar year runs from May 1, 2022 to April 30, 2023 and begins with the Spring/Summer sessions. All new programs being introduced or the termination of programs will be effective beginning 2022 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. Proposal(s) and Effective Date(s)

Please note: The Calendar year runs from May 1, 2022 to April 30, 2023 and begins with the Spring/Summer sessions. All programs being changed will be effective beginning 2022 Spring Session. List all proposals, to be implemented, numerically in the following order:

1. Create standalone calendar entry for BECE program.
2. EDUC 2F95, 3P50, 3P51, 3P52, 3P53, 3P54, 3P55, 3P85, 4D50, 4P04, 4P14, 4P24, 4P52, 4P81, 4P85 be renumbered ECEC 2F95, 3P50, 3P51, 3P52, 3P53, 3P54, 3P55, 3P85, 4D50, 4P04, 4P14, 4P24, 4P52, 4P81, 4P85 respectively and exclusion added.
3. ECEC 3P50 (also offered as CHYS 3P50) course restriction be revised .
4. ECEC 4D50 course restriction 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. As requested by APC as the next step in creating a standalone BECE calendar entry
2. EDUC courses deleted from Educational Studies chapter and relocated to new BECE chapter. New course code "ECEC" approved at Senate #694 (November 17, 2021)
3. Course restriction be revised in consultation with CHYS.
4. to reflect that permission of the instructor is no longer an option.

### 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.

## Early Childhood Education (Honours)

*<em>This program is offered through the Department of Educational Studies</em>*

*<em>Director</em>*

Debra Harwood

*<em>Program Administrator</em>*

Betty Chambers

*<em>Academic Advising</em>*

Ethna Bernat

### General Information

This program is offered online.

The Bachelor of Early Childhood Education (BECE Honours) program builds on the foundation of a two-year Early Childhood Education Diploma program or equivalent. The degree focuses on fostering educators' comprehensive and critical understandings of the issues and trends in early care and education for children from birth to 8 years as well as broadening insights into educational contexts and theories.

Graduates of the Bachelor of Early Childhood Education (BECE Honours) program are expected to take on positions that require a strong foundation in early care and education or apply to graduate studies or to teacher education programs that lead to a

Provincial Teaching Certificate.

## Admission Requirement

Graduates of a two-year Early Childhood Education Diploma program or equivalent with a cumulative 75 percent average are eligible to apply for entry into the Bachelor of Early Childhood Education (BECE Honours) degree program. For more information: [brocku.ca/education/programs/early-childhood-education/](http://brocku.ca/education/programs/early-childhood-education/)

## College Transfer/Degree Completion Pathway

Students completing a two-year Early Childhood Education Diploma program or equivalent, with a minimum 75 percent average may earn 7.0 transfer credits with Brock University towards a Bachelor of Early Childhood Education (Honours) degree. Applications for full-time studies can be made via the OUAC 105 application system. Applicants should contact the Office of the Registrar-Admissions department at Brock University for more information.

Applicants who successfully complete an Early Childhood Education Diploma or equivalent as part of a degree-completion pathway, will be considered with a minimum of 7.0 university level courses at the time of application for the Brock Teacher Education Primary/Junior BEd Division.

## Program Notes

1. Students are encouraged to book an academic advising appointment once per term.
2. Students are encouraged to have a current satisfactory police record check with a vulnerable sector screening.
3. Students given transfer credit for the Social Sciences context credit take 1.0 elective credit.
4. The Bachelor of Early Childhood Education (BECE) degree does not lead to an Ontario Teacher Certificate.
5. Students deciding to transfer to another program will have their transfer credits reassessed by the Office of the Registrar to align with their major program requirements. Students are strongly encouraged to consult with the Office of the Registrar prior to any program changes.
6. *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 some circumstances, to meet university degree and program requirements, more than 20 credits may be taken.*

## Bachelor of Early Childhood Education (Honours only)

This program does not lead to an Ontario Teacher Certificate.

### *Years 1 and 2*

- Completion of Early Childhood Education diploma or equivalent

### *Year 3*

- ECEC 2F95
- ECEC 3P50, 3P51, 3P53, 3P54, 3P55 and 3P85
- one credit from EDUC 2P65, 3F01, 3P00, 3P40, 3P45, 3P70, 3P91, 3P97, 4P03, 4P46, 4P62, 4P70, ADED 2F90, 2F91, 3P12, 3P41, 3F90

### *Spring/Summer Sessions:*

- EDUC 4P35
- one Humanities context credit
- one Sciences context credit

#### Year 4

- ECEC 4D50, 4P14, 4P24, 4P52, 4P81 and 4P85
- one Social Sciences context credit (see program note 3)

Under exceptional circumstances, the Department may require the substitution of other relevant courses for those usually required.

## Certificate and Micro-certificate Programs

### Micro-certificate in Special Needs in ECE

The Micro-certificate Special Needs in ECE is awarded upon completion of the following courses with a minimum overall average of 60 percent:

- ECEC 3P55 and 4P52

## 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 a 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.

\* ECEC 2F95

### **Indigenous Culture and Early Childhood Education**

(also offered as INDG 2F95)

Introduction of the culture of a selected Indigenous Society to early childhood educators.

Lectures, seminar, 3 hours per week.

Restriction: open to BECE majors.

Prerequisite(s): offered online.

Completion of this course will replace grade and credit in EDUC 2F95.

\* ECEC 3P50

### **Early Childhood Education I**

(also offered as CHYS 3P50)

Early childhood education programs for children from birth to age eight. Topics include the historical and societal influences on early childhood education, program models derived from theories of learning and child development and research on the effectiveness of these programs.

Lectures, seminar, 3 hours per week.

Restriction: open to BECE students until the date specified in Registration guide. After that date open to CHYS (single or combined) majors with a minimum of 9.0 overall credits until date specified in Registration guide.

Note: offered online.

Completion of this course will replace grade and credit in CHYS or EDUC 3P50.

ECEC 3P51

### **Early Childhood Education for Sustainability**

Theoretical and foundational concepts and principles of sustainability. Early childhood education's importance in promoting transformative change in curriculum and pedagogy, and movement toward experiential, constructivist and participatory learning and teaching.

Lectures, seminar, 3 hours per week.

Restriction: open to BECE students and ENSU minors.

Note: offered online.

Completion of this course will replace grade and credit in EDUC 3P51.

ECEC 3P52

**Early Childhood Education II**

Methods in early childhood education programs for children from birth to age eight. Topics include curricula, instructional strategies and evaluative techniques.

Lecture, seminar, 3 hours per week.

Restriction: open to BECE students.

Prerequisite(s): ECEC (EDUC) 3P50.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace grade and credit in CHYS 3P52 and EDUC 3P52.

ECEC 3P53

**Ethics, Policies and Care in Early Childhood Education**

Diverse perspectives on ethics, policy and care in early childhood education through local and global contexts. Policies that govern ECE practices from a socio-political-cultural perspective.

Lecture, seminar, 3 hours per week.

Restriction: open to BECE students.

Note: offered online.

Completion of this course will replace grade and credit in EDUC 3P53.

ECEC 3P54

**Evaluating the Science Behind the Developing Child**

Critiquing the science and theories of early human development and the role of experiences during the prenatal and early childhood periods as key influences on health, education, behaviour and the general well-being of children.

Seminar, 3 hours per week.

Restriction: open to BECE students.

Note: offered online.

Completion of this course will replace grade and credit in EDUC 3F02 and EDUC 3P54.

ECEC 3P55

**Young Children with Exceptionalities**

Learning and developmental aspects of young children with exceptional needs. Topics may include exceptionalities with social cognition, executive function, learning disabilities, behavioural, sensory, motor/physical challenges, and/or pervasive disabilities.

Seminar, 3 hours per week.

Restriction: open to BECE and micro-certificate Special Needs in ECE students.

Note: offered online.

Completion of this course will replace grade and credit in EDUC 3F02 and EDUC 3P55.

ECEC 3P85

**Internship I**

Community or school-based placement. Examining the process and theory of teaching in relation to curriculum development, observation, documentation and evaluation.

Restriction: open to BECE students.

Note: students are responsible for their own transportation and require a current police record check, with a vulnerable sector screening. Offered online.

Completion of this course will replace grade and credit in EDUC 3P85.

ECEC 4D50

**Early Childhood Education Honours Thesis**

Research project carried out under the supervision of a faculty adviser.

Seminar, 3 hours per week.

Prerequisite(s): open to BECE students.

Note: offered online.

Completion of this course will replace grade and credit in EDUC 4F50 and EDUC 4D50.

ECEC 4P04

**Observation and Evaluation for the Early Years**

Assessment of learning (summative), assessment for learning (formative and diagnostic) and assessment as learning (self-assessment). Assessment tasks and tools to enhance student learning and assessment situated in curriculum design.

Seminar, 3 hours per week.

Restriction: open to BECE students until date specified in Registration guide.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace grade and credit in EDUC 4P04.

ECEC 4P14

**Mathematics in the Early Years**

Theories of early mathematical understanding and best practices in mathematics education for young children.

Seminar, 3 hours per week.

Restriction: open to BECE students.

Note: offered online.

Completion of this course will replace grade and credit in EDUC 4P14.

ECEC 4P24

**Literacy in the Early Years**

Theoretical foundations of early literacies. Focus on multiliteracies, digital literacies, and culturally relevant and responsive literacies.

Seminar, 3 hours per week.

Restriction: open to BECE students until date specified in Registration guide.

Note: offered online.

Completion of this course will replace grade and credit in EDUC 4P24.

ECEC 4P52

**Inclusive Programming in Early Childhood Education**

Theories and best practices for the education of young children across the disabilities spectrum.

Seminar, 3 hours per week.

Restriction: open to BECE and micro-certificate Special Needs in ECE students.

Note: offered online.

Completion of this course will replace grade and credit in EDUC 4P52.

ECEC 4P81

**Research Methods in Early Childhood Education**

Trends in methodologies and research design in early childhood education.

Seminar, 3 hours per week.

Restriction: open to BECE students.

Note: offered online.

Completion of this course will replace grade and credit in EDUC 4P80 and 4P81.

ECEC 4P85

**Internship II**

Students will be placed in a community or school based placed placement. Developing a foundation for and skills in developmental programming. Restriction: open to BECE students.

Restriction: open to BECE students.

Note: students are responsible for their own transportation and require a current police record check, with a vulnerable sector screening. Offered online.

Completion of this course will replace grade and credit in EDUC 4P85.

## 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):

#### **ECEC 2F95 - Indigenous Culture and Early Childhood Education**

1. Course classification: **Regular**
2. Which department will be financially responsible as the Home department?  
**Education - Bachelor of Early Childhood Education**
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: **No**
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? **EDUC 2F95**

#### **ECEC 3P50 - Early Childhood Education I**

1. Course classification: **Regular**
2. Which department will be financially responsible as the Home department?  
**Education - Bachelor of Early Childhood Education**
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: **No**
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? **EDUC 3P50**

#### **ECEC 3P51 - Early Childhood Education for Sustainability**

1. Course classification: **Regular**
2. Which department will be financially responsible as the Home department?  
**Education - Bachelor of Early Childhood Education**
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: **No**
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? **EDUC 3P51**

#### **ECEC 3P52 - Early Childhood Education II**

1. Course classification: **Regular**
2. Which department will be financially responsible as the Home department?  
**Education - Bachelor of Early Childhood Education**
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: **No**
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? **EDUC 3P52**

#### **ECEC 3P53 - Ethics, Policies and Care in Early Childhood Education**

1. Course classification: **Regular**
2. Which department will be financially responsible as the Home department?  
**Education - Bachelor of Early Childhood Education**
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: **No**
5. Does this addition affect program requirements in other departments/centres? **No**
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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? **EDUC 3P53**

#### **ECEC 3P54 - Evaluating the Science Behind the Developing Child**

1. Course classification: **Regular**
2. Which department will be financially responsible as the Home department?  
**Education - Bachelor of Early Childhood Education**
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: **No**
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? **EDUC 3P54**

#### **ECEC 3P55 - Young Children with Exceptionalities**

1. Course classification: **Regular**
2. Which department will be financially responsible as the Home department?  
**Education - Bachelor of Early Childhood Education**
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: **No**
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? **EDUC 3P55**

#### **ECEC 3P85 - Internship I**

1. Course classification: **Regular**
2. Which department will be financially responsible as the Home department?  
**Education - Bachelor of Early Childhood Education**
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: **No**
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? **EDUC 3P85**

#### **ECEC 4D50 - Early Childhood Education Honours Thesis**

1. Course classification: **Regular**
2. Which department will be financially responsible as the Home department?  
**Education - Bachelor of Early Childhood Education**
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: **No**
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**
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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**

#### **ECEC 4P04 - Observation and Evaluation for the Early Years**

1. Course classification: **Regular**
2. Which department will be financially responsible as the Home department?  
**Education - Bachelor of Early Childhood Education**
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: **No**
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? **EDUC 4P04**

#### **ECEC 4P14 - Mathematics in the Early Years**

1. Course classification: **Regular**
2. Which department will be financially responsible as the Home department?  
**Education - Bachelor of Early Childhood Education**
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: **No**
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? **EDUC 4P14**

#### **ECEC 4P24 - Literacy in the Early Years**

1. Course classification: **Regular**
2. Which department will be financially responsible as the Home department?  
**Education - Bachelor of Early Childhood Education**
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: **No**
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? **EDUC 4P24**

#### **ECEC 4P52 - Inclusive Programming in Early Childhood Education**

1. Course classification: **Regular**
2. Which department will be financially responsible as the Home department?  
**Education - Bachelor of Early Childhood Education**
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: **No**

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? **EDUC 4P52**

#### **ECEC 4P81 - Research Methods in Early Childhood Education**

1. Course classification: **Regular**
2. Which department will be financially responsible as the Home department?  
**Education - Bachelor of Early Childhood Education**
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: **No**
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? **EDUC 4P81**

#### **ECEC 4P85 - Internship II**

1. Course classification: **Regular**
2. Which department will be financially responsible as the Home department?  
**Education - Bachelor of Early Childhood Education**
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: **No**
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, 2021**.

**Submitted by David Hutchison on October 28, 2021 at 02:27:51 PM**

**Rejected by David Hutchison on October 28, 2021 at 02:30:48 PM**

**Submitted by David Hutchison on October 28, 2021 at 02:36:27 PM**

**Submitted by Debra Harwood on October 28, 2021 at 02:51:51 PM**

**Submitted by Michael Owen on October 28, 2021 at 04:58:20 PM**

**Rejected by Tricia MacDonald on October 29, 2021 at 09:15:23 AM**  
Awaiting Senate decision.

**Submitted by David Hutchison on November 19, 2021 at 12:41:21 PM**

**Submitted by Debra Harwood on November 19, 2021 at 01:37:49 PM**

**Submitted by Michael Owen on November 22, 2021 at 12:07:58 PM**

**Submitted by Tricia MacDonald on November 22, 2021 at 12:32:25 PM**

**Edited by Tricia MacDonald on November 23, 2021 at 03:41:45 PM**  
**ECEC 3P50:** update to restriction as per D. Harwood/H.Chalmers

# Academic Program Calendar Submission #2022-3277

**Department/Centre:** Tecumseh Centre for Aboriginal Research and Education

**Program(s):** Education-Bachelor of Education-Primary/Junior (Aboriginal)

## Program Additions/Terminations

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

**Please note: The calendar year runs from May 1, 2022 to April 30, 2023 and begins with the Spring/Summer sessions. All new programs being introduced or the termination of programs will be effective beginning 2022 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. Proposal(s) and Effective Date(s)

Please note: The Calendar year runs from May 1, 2022 to April 30, 2023 and begins with the Spring/Summer sessions. All programs being changed will be effective beginning 2022 Spring Session.

List all proposals, to be implemented, numerically in the following order:

1. Officers of Instruction be revised.
2. General information 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. updated list
2. All programs will have to be changed to Indigenous Educational Studies Programs under the Department of Educational Studies.

### 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- Bachelor of Education-Primary and Junior (Aboriginal)

**Co-ordinator** ~~Director~~

Peter Vietgen

~~Co-ordinator~~

Marg Raynor

### General Information

*Administrative Co-ordinator*

Sarah McGean

905-688-5550, extension 3530

Welch Hall 68

**The Indigenous Educational Studies programs offer** ~~The Tecumseh Centre for Aboriginal Research and Education offers a~~ Bachelor of Education degree for students interested in teaching at the Primary/Junior level (grades K-6).

The program emphasizes Indigenous learning preferences, focusing on Turtle Island Indigenous cultures and issues. Courses are offered in a blended model (facilitated digital and face-to-face) for students from selected remote First Nation locations in northern Ontario.

Successful graduates will receive a Bachelor of Education degree. Upon successful completion of a teacher education program, teacher candidates are normally recommended to the Ontario College of Teachers for membership and to receive their Ontario Certificate of Qualification.

*For further information contact the Administrative Co-ordinator.*

Bachelor of Education-Primary/Junior (Aboriginal) students with credit in ERSC 1F02 will be deemed to have fulfilled their Sciences context requirement and Bachelor of Education-Primary/Junior (Aboriginal) students with credit in CHYS 1F95 will be

deemed to have fulfilled their Social Sciences context requirement.

## **Admissions**

Candidates may be admitted with at least Grade 12 standing. Preference will be given to those with some post secondary experience.

## **Program Note**

1. Brock will award a maximum of one advanced standing credit. Students seeking advanced standing through transfer credits should consult the Admissions section of this Calendar for further information.

## **Program**

- ABED 4F14, 4F15, 4F16, 4F17 and 4F18
- ABTE 8P70, 8P75, 8P77, 8P78, 8P80, 8P81, 8P83, 8P84, 8P85, 8P90, 8P92, 8P93, 8P97, 8P98, 8Y71, 8Y72, 8Y73, 8Y74, 8Y76, 8Y82, 8Y86, 8Y87, 8Y88, 8Y89, 8Y95 and 8Y96
- CHYS 1F95 and 2F05
- ENGL 1F97
- ERSC 1F02
- INDG 1F20, 2F20, 2F40, 2F70, 2P94, 2P96 and 3P95
- MATH 2P52

## **Description of Courses**

See relevant calendar entry for course descriptions.

## 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, 2021**.

**Submitted by Sarah McGean on October 5, 2021 at 12:28:17 PM**

**Submitted by Amanda DiFonzo (on behalf of Peter Vietgen) on October 22, 2021 at 01:52:07 PM**

**Submitted by Michael Owen on October 25, 2021 at 08:45:03 AM**

**Submitted by Tricia MacDonald on October 26, 2021 at 03:23:14 PM**

# Academic Program Calendar Submission #2022-3262

**Department/Centre:**

**Program(s):** Education-Concurrent BA Child and Youth Studies(Honours)/BEd Primary/Junior

## Program Additions/Terminations

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

**Please note: The calendar year runs from May 1, 2022 to April 30, 2023 and begins with the Spring/Summer sessions. All new programs being introduced or the termination of programs will be effective beginning 2022 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. Proposal(s) and Effective Date(s)

Please note: The Calendar year runs from May 1, 2022 to April 30, 2023 and begins with the Spring/Summer sessions. All programs being changed will be effective beginning 2022 Spring Session.

List all proposals, to be implemented, numerically in the following order:

1. Officers of Instruction be revised.
2. General Information be revised.
3. Program note 8 be revised.
4. Honours Program Year 4 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. Department no longer has an Associate Manager or an Office Assistant. Faculty REPs have not been established
2. Change made to reflect new office location.  
Correction of job title for Program Director of Teacher Education.  
Correction of secondary campus location to Burlington.
3. To reflect requirements of the CHYS department.
4. Change made by Department of Educational Studies. Allows for more flexibility for 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 - Concurrent BA Child and Youth Studies (Honours)/BEd (Primary/Junior)

*Manager, Academic Advising, Professional and Undergraduate Programs*

Ethna Bernat

*Associate Manager Academic Advising, Professional and Undergraduate Programs*

TBA

*Faculty Representatives*

TBA Diane Collier (Faculty of Education), TBA Dawn Zinga (Faculty of Social Sciences)

### General Information

Welch Hall 126 Office Assistant

TBA

905-688-5550, extension 4226

Welch Hall 8A

brocku.ca/childandyouthstudies

brocku.ca/education

The Department of Child and Youth Studies and the Faculty of Education co-operate in offering a concurrent six-year program combining an (Honours) Bachelor of Arts (BA) degree with a Bachelor of Education (BEd) for students interested in teaching at the Primary/Junior level (grades K-6).

Students in the program must be registered full-time and follow the prescribed program. Any exceptions must have the approval of the Manager, Academic Advising, Professional and Undergraduate Programs and the Program Director, Chair, Department of Teacher Education. Students must maintain a minimum 70 percent cumulative overall average each year in all academic grade-marked courses.

Because the CHYS BA(Honours)/BEd program integrates teacher education courses with academic courses, the student should note that the Teacher Education courses are credited toward the BEd while the remaining courses are credited to the BA. For this reason, a student who transfers out of the CHYS BA(Honours)/BEd program may not have credit in Teacher Education courses applied to an undergraduate degree. Students should note that credits for the concurrent CHYS BA(Honours)/BEd program are not evenly distributed between the years because of the structure of Education courses. Students are responsible to note Calendar and scheduling differences between the Undergraduate and Teacher Education Departments. The Teacher Education program is organized subject to the requirements of Brock University and outside regulatory organizations that govern teacher education in Ontario (e.g. the Ontario College of Teachers). In any year the program requirements for the Teacher Education program may change in order to meet outside regulatory requirements.

Terms of study at another institution during Fall/Winter sessions must receive program approval.

This is a limited enrolment program. Admission is not guaranteed by attainment of the minimum requirements.

Students must maintain continuous registration within a twelve-month period to retain concurrent education status. Possible resumption of concurrent status will be evaluated on an individual basis.

Students must complete program requirements for the first four years of the concurrent program prior to commencing Year 5.

The Department of Teacher Education reserves the right to assign Concurrent Teacher Education students, in Years 5 and 6, to either the Burlington\*Hamilton or St Catharines campus. Students are responsible for their own transportation for practice teaching, courses and other activities related to the program, which may be scheduled at locations other than the assigned campus. \*Site not confirmed as of October 2021.

Successful graduates of the CHYS BA (Honours)/BEd program will receive a Bachelor of Arts Honours degree and a Bachelor of Education degree. Upon successful completion of a teacher education program, teacher candidates are normally recommended to the Ontario College of Teachers for membership and to receive their Ontario Certificate of Qualification.

## **Ontario College of Teachers Criminal Records Screening Policy**

1. The Ontario College of Teachers requires both a criminal record check and a criminal record declaration by the applicant as necessary components of registration for new applicants.
2. The costs associated with the provision of the criminal record check and any appeals are to be borne by the applicant.
3. All positive reports of criminal offences will be examined by the Ontario College of Teachers Registrar to determine whether the record of offence(s) is relevant to the applicant's honesty, integrity and/or suitability to practice the profession and whether the offence(s) constitute reasonable grounds for refusal to issue a certificate of qualification and registration, or to impose terms, conditions or limitations on registration, in accordance with Section 18(2) of the Ontario College of Teachers Act.
4. Applicants for registration by the Ontario College of Teachers will be advised of the reasons for the decisions of the Ontario College of Teachers Registrar to refuse certification or to impose terms, conditions or limitations and that appeals to these decisions will be determined in accordance with Part III of the Ontario College of Teachers Act.

Questions regarding the policy should be directed to the Ontario College of Teachers.

## **Admissions**

Students interested in the Child and Youth Studies BA (Honours)/BEd program apply directly from secondary school. University or college transfer applicants with no more than the equivalent of 4.0 university transfer credits may be considered for admission. Students who have completed an appropriate College of Arts and Technology two-year diploma must have a minimum 80 percent cumulative average for consideration for the BA Child and Youth Studies (Honours)/BEd Program and may receive a maximum of three transfer credits if they are admitted to Brock; students who have completed a Child and Youth Worker diploma may receive four transfer credits.

Brock students may apply and be admitted to Year 2 if there is space available. To apply students must have a minimum 70 percent overall average in Year 1; their Year 1 program must replicate the 5.0 credit concurrent program requirements; the secondary school English and Mathematics program admission requirements must be met. Application forms are available on the Concurrent Teacher Education website from April 1. The completed documents must be filed in the Academic Advising, Professional and Undergraduate Programs Office by June 1. Late applications will not be accepted. Students should note that this is a limited enrolment program and admission is not guaranteed by attainment of the minimum requirements. Students must complete the academic admission requirements for the Primary/Junior Teacher Education BEd degree before completing the Child and Youth Studies BA (Honours)/BEd program.

Candidates must have completed 4U/M courses or university or university/college preparation courses in Canadian geography and Canadian history (or similar courses emphasizing Canadian content), mathematics, science and **english**English. For those candidates who have not completed these courses, the following courses or equivalents will be accepted: one-half university Canadian geography credit, GEOG 2P50 is recommended; CANA 1F91 or one-half university Canadian history credit. These requirements must be completed by the end of the Year 4 Fall/Winter session. Students are also encouraged to take arts and physical education courses.

## Program Notes

1. Students are encouraged to use elective credits (including context credits) to take courses relevant to Education.
2. Students must meet Child and Youth Studies requirements for admission to Year 4 and may be considered by the Child and Youth Studies Department on an individual basis for the individual thesis or applied research project option.
3. Practice teaching may have to be scheduled in May and June of Years 5 and 6.
4. Students failing to maintain the 70 percent cumulative overall average may request an opportunity to upgrade their marks and to reapply to the concurrent program. A request to upgrade may be granted only once.
5. May be taken in the Spring session preceding Years 4 or 5, or during Fall/Winter session Year 4.
6. Police record check with vulnerable sector screening is required for courses with field placements. Associated fees are the student's responsibility.
7. A passing grade in all required previous teacher education courses is required to proceed to Year 6.
8. A minimum 70 percent combined average is required in CHYS 3P10 and 3P15. **All context credits must be completed to proceed to Year 4.**
9. 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 some circumstances, in order to meet university degree and program requirements, more than 20 credits may be taken.

## Honours Program

### *Year 1*

- CHYS 1F90
- EDUC 1F95
- PSYC 1F90
- SOCI 1F90
- one Humanities context credit or one Sciences context credit

### *Year 2*

- CHYS 2P10, 2P35, 2P38, 2P51 and 2P52
- CHYS 2F15 or 2F16
- the Humanities context credit or Sciences context credit (not taken in year 1)
- one-half elective credit (see program note 1)

### *Year 3*

- CHYS 3P10 and 3P15
- one-half CHYS credit from Cluster A (see Child and Youth Studies department)
- one-half CHYS credit from Cluster B (see Child and Youth Studies department)
- one-half CHYS credit from Cluster C (see Child and Youth Studies department)
- EDUC 3F02 and 3P00
- EDUC 3P40 or 3P45
- EDBE 8P15
- one-half elective credit (see program note 1)

*Year 4*

- One CHYS credit numbered 3(*alpha*)90 to 4(*alpha*)99
- CHYS 4F80 (see program note 8)
- one-half CHYS credit numbered 4(*alpha*)00 to 4(*alpha*)99 (see program note 2)
- one of EDUC 3P60, 3P70, 3P90, 3P91, 3P95, 3P96, 3P97, 4P01, 4P03, 4P35, 4P36, 4P46, 4P47, 4P48, 4P62, 4P70, 4P75, 4P76, 4P80, 4P95 (see program note 5)
- EDUC 4P17 and 4P27
- one elective credit

*Year 5*

- EDBE 8F01, 8P03, 8P09, 8P34, 8P35, 8P37, 8P39, 8Y01, 8Y02, 8Y08, 8Y25, 8Y27 and 8Y30

*Year 6*

- EDBE 8P41, 8P42, 8P44, 8P46, 8Y21, 8Y23, 8Y40, 8Y41, 8Y42 and 8Y43
- EDBE 8P47 or 8P57

## **Description of Courses**

**See relevant calendar entry for course descriptions.**

## 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, 2021**.

**Submitted by Ethna Bernat on October 15, 2021 at 04:44:16 PM**

**Submitted by Ethna Bernat on October 15, 2021 at 04:45:01 PM**

**Submitted by Michael Owen on October 17, 2021 at 11:00:41 AM**

**Submitted by Tricia MacDonald on October 18, 2021 at 01:22:34 PM**

**Edited by Tricia MacDonald (on behalf of Tricia MacDonald) on October 22, 2021 at 09:21:31 AM**  
**General Information:** Formatting

**Edited by Tricia MacDonald (on behalf of Tricia MacDonald) on October 22, 2021 at 09:22:38 AM**  
**General Information:** Formatting

**Edited by Tricia MacDonald (on behalf of Tricia MacDonald) on October 22, 2021 at 09:45:58 AM**  
**Integrated Studies:** formatting

**Edited by Tricia MacDonald (on behalf of Tricia MacDonald) on October 22, 2021 at 09:47:34 AM**  
**General Information:** formatting

**Edited by Tricia MacDonald (on behalf of Tricia MacDonald) on October 22, 2021 at 09:54:41 AM**  
**Education - Concurrent BSc Integrated Studies (Honours)/BEd (Junior/Intermediate):** Formatting

**Edited by Tricia MacDonald (on behalf of Tricia MacDonald) on October 22, 2021 at 09:56:26 AM**  
**General Information:** Formatting

**Edited by Tricia MacDonald (on behalf of Tricia MacDonald) on October 22, 2021 at 09:58:03 AM**  
**Program Notes:** formatting

**Edited by Tricia MacDonald (on behalf of Tricia MacDonald) on October 22, 2021 at 10:02:10 AM**  
**Honours Program:** formatting -change .5 to one-half credit

**Edited by Tricia MacDonald (on behalf of Tricia MacDonald) on October 22, 2021 at 10:36:00 AM**  
**Education - Concurrent BPhEd (Honours)/BEd (Intermediate/Senior):** Formatting

**Edited by Tricia MacDonald (on behalf of Tricia MacDonald) on October 22, 2021 at 10:36:50 AM**  
**General Information:** Formatting

**Edited by Tricia MacDonald (on behalf of Tricia MacDonald) on October 22, 2021 at 10:44:07 AM**  
**General Information:** Formatting

**Edited by Tricia MacDonald (on behalf of Tricia MacDonald) on October 22, 2021 at 10:45:31 AM**  
**Honours Program:** formatting

**Edited by Tricia MacDonald (on behalf of Tricia MacDonald) on October 22, 2021 at 10:51:31 AM**

**Honours Program:** formatting

**Edited by Tricia MacDonald (on behalf of Tricia MacDonald) on October 22, 2021 at 10:58:58 AM**  
**General Information:** Formatting

**Edited by Tricia MacDonald (on behalf of Tricia MacDonald) on October 22, 2021 at 11:07:28 AM**  
**Education - Concurrent BSc (Honours)/BEd (Intermediate/Senior):** Formatting

**Edited by Tricia MacDonald (on behalf of Tricia MacDonald) on October 22, 2021 at 11:08:14 AM**  
**General Information:** formatting

**Edited by Tricia MacDonald (on behalf of Tricia MacDonald) on October 22, 2021 at 11:09:07 AM**  
**Biological Sciences:** formatting

**Edited by Tricia MacDonald (on behalf of Tricia MacDonald) on October 22, 2021 at 11:10:48 AM**  
**Mathematics:** editorial

**Edited by Tricia MacDonald (on behalf of Tricia MacDonald) on October 22, 2021 at 01:46:53 PM**  
**Admissions:** formatting

# Academic Program Calendar Submission #2022-3261

**Department/Centre:** .

**Program(s):** Education-Concurrent BA(Honours)/BEd Intermediate/Senior

## Program Additions/Terminations

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

**Please note: The calendar year runs from May 1, 2022 to April 30, 2023 and begins with the Spring/Summer sessions. All new programs being introduced or the termination of programs will be effective beginning 2022 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. Proposal(s) and Effective Date(s)

Please note: The Calendar year runs from May 1, 2022 to April 30, 2023 and begins with the Spring/Summer sessions. All programs being changed will be effective beginning 2022 Spring Session.

List all proposals, to be implemented, numerically in the following order:

1. Officers of Instruction be revised.
2. General Information be revised.
3. Program Note 4 & 5 be revised.
4. Program Note 9 be revised.
5. All programs Year 4 be revised.
6. English Year 1 be revised.
7. History Year 1 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. Department no longer has an Associate Manager or an Office Assistant. Faculty REPs have not been established
2. Change made to reflect new office location.  
Correction of job title for Program Director of Teacher Education  
Correction of secondary campus location to Burlington.
3. Change made by MATH department  
Environmental Science removal - Wording reflects requirement for teachable in Geography and Science General more accurately. ENVI courses no longer exist.
4. Change requested by CLAS department to more accurately inform students of course options.
5. Change made by Department of Educational Studies. Allows for more flexibility for students.
6. Reflects change made by ENGL department
7. Reflects addition of Year 1 course by HIST department

### 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 - Concurrent BA (Honours)/BEd (Intermediate/Senior)

*Manager, Academic Advising, Professional and Undergraduate Programs*

Ethna Bernat

*Faculty Representatives Associate Manager, Academic Advising, Professional and Undergraduate Programs*

TBA

*Faculty Representatives*

TBA Neta Gordon (Faculty of Humanities), TBA Tony DiPetra (Faculty of Education)

### General Information

*Welch Hall 126 Office Assistant*

TBA

*905-688-5550, extension 4226*

*Welch Hall 8A*

The Faculties of Humanities and Social Sciences and the Faculty of Education co-operate in offering a concurrent six-year program combining a BA (Honours) degree and a BEd degree for students interested in teaching at the Intermediate/Senior level (grades 7-12).

Students must be registered full-time and follow the prescribed program. Any exceptions must have the approval of the Manager, Academic Advising, Professional and Undergraduate Programs and the **Program** Director, Teacher Education Program. Students must maintain a minimum 70 percent cumulative overall average each year in all undergraduate academic grade-marked courses. Students must achieve a 75 percent average in a minimum of 5.0 credits in their Major (first teachable subject).

Each student must choose a Major from: Dramatic Arts, English Language and Literature, French, Geography, History and Visual Arts, as these areas are the teachable subjects available from co-operating departments in the Faculties of Humanities and Social Sciences at Brock at the Intermediate/Senior level (grades 7-12.). ~~The selection of the second teachable subject must be declared through the Academic Advising, Professional and Undergraduate Programs Office prior to registration for Year 2. A maximum of 2.0 Year 1 credits can be included in a second teachable subject. Students must complete a second teachable subject (minimum 3.0 credits) prior to starting Year 5. A minimum of 10.5 academic undergraduate credits in Humanities and Social Sciences must be completed for a BA Honours degree to be awarded.~~

**The selection of the second teachable subject must be declared through the Academic Advising, Professional and Undergraduate Programs Office prior to registration for Year 2. A maximum of 2.0 Year 1 credits can be included in a second teachable subject. Students must complete a second teachable subject (minimum 3.0 credits) prior to starting Year 5. A minimum of 10.5 academic undergraduate credits in Humanities and Social Sciences must be completed for a BA Honours degree to be awarded.**

Teacher Education courses are credited toward the BEd while the remaining courses are credited to the BA. For this reason, a student who transfers out of the BA/BEd program will not have credit in Teacher Education courses applied to an undergraduate degree. Students should note that credits for the concurrent BA(Honours)/BEd program are not evenly distributed between the years because of the structure of Education courses. Students are responsible to note Calendar and scheduling differences between the Undergraduate and Teacher Education programs. The Teacher Education program is organized subject to the requirements of Brock University and outside regulatory organizations that govern teacher education in Ontario (e.g. the Ontario College of Teachers). In any year the program requirements for the Teacher Education program may change in order to meet outside regulatory requirements.

Students must complete program requirements for the first four years of the concurrent program prior to commencing Year 5.

Students must maintain continuous registration within a twelve-month period to retain concurrent education status. Possible resumption of concurrent status will be evaluated on an individual basis.

Terms of study at another institution during Fall/Winter sessions must receive program approval.

Successful graduates of the six-year program will receive a Bachelor of Arts (Honours) degree and a Bachelor of Education degree. Upon successful completion of a teacher education program, teacher candidates are normally recommended to the Ontario College of Teachers for membership and to receive their Ontario Certificate of Qualification.

The Teacher Education program reserves the right to assign Concurrent Teacher Education students, in Years 5 and 6, to either the **Burlington\***Hamilton or St Catharines campus. Students are responsible for their own transportation for practice teaching, courses and other activities related to the program, which may be scheduled at locations other than the assigned campus. **\*Site not confirmed as of October 2021.**

This is a limited enrolment program. Although admissions will be primarily based on grades, other criteria, such as balance across teachable disciplines or teaching areas of high need may be used in the selection process in any particular year.

## **Ontario College of Teachers Criminal Records Screening Policy**

1. The Ontario College of Teachers requires both a criminal record check and a criminal record declaration by the applicant as necessary components of registration for new applicants.
2. The costs associated with the provision of the criminal record check and any appeals are to be borne by the applicant.
- 3.

All positive reports of criminal offences will be examined by the Ontario College of Teachers Registrar to determine whether the record of offence(s) is relevant to the applicant's honesty, integrity and/or suitability to practice the profession and whether the offence(s) constitute reasonable grounds for refusal to issue a certificate of qualification and registration, or to impose terms, conditions or limitations on registration, in accordance with Section 18(2) of the Ontario College of Teachers Act.

4. Applicants for registration by the Ontario College of Teachers will be advised of the reasons for the decisions of the Ontario College of Teachers Registrar to refuse certification or to impose terms, conditions or limitations and that appeals to these decisions will be determined in accordance with Part III of the Ontario College of Teachers Act.

Questions regarding the policy should be directed to the Ontario College of Teachers.

## Admissions

Students interested in the BA (Honours)/BEd (Intermediate/Senior) program apply directly from secondary school. University or college transfer applicants with no more than the equivalent of 4.0 university transfer credits may be considered for admission. Brock students may apply and be admitted to second year if there is space available. To apply students must have a minimum 70 percent overall average in Year 1; their Year 1 program must replicate the 5.0 credit concurrent program requirements; the secondary school English and Mathematics program admission requirements must be met. Application forms are available on the Concurrent Teacher Education website ---from April 1. The completed documents must be filed in the Academic Advising, Professional and Undergraduate Programs Office by June 1. Late applications will not be accepted. Students should note that this is a limited enrolment program and admission is not guaranteed by attainment of the minimum requirements.

## Program Notes

1. CHYS 2P15 has field experience and must be taken during the Fall/Winter Session.
2. Practice teaching may have to be scheduled in May and June of Years 5 and 6.
3. Students failing to maintain the 70 percent cumulative overall average may request an opportunity to upgrade their marks and to reapply to the concurrent program. A request to upgrade may be granted only once.
4. In developing teachable subjects, where selections are possible, students are encouraged to consult with the departments to choose courses relevant to secondary school curriculum. Students must develop a major teachable subject, as prescribed by the program in one of the following subject areas as listed:
5. Students must choose the second teachable subject area from: Dramatic Arts, English, French (second language), Geography, History, Mathematics, Health and Physical Education, Science-Biology, Chemistry, General, Physics, Visual Arts. Students must achieve a 70 percent average in the minimum 3.0 credits for a second teachable subject. A maximum of 2.0 Year 1 credits can be included. Clarification of the following teachable subjects:
6. FREN and MLLC courses noted as given in English may be included in the French Studies program. No more than one and one-half credits in such courses may be included.
7. Students normally take Geography courses from Group A (see Geography department) and they may select courses from Group B, C and D. A minimum of 10.5 academic undergraduate credits in Humanities and Social Sciences must be completed for a BA Honours degree to be awarded.
8. May be taken in the Spring session preceding Years 4 or 5 or during the Fall/Winter session Year 4.
9. Students may take a maximum of two credits from HIST 2P60, 2P93, 3P03, 2P94, 3P04, 2Q96, 3P05, 2P97, 3P06, 3P61, 3P96, or 3P97, 4P00 to satisfy History degree requirements.
10. Police record check with vulnerable sector screening is required for courses with field placements. Associate fees are the student's responsibility.
11. A passing grade in all required previous Teacher Education courses is required to proceed to Year 6.
12. 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 some circumstances, in order to meet university degree and program requirements, more than 20 credits may be taken.

## Honours Program

### Dramatic Arts

#### Year 1

- DART 1P91, 1P92, 1P96, 1P97 and 1P99
- DART 1P94 or 1P95
- CHYS 1F90
- one credit in second teachable subject (see program note 5)

#### Year 2

- DART 2P21, 2P22 and 2Q92
- DART 2P96 or 2P97
- CHYS 2P10
- CHYS 2P15 or 2P16 (see program note 1)
- EDUC 1F95
- one Sciences context credit

#### Year 3

- DART 2F50, 3Q91 and 3Q92
- DART 2P40 or 2P41
- one of DART 3P04, 3P08, 3P53, 3P54
- EDBE 8P50
- one credit in second teachable subject (see program note 5)
- one elective credit

#### Year 4

- One credit from DART 3F50, 3F93, 3P04, 3P08, 3P53, 3P54, 4P91
- DART 3F91 and 4F90
- one of EDUC 3P60, 3P70, 3P90, 3P91, 3P95, 3P96, 3P97, 4P01, 4P03, 4P29, 4P35, 4P36, 4P46, 4P47, 4P48, 4P62, 4P70, 4P75, 4P76, 4P80, 4P95 (see program notes 8 and 12)
- EDUC 4P19
- one credit in second teachable subject (see program note 5)

#### Year 5

- EDBE 8D01, 8F78, 8P70, 8P71, 8P72, 8P73 and 8P78
- one credit from EDBE 8F73, 8F74, 8F75, 8F76, 8F77, 8F79, 8F80, 8F81, 8F82, 8F83, 8F84

#### Year 6

- EDBE 8P66 or 8P76
- EDBE 8P74, 8P75, 8P77, 8P87, 8Y03 and 8Y05
- one of EDBE 8P82, 8P83, 8P84, 8P85, 8P86, 8P88, 8P89, 8P90, 8P91, 8P92, 8P93

### English Language and Literature

One credit must be taken from each of A, B and C list of ENGL courses (consult the English entry for a listing of List Courses)

#### Year 1

- One credit from One of ENGL 1P91, 1P94, 1P92, 1P95, 1P93 or 1P94
- CHYS 1F90
- one Sciences context credit
- one credit in second teachable subject (see program note 5)
- one elective credit

#### Year 2

- Two ENGL credits numbered 2(*alpha*)00 or above
- CHYS 2P10
- CHYS 2P15 or 2P16 (see program note 1)
- EDUC 1F95
- one credit in second teachable subject (see program note 5)

#### *Year 3*

- Three ENGL credits numbered 2(*alpha*)00 or above
- one ENGL credit numbered 2(*alpha*)90 or above
- EDBE 8P50
- one elective credit

#### *Year 4*

- One ENGL credit 2(*alpha*)90 or above
- two ENGL credits 4(*alpha*)00 or above
- one of EDUC 3P60, 3P70, 3P90, 3P91, 3P95, 3P96, 3P97, 4P01, 4P03, 4P29, 4P35, 4P36, 4P46, 4P47, 4P48, 4P62, 4P70, 4P75, 4P76, 4P80, 4P95 (see program notes 8 and 12)
- EDUC 4P19
- one credit in second teachable subject (see program note 5)

#### *Year 5*

- EDBE 8D01, 8F74, 8P70, 8P71, 8P72, 8P73 and 8P78
- one credit from EDBE 8F73, 8F75, 8F76, 8F77, 8F78, 8F79, 8F80, 8F81, 8F82, 8F83, 8F84

#### *Year 6*

- EDBE 8P66 or 8P76
- EDBE 8P74, 8P75, 8P83, 8Y03 and 8Y05
- one of EDBE 8P82, 8P84, 8P85, 8P86, 8P87, 8P88, 8P89, 8P90, 8P91, 8P92, 8P93

## **French Studies**

#### *Year 1*

- FREN 1F90
- CHYS 1F90
- one Sciences context credit
- one credit in second teachable subject (see program note 5)
- one elective credit

#### *Year 2*

- FREN 2F00 and 2F03
- CHYS 2P10
- CHYS 2P15 or 2P16 (see program note 1)
- EDUC 1F95
- one credit in second teachable subject (see program note 5)

#### *Year 3*

- FREN 3P03
- one FREN or MLLC credit numbered 2(*alpha*)00 or above
- two and one-half FREN or MLLC credits numbered 3(*alpha*)00 or above (see program note 6)
- EDBE 8P50
- one credit in second teachable subject (see program note 5)

#### *Year 4*

- FREN 4P03
- one of EDUC 3P60, 3P70, 3P90, 3P91, 3P95, 3P96, 3P97, 4P01, 4P03, 4P29, 4P35, 4P36, 4P46, 4P47, 4P48, 4P62, 4P70,

- 4P75, 4P76, 4P80, 4P95 (see program note 8)
- EDUC 4P19
- one FREN or MLLC credit numbered 3(*alpha*)00 or above
- two and one-half FREN or MLLC credits numbered 4(*alpha*)00 or above (see program note 6)

*Year 5*

- EDBE 8D01, 8F75, 8P70, 8P71, 8P72, 8P73 and 8P78 (see program note 2)
- one credit from EDBE 8F73, 8F74, 8F76, 8F77, 8F78, 8F79, 8F80, 8F81, 8F82, 8F83

*Year 6*

- EDBE 8P66 or 8P76
- EDBE 8P74, 8P75, 8P77, 8P84, 8Y03 and 8Y05
- one of EDBE 8P82, 8P83, 8P85, 8P86, 8P87, 8P88, 8P89, 8P90, 8P91, 8P92, 8P93

## Geography

*Year 1*

- GEOG 1F90 and 1F91
- CHYS 1F90
- One Humanities context credit
- one credit in second teachable subject (see program note 5)

*Year 2*

- GEOG 2P03, 2P06, 2P07 and 2P21
- GEOG 2P01 or 2P66
- CHYS 2P10
- CHYS 2P15 or 2P16 (see program note 1)
- EDUC 1F95
- one-half elective credit

*Year 3*

- GEOG 3P57
- GEOG 3P21 and 3P22
- two GEOG credits numbered 2(*alpha*)90 or above (see program note 7)
- EDBE 8P50
- one credit in second teachable subject (see program note 5)
- one-half elective credit

*Year 4*

- One GEOG credit numbered 2(*alpha*)90 or above (see program note 7)
- two GEOG credits numbered 3(*alpha*)90 or above (see program note 7)
- one of EDUC 3P60, 3P70, 3P90, 3P91, 3P95, 3P96, 3P97, 4P01, 4P03, 4P29, 4P35, 4P36, 4P46, 4P47, 4P48, 4P62, 4P70, 4P75, 4P76, 4P80, 4P95 (see program notes 8 and 12)
- EDUC 4P19
- one credit in second teachable subject (see program note 5)

*Year 5*

- EDBE 8D01, 8F77, 8P70, 8P71, 8P72, 8P73 and 8P78 (see program note 2)
- one credit from EDBE 8F73, 8F74, 8F75, 8F76, 8F78, 8F79, 8F80, 8F81, 8F82, 8F83, 8F84

*Year 6*

- EDBE 8P66 or 8P76
- EDBE 8P74, 8P75, 8P77, 8P86, 8Y03 and 8Y05
- one of EDBE 8P82, 8P83, 8P84, 8P85, 8P87, 8P88, 8P89, 8P90, 8P91, 8P92, 8P93

## History

### Year 1

- One credit from HIST 1F90, 1F92, 1F95, 1F96, HIST 1P90, 1P91, 1P95, 1P97
- CHYS 1F90
- one Sciences context credit
- one credit in second teachable subject (see program note 5)
- one elective credit

### Year 2

- Two HIST credits numbered 2(alpha)00 or above (see program note 9)
- CHYS 2P10
- CHYS 2P15 or 2P16 (see program note 1)
- EDUC 1F95
- one credit in second teachable subject (see program note 5)

### Year 3

- Two HIST credits numbered 2(alpha)00 or above
- two HIST credits 2(alpha)90 or above (see program note 9)
- EDBE 8P50
- one credit in second teachable subject (see program note 5)

### Year 4

- One HIST credit numbered 2(alpha)90 or above (see program note 9)
- one HIST credit numbered 3(alpha)90 or above
- two HIST credits numbered 4(alpha)00 to 4(alpha)99
- one of EDUC 3P60, 3P70, 3P90, 3P91, 3P95, 3P96, 3P97, 4P01, 4P03, 4P29, 4P35, 4P36, 4P46, 4P47, 4P48, 4P62, 4P70, 4P75, 4P76, 4P80, 4P95 (see program note 8)
- EDUC 4P19

### Year 5

- EDBE 8D01, 8F73, 8P70, 8P71, 8P72, 8P73 and 8P78 (see program note 2)
- one credit from EDBE 8F74, 8F75, 8F76, 8F77, 8F78, 8F79, 8F80, 8F81, 8F82, 8F83, 8F84

### Year 6

- EDBE 8P66 or 8P76
- EDBE 8P74, 8P75, 8P77, 8P82, 8Y03 and 8Y05
- one of EDBE 8P83, 8P84, 8P85, 8P86, 8P87, 8P88, 8P89, 8P90, 8P91, 8P92, 8P93

## Visual Arts

### Year 1

- VISA 1P93 and 1P94 or VISA 1P95 and 1P96
- VISA 1Q98 and 1Q99
- CHYS 1F90
- one Sciences context credit
- one credit in second teachable (see program note 5)

### Year 2

- VISA 1P93 and 1P94 or VISA 1P95 and 1P96 (not taken in Year 1)
- one credit from VISA 2F05, VISA 2P03, 2P04, VISA 2P26, 2P27, 2P93, 2P94
- CHYS 2P10
- CHYS 2P15 or 2P16 (see program note 1)
- EDUC 1F95
- one credit in second teachable subject (see program note 5)

*Year 3*

- One credit from VISA 2P41, 2P50, 2P51, 2P53, 2P88, 2P89, 2P90, 2P92, 2Q98, 3M00-3M29, 3P01, 3P05, 3P06, 3P22, 3P23, 3P24, 3P25, 3P50, 3P52, 3P92, 3P97
- one VISA credit numbered 2(*alpha*)00 or above
- two VISA credits numbered 2(*alpha*)90 or above
- EDBE 8P50
- one elective credit

*Year 4*

- One credit from VISA 2P41, 2P50, 2P51, 2P53, 2P88, 2P89, 2P90, 2P92, 2Q98, 3M00-3M29, 3P01, 3P05, 3P06, 3P22, 3P23, 3P24, 3P25, 3P50, 3P52, 3P92, 3P97
- two VISA credits numbered 3(*alpha*)90 or above
- one of EDUC 3P60, 3P70, 3P90, 3P91, 3P95, 3P96, 3P97, 4P01, 4P03, 4P29, 4P35, 4P36, 4P46, 4P47, 4P48, 4P62, 4P70, 4P75, 4P76, 4P80, 4P95 (see program notes 8 and 12)
- EDUC 4P19
- one credit in second teachable subject (see program note 5)

*Year 5*

- EDBE 8D01, 8F76, 8P70, 8P71, 8P72, 8P73 and 8P78 (see program note 2)
- one credit from EDBE 8F73, 8F74, 8F75, 8F77, 8F78, 8F79, 8F80, 8F81, 8F82, 8F83, 8F84

*Year 6*

- EDBE 8P66 or 8P76
- EDBE 8P74, 8P75, 8P77, 8P85, 8Y03 and 8Y05
- one of EDBE 8P82, 8P83, 8P84, 8P86, 8P87, 8P88, 8P89, 8P90, 8P91, 8P92, 8P93

## **Description of Courses**

See relevant calendar entry for course descriptions.

## 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, 2021**.

**Submitted by Ethna Bernat on October 15, 2021 at 04:44:23 PM**

**Submitted by Ethna Bernat on October 15, 2021 at 04:44:56 PM**

**Submitted by Michael Owen on October 17, 2021 at 11:01:35 AM**

**Submitted by Tricia MacDonald on October 18, 2021 at 01:21:41 PM**

# Academic Program Calendar Submission #2022-3265

**Department/Centre:** .

**Program(s):** Education-Concurrent BA(Honours)/BEd Junior/Intermediate

## Program Additions/Terminations

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

**Please note: The calendar year runs from May 1, 2022 to April 30, 2023 and begins with the Spring/Summer sessions. All new programs being introduced or the termination of programs will be effective beginning 2022 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. Proposal(s) and Effective Date(s)

Please note: The Calendar year runs from May 1, 2022 to April 30, 2023 and begins with the Spring/Summer sessions. All programs being changed will be effective beginning 2022 Spring Session.

List all proposals, to be implemented, numerically in the following order:

1. Officers of Instruction be revised.
2. General Information be revised.
3. Admissions be revised.
4. Program Note 5 be revised.
5. All programs year 2 be revised to reflect MATH to STAT code change.
6. All programs Year 4 be revised.
7. Integrated Studies Year 3 and 4 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. Department no longer has an Associate Manager or an Administrative Assistant. Faculty REPs have not been established
2. Change made to reflect new office location.  
Correction of job title for Program Director of Teacher Education.  
Correction of secondary campus location to Burlington.
3. Editorial correction.
4. Wording reflects requirement for teachable in Geography and Science General more accurately. ENVI courses no longer exist.  
Change requested by CLAS department to more accurately inform students of course options.
5. Change made by MATH department
6. Change made by Department of Educational Studies. Allows for more flexibility for students.
7. To add reference to program note 13 when choosing electives

### 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.

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## Education - Concurrent BA (Honours)/BEd Junior/Intermediate

*Manager, Academic Advising, Professional and Undergraduate Programs*  
Ethna Bernat

~~*Assistant Manager, Academic Advising, Professional and Undergraduate Programs*~~  
~~TBA~~

*Faculty Representatives*

~~TBA~~ Neta Gordon (Faculty of Humanities), ~~TBA~~ Ann-Marie DiBiase (Faculty of Education)

### General Information

~~Welch Hall 126~~ Office Assistant  
~~TBA~~

~~905-688-5550, extension 4226~~

*Welch Hall 8A*  
*brocku.ca/education*

The Faculties of Humanities and Social Sciences, and the Faculty of Education co-operate in offering a concurrent six-year program combining a Bachelor of Arts (BA) (Honours) degree in Integrated Studies with a Bachelor of Education (BEd) degree, and a Bachelor of Arts (BA) (Honours) degree in Interactive Arts and Science with a Bachelor of Education (BEd) for students interested in teaching at the Junior/Intermediate level (grades 4-10) emphasizing elementary school (grades 4-8).

Students must be registered full-time and follow the prescribed program. Any exceptions must have the approval of the Manager, Academic Advising, Professional and Undergraduate Programs and the Program Director, Teacher Education Program. Students must maintain a minimum 70 percent cumulative overall average each year in all undergraduate academic grade-marked courses.

Each student must choose a teachable subject from one of Dramatic Arts, English, French (second language), Geography, History, Mathematics, Music (vocal), Science - General and Visual Arts. A minimum of 3.0 credits is required in a teachable subject, a Minor is recommended, and students are encouraged to consult with the departments to select courses relevant to elementary school education. The selection of the teachable subject must be declared through the Academic Advising, Professional and Undergraduate Programs Office prior to registration for Year 2. Students must complete a minimum of 3.0 credits in the declared teachable subject, with a minimum 75 percent average. A minimum of 10.5 academic undergraduate credits in Humanities and Social Sciences must be completed for a BA Honours degree to be awarded.

Teacher Education courses are credited toward the BEd while the remaining courses, including the Undergraduate Education courses, are credited to the BA. For this reason, a student who transfers out of the BA/BEd program will not have credit in Teacher Education courses applied to an undergraduate degree. Students should note that credits for the concurrent BA Integrated Studies (Honours)/BEd program and the concurrent BA Interactive Arts and Science are not evenly distributed between the years because of the structure of Education courses. Students are responsible to note Calendar and scheduling differences between the Undergraduate and Teacher Education programs. The Teacher Education program is organized subject to the requirements of Brock University and outside regulatory organizations that govern teacher education in Ontario (e.g. the Ontario College of Teachers). In any year the program requirements for the Teacher Education program may change in order to meet outside regulatory requirements.

Students must complete program requirements for the first four years of the concurrent program prior to commencing Year 5.

Students must maintain continuous registration within a twelve-month period to retain concurrent education status. Possible resumption of concurrent status will be evaluated on an individual basis.

Terms of study at another institution during Fall/Winter sessions must receive program approval.

Successful graduates will receive a Bachelor of Arts (Honours) degree in Integrated Studies and a Bachelor of Education degree or a Bachelor of Arts (Honours) in Interactive Arts and Science and a Bachelor of Education degree. Upon successful completion of a teacher education program, teacher candidates are normally recommended to the Ontario College of Teachers for membership and to receive their Ontario Certificate of Qualification.

The Teacher Education program reserves the right to assign Concurrent Teacher Education students, in Years 5 and 6, to either the Burlington\*Hamilton or St Catharines campus. Students are responsible for their own transportation for practice teaching, courses and other activities related to the program, which may be scheduled at locations other than the assigned campus. \*Site not confirmed as of October 2021.

This is a limited enrolment program. Although admissions will be primarily based on grades, other criteria, such as balance across teachable disciplines or teaching areas of high need may be used in the selection process in any particular year. Admission is not guaranteed by attainment of the minimum requirements.

## **Ontario College of Teachers Criminal Records Screening Policy**

1. The Ontario College of Teachers requires both a criminal record check and a criminal record declaration by the applicant as necessary components of registration for new applicants.
2. The costs associated with the provision of the criminal record check and any appeals are to be borne by the applicant.
3. All positive reports of criminal offences will be examined by the Ontario College of Teachers Registrar to determine

whether the record of offence(s) is relevant to the applicant's honesty, integrity and/or suitability to practice the profession and whether the offence(s) constitute reasonable grounds for refusal to issue a certificate of qualification and registration, or to impose terms, conditions or limitations on registration, in accordance with Section 18(2) of the Ontario College of Teachers Act.

4. Applicants for registration by the Ontario College of Teachers will be advised of the reasons for the decisions of the Ontario College of Teachers Registrar to refuse certification or to impose terms, conditions or limitations and that appeals to these decisions will be determined in accordance with Part III of the Ontario College of Teachers Act.

Questions regarding the policy should be directed to the Ontario College of Teachers.

## Admissions

Students interested in the BA (Honours)/BEd (Junior/Intermediate) programs apply directly from secondary school. University or college transfer applicants with no more than the equivalent of 4.0 university transfer credits may be considered for admission. Brock students may apply and be admitted to Year 2 if there is space available. To apply students must have a minimum 70 percent overall average in Year 1; their Year 1 program must replicate the 5.0 credit concurrent program requirements; the secondary school English and Mathematics program admission requirements must be met. Application forms are available on the Concurrent Teacher Education website from April 1. The completed documents must be filed in the Academic Advising, Professional and Undergraduate Programs Office by June 1. Late applications will not be accepted. Students should note that this is a limited enrolment program and admission is not guaranteed by attainment of the minimum requirements.

Students must complete the academic admission requirements for the Junior/Intermediate Teacher Education BEd degree before completing the BA (Honours)/BEd Junior/Intermediate program as follows: 4U/M courses or university or university/college preparation courses in Canadian geography and Canadian history (or similar courses emphasizing Canadian content), mathematics, science and English. For those students who have not completed these courses before attending Brock, the following courses or equivalents will be accepted: one-half university credit in Canadian geography, GEOG 2P50 is recommended; CANA 1F91, or one-half university credit in Canadian history. These requirements must be completed by the end of the Year 4 Fall/Winter session. Students are also encouraged to take arts and physical education courses.

## Program Notes

1. CHYS 2P15 has field experience and must be taken during the Fall/Winter Session.
2. Practice teaching blocks are completed in elementary schools, grades 4-8, and may have to be scheduled in May and June of Years 5 and 6.
3. Students failing to maintain the 70 percent cumulative overall average may request an opportunity to upgrade their marks and to reapply to the concurrent program. A request to upgrade may be granted only once.
4. To develop a teachable subject, students are encouraged to consult with the departments to choose courses relevant to elementary school curriculum.
5. Students must develop a teachable subject (a minimum of 3.0 credits) in any one of the following subject areas listed:  
DRAMATIC ARTS - Course credits in creativity-based practical work with a reflective component are required. A maximum of 1.0 credit in theory-based courses, history of theatre/drama/dramatic literature.
6. Students must achieve a minimum 75 percent average in a minimum of 3.0 credits for a teachable subject. A maximum of 2.0 Year 1 credits can be included in that teachable subject.
7. APCO 1P01 and 1P50 are recommended as courses in applied computing relevant to students in concurrent teacher education.
8. May be taken in the Spring session preceding Years 4 or 5, or during Fall/Winter session Year 4.
9. Junior/Intermediate students with French as a teachable subject are also required to complete EDBE 8P07 in Year 5 and EDBE 8P08 in Year 6.
10. Students are encouraged to choose electives from various departments/centres to broaden their academic background. If students register in more than a total of 1.0 credit from the approved undergraduate education list in Year 4, they may be deregistered.

11. Police record check with vulnerable sector screening is required for courses with field placements. Associated fees are the student's responsibility.
12. A passing grade in all required previous teacher education courses is required to proceed to Year 6.
13. 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 some circumstances, in order to meet university degree and program requirements, more than 20 credits may be taken.

## Honours Program

### Integrated Studies

#### *Year 1*

- CHYS 1F90
- EDUC 1F95
- one Humanities context credit
- one credit in Junior/Intermediate teachable subject or elective credit (see program notes 4, 5 and 6)
- one Sciences context credit

#### *Year 2*

- CHYS 2P10
- CHYS 2P15 or 2P16 (see program note 1)
- one credit from APCO, COSC, MATH, or STAT (see program note 7)
- EDUC 2P65
- one credit in Junior/Intermediate teachable subject (see program notes 4, 5 and 6)
- one and one-half elective credits

#### *Year 3*

- EDUC 3F02, 3P00 and 3P45
- EDBE 8P15
- one credit in Junior/Intermediate teachable subject (see program notes 4, 5 and 6)
- two elective credits (see program note 13)

#### *Year 4*

- One of EDUC 3P60, 3P70, 3P90, 3P91, 3P95, 3P96, 3P97, 4P01, 4P03, 4P35, 4P36, 4P46, 4P47, 4P48, 4P62, 4P70, 4P75, 4P76, 4P80, 4P95 (see program notes 8, 10 and 13)
- EDUC 4P18 and 4P28
- three and one-half elective credits (see program note 13)

#### *Year 5*

- EDBE 8F01, 8P03, 8P10, 8P24, 8P27, 8P29, 8P35, 8Y01, 8Y02, 8Y08, 8Y26, 8Y28 and 8Y30 (see program note 2)

#### *Year 6*

- EDBE 8P41, 8P43, 8P54, 8P56, 8Y22, 8Y24, 8Y40, 8Y41, 8Y42 and 8Y43
- EDBE 8P47 or 8P57

## Interactive Arts and Science

#### *Year 1*

- IASC 1F01
- CHYS 1F90
- EDUC 1F95
- one credit in Junior/Intermediate teachable subject or elective credit (see program notes 4, 5 and 6)

- one Sciences context credit

#### *Year 2*

- IASC 2P01, 2P03 and 2P08
- CHYS 2P10
- CHYS 2P15 or 2P16 (see program note 1)
- one credit from APCO, COSC, MATH, or STAT (see program note 7)
- EDUC 2P65
- one credit in Junior/Intermediate teachable subject (see program notes 4, 5 and 6)

#### *Year 3*

- IASC 3F02 and 3P97
- EDUC 3F02, 3P00 and 3P45
- EDBE 8P15
- one credit in Junior/Intermediate teachable subject (see program notes 4, 5 and 6)
- one-half elective credit

#### *Year 4*

- IASC 1F02 and 3F92
- One of EDUC 3P60, 3P70, 3P90, 3P91, 3P95, 3P96, 3P97, 4P01, 4P03, 4P35, 4P36, 4P46, 4P47, 4P48, 4P62, 4P70, 4P75, 4P76, 4P80, 4P95 (see program notes 8, 10 and 13)
- EDUC 4P18 and 4P28
- one and one-half elective credits

#### *Year 5*

- EDBE 8F01, 8P03, 8P10, 8P24, 8P27, 8P29, 8P35, 8Y01, 8Y02, 8Y08, 8Y26, 8Y28 and 8Y30 (see program note 2)

#### *Year 6*

- EDBE 8P41, 8P43, 8P54, 8P56, 8Y22, 8Y24, 8Y40, 8Y41, 8Y42 and 8Y43
- EDBE 8P47 or 8P57

## **Description of Courses**

See relevant calendar entry for course descriptions.

## 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, 2021**.

**Submitted by Ethna Bernat on October 15, 2021 at 04:44:06 PM**

**Submitted by Ethna Bernat on October 15, 2021 at 04:45:06 PM**

**Submitted by Michael Owen on October 17, 2021 at 11:02:08 AM**

**Submitted by Tricia MacDonald on October 18, 2021 at 02:11:14 PM**

# Academic Program Calendar Submission #2022-3263

**Department/Centre:** .

**Program(s):** Education-Concurrent BPhEd(Honours)/BEd Intermediate/Senior

## Program Additions/Terminations

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

**Please note: The calendar year runs from May 1, 2022 to April 30, 2023 and begins with the Spring/Summer sessions. All new programs being introduced or the termination of programs will be effective beginning 2022 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. Proposal(s) and Effective Date(s)

Please note: The Calendar year runs from May 1, 2022 to April 30, 2023 and begins with the Spring/Summer sessions. All programs being changed will be effective beginning 2022 Spring Session.

List all proposals, to be implemented, numerically in the following order:

1. Officers of Instruction be revised.
2. General information be revised.
3. Program note 3 be revised.
4. Program note 4 be revised.
5. Honours Program Year 1 be revised.
6. Honours Program Year 2 be revised.
7. Honours Program Year 3 be revised.
8. Honours Program Year 4 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. Department no longer has an Associate Manager or an Office Assistant. Faculty REPs have not been established
2. Change made to reflect new office location.  
Correction of job title for Program Director of Teacher Education.  
Correction of secondary campus location to Burlington.
3. Change made by KINE department
4. Change requested by CLAS department to more accurately inform students of course options.  
Wording reflects requirement for teachable in Geography and Science General more accurately. ENVI courses no longer exist  
Change made by MATH department
5. Change made by KINE department - addition of KINE 1P88, change of program note and realignment of required courses.
6. Change made by KINE department - change of program note and realignment of required courses.
7. Change made by KINE department
8. Change made by KINE department.  
Change made by Department of Educational Studies. Allows for more flexibility for 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 - Concurrent BPhEd (Honours)/BEd (Intermediate/Senior)

*Manager, Academic Advising, Professional and Undergraduate Programs*  
Ethna Bernat

*Faculty Representatives* Associate Manager, Academic Advising, Professional and Undergraduate Programs  
TBA

*Faculty Representatives*  
TBA (Faculty of Applied Health Sciences), TBA Chuntai Lu (Faculty of Education)

## General Information

~~Welch Hall 126 Office Assistant  
TBA~~

~~905-688-5550, extension 4226  
Welch Hall 8A  
brocku.ca/education  
brocku.ca/applied-health-sciences~~

The Faculty of Applied Health Sciences and the Faculty of Education co-operate in offering a concurrent six-year program combining a Bachelor of Physical Education (BPhEd) (Honours) degree and a Bachelor of Education (BEd) degree for students interested in teaching at the Intermediate/Senior level (grades 7-12).

Students must be registered full-time and follow the prescribed program. Any exceptions must have the approval of the Manager, Academic Advising, Professional and Undergraduate Programs and the **Program** Director, Teacher Education Program. Students must achieve a minimum 65 percent in both KINE 1P90 and 1P93 and maintain a minimum 70 percent cumulative overall average each year in all undergraduate academic grade-marked courses. Students must achieve a 75 percent average in a minimum of 5.0 credits in Health and Physical Education courses.

Selection of a second teachable subject must be declared through the Academic Advising, Professional and Undergraduate Programs Office prior to registration for Year 2. A maximum of 2.0 Year 1 credits can be included in a second teachable subject. Students must complete the second teachable subject (minimum 3.0 credits) prior to starting Year 5.

Teacher Education courses are credited toward the BEd while the remaining courses are credited to the BPhEd. For this reason, a student who transfers out of the BPhEd (Honours)/BEd program will not have credit in Teacher Education courses applied to an undergraduate degree. Students should note that credits for the concurrent BPhEd (Honours)/BEd program are not evenly distributed between the years because of the structure of Education courses. Students are responsible to note Calendar and scheduling differences between the Undergraduate and Teacher Education programs. The Teacher Education program is organized subject to the requirements of Brock University and outside regulatory organizations that govern teacher education in Ontario (e.g. the Ontario College of Teachers). In any year the program requirements for the Teacher Education program may change in order to meet outside regulatory requirements.

Students must complete program requirements for the first four years of the concurrent program prior to commencing Year 5.

Students must maintain continuous registration within a twelve-month period to retain concurrent education status. Possible resumption of concurrent status will be evaluated on an individual basis.

Terms of study at another institution during Fall/Winter sessions must receive program approval.

Successful graduates will receive a Bachelor of Physical Education (Honours) degree and a Bachelor of Education degree. The Department of Kinesiology is accredited through the Canadian Council of University Physical Education and Kinesiology Administrators. Students are strongly recommended to take an emergency First Aid/CPR course. Upon successful completion of a teacher education program, teacher candidates are normally recommended to the Ontario College of Teachers for membership and to receive their Ontario Certificate of Qualification.

The Teacher Education program reserves the right to assign Concurrent Teacher Education students, in Years 5 and 6, to either the **Burlington\*** ~~Hamilton~~ or St. Catharines campus. Students are responsible for their own transportation for practice teaching, courses and other activities related to the program, which may be scheduled at locations other than the assigned campus. **\*Site not confirmed as of October 2021.**

This is a limited enrolment program. Although admissions will be primarily based on grades, other criteria, such as balance across teachable disciplines or teaching areas of high need may be used in the selection process in any particular year.

## Ontario College of Teachers Criminal Records Screening Policy

1. The Ontario College of Teachers requires both a criminal record check and a criminal record declaration by the applicant as necessary components of registration for new applicants.
- 2.

The costs associated with the provision of the criminal record check and any appeals are to be borne by the applicant.

3. All positive reports of criminal offences will be examined by the Ontario College of Teachers Registrar to determine whether the record of offence(s) is relevant to the applicant's honesty, integrity and/or suitability to practice the profession and whether the offence(s) constitute reasonable grounds for refusal to issue a certificate of qualification and registration or to impose terms, conditions or limitations on registration, in accordance with Section 18(2) of the Ontario College of Teachers Act.
4. Applicants for registration by the Ontario College of Teachers will be advised of the reasons for the decisions of the Ontario College of Teachers Registrar to refuse certification or to impose terms, conditions or limitations and that appeals to these decisions will be determined in accordance with Part III of the Ontario College of Teachers Act.

Questions regarding the policy should be directed to the Ontario College of Teachers.

## Admissions

Students interested in the BPhEd (Honours)/BEd (Intermediate/Senior) program apply directly from secondary school. University or college transfer applicants with no more than the equivalent of 4.0 university transfer credits may be considered for admission. Brock students may apply and be admitted to Year 2 if there is space available. To apply students must have a minimum 70 percent overall average in Year 1; a minimum 65 percent average in both KINE 1P90 and 1P93; their Year 1 program must replicate the 5.0 credit concurrent program requirements; the secondary school Biology, English and Mathematics program admission requirements must be met. Application forms are available on the Concurrent Teacher Education website ---- from April 1. The completed documents must be filed in the Academic Advising, Professional and Undergraduate Programs Office by June 1. Late applications will not be accepted. Students should note that this is a limited enrolment program and admission is not guaranteed by attainment of the minimum requirements.

## Program Notes

1. CHYS 2P15 has field experience and must be taken during the Fall/Winter Session.
2. Practice teaching may have to be scheduled in May and June of Years 5 and 6.
3. Students failing to obtain a minimum 65 percent in both KINE ~~1P88~~1P90 and 1P93 and maintain the 70 percent cumulative overall average may request an opportunity to upgrade their marks and to reapply to the concurrent program. A request to upgrade may be granted only once.
4. Students must choose the second teachable subject area from: Dramatic Arts, English, French (second language), Geography, History, Mathematics, Science-Biology, Chemistry, General, Physics, Visual Arts. The choice of second teachable subject may be limited given the prescriptive requirements of a BPhEd degree. Students must achieve a 70 percent average in the minimum 3.0 credits for a second teachable subject. A maximum of 2.0 Year 1 credits can be included. Clarification of the following teachable subjects:  
  
DRAMATIC ARTS - Course credits in creativity-based practical work with a reflective component are required. A maximum of 1.0 credit in theory-based courses, history of theatre/drama/dramatic literature dance.
5. May be taken in the Spring session preceding Years 4 or 5, or during Fall/Winter session Year 4.
6. Police record check with vulnerable sector screening is required for courses with field placements. Associated fees are the student's responsibility.
7. A passing grade in all required previous teacher education courses is required to proceed to Year 6.
8. 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 some circumstances, in order to meet university degree and program requirements, more than 20 credits may be taken.

## Honours Program

### Year 1

- KINE ~~1P88~~1P90 and 1P93

- 
- BIOL 1P91 and 1P92
- CHYS 1F90
- one Humanities context credit
- one-half credit in second teachable subject (see program note 4)

*Year 2*

- KINE 1P98, 2F00, 2P05, and 2P09 ~~2P09 and 2P41~~
- CHYS 2P10
- CHYS 2P15 or 2P16 (see program note 1)
- EDUC 1F95
- one-half credit in second teachable subject (see program note 4)

*Year 3*

- KINE 2P41, 2P84, 2P90, 2P92, ~~3P10~~ and 3P32
- one of KINE 3P00, 3P03, 3P06, 3P13, 3P16, RECL 3P26
- KINE 2P85 or 2P95
- KINE 2P91 or 3P70
- EDBE 8P50
- one credit in second teachable subject (see program note 4)

*Year 4*

- KINE 3P10 ~~KINE 3P05, 3P93, 4P31 and 4P32~~
- KINE 3P91, 4P00 or 4P14 ~~or 4P00~~
- one-half KINE credit numbered 3(*alpha*)90 and above
- one of EDUC 3P60, 3P70, 3P90, 3P91, 3P95, 3P96, 3P97, 4P01, 4P03, 4P29, 4P35, 4P36, 4P46, 4P47, 4P48, 4P62, 4P70, 4P75, 4P76, 4P80, 4P95 (see program note 5)
- EDUC 4P19
- one credit in second teachable subject (see program note 4)

*Year 5*

- EDBE 8D01, 8F84, 8P70, 8P71, 8P72, 8P73 and 8P78 (see program note 2)
- one credit from EDBE 8F73, 8F74, 8F75, 8F76, 8F77, 8F78, 8F79, 8F80, 8F81, 8F82, 8F83

*Year 6*

- EDBE 8P66 or 8P76
- EDBE 8P74, 8P75, 8P77, 8P93, 8Y03 and 8Y05
- one of EDBE 8P82, 8P83, 8P84, 8P85, 8P86, 8P87, 8P88, 8P89, 8P90, 8P91, 8P92

## Description of Courses

See relevant calendar entry for course descriptions.

## 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, 2021**.

**Submitted by Ethna Bernat on October 15, 2021 at 04:43:21 PM**

**Submitted by Ethna Bernat on October 15, 2021 at 04:45:17 PM**

**Submitted by Michael Owen on October 17, 2021 at 11:02:26 AM**

**Submitted by Tricia MacDonald on October 18, 2021 at 02:14:08 PM**

**Edited by Tricia MacDonald (on behalf of Tricia MacDonald) on October 22, 2021 at 04:23:54 PM**  
**Program Notes:** formatting

**Edited by Tricia MacDonald (on behalf of Tricia MacDonald) on October 22, 2021 at 04:30:17 PM**  
**Program Notes:** Formatting

**Edited by Tricia MacDonald (on behalf of Tricia MacDonald) on November 25, 2021 at 12:42:15 PM**  
**Program Notes:** no change

**Edited by Tricia MacDonald (on behalf of Tricia MacDonald) on November 25, 2021 at 12:44:48 PM**  
**Honours Program:** formatting

**Edited by Tricia MacDonald (on behalf of Tricia MacDonald) on November 25, 2021 at 12:46:16 PM**  
**Program Notes:** formatting

**Edited by Tricia MacDonald (on behalf of Tricia MacDonald) on November 25, 2021 at 12:49:47 PM**  
**Program Notes:** formatting

**Edited by Tricia MacDonald (on behalf of Tricia MacDonald) on November 25, 2021 at 12:51:24 PM**  
**Mathematics:** formatting

**Edited by Tricia MacDonald (on behalf of Tricia MacDonald) on November 25, 2021 at 01:18:51 PM**  
**Approved Canadian Studies Courses Offered by Other Departments/Centres:** formatting

# Academic Program Calendar Submission #2022-3266

**Department/Centre:**

**Program(s):** Education-Concurrent BPhEd(Honours)/BEd Junior/Intermediate

## Program Additions/Terminations

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

**Please note: The calendar year runs from May 1, 2022 to April 30, 2023 and begins with the Spring/Summer sessions. All new programs being introduced or the termination of programs will be effective beginning 2022 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. Proposal(s) and Effective Date(s)

Please note: The Calendar year runs from May 1, 2022 to April 30, 2023 and begins with the Spring/Summer sessions. All programs being changed will be effective beginning 2022 Spring Session.

List all proposals, to be implemented, numerically in the following order:

1. Officers of Instruction be revised.
2. General Information be revised.
3. Admission be revised.
4. Program Note 3 be revised.
5. Honours program year 1, 2, 3 and 4 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. Department no longer has an Associate Manager or an Office Assistant. Faculty REPs have not been established
2. Change made to reflect new office location.  
Correction of job title for Program Director of Teacher Education  
Correction of secondary campus location to Burlington.
3. editorial correction
4. Change made by KINE department - addition of KINE 1P88, change of program note and realignment of required courses.
5. Changes made by KINE department - addition of KINE 1P88, change of program note and realignment of required courses.  
Change made by Department of Educational Studies. Allows for more flexibility for 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 - Concurrent BPhEd (Honours)/BEEd (Junior/Intermediate)

*Manager, Academic Advising, Professional and Undergraduate Programs*  
Ethna Bernat

*Associate Manager, Professional and Undergraduate Programs*  
TBA

*Faculty Representatives*  
TBA (Faculty of Applied Health Sciences), TBA Chunlei Lu (Faculty of Education)

### General Information

Welch Hall 126 Office Assistant  
TBA

905-688-5550, extension 4226  
Welch Hall 8A  
brocku.ca/education

The Faculty of Applied Health Sciences and the Faculty of Education co-operate in offering a concurrent six-year program combining a Bachelor of Physical Education (BPhEd) (Honours) degree with a Bachelor of Education (BEd) for students interested in teaching at the Junior/intermediate level (grades 4-10) emphasizing elementary school (grades 4-8).

Students must be registered full-time and follow the prescribed program. Any exceptions must have the approval of the Manager, Academic Advising, Professional and Undergraduate Programs and the Program Director, Teacher Education Program. Students must achieve a minimum of 65 percent in both KINE 1P90 and KINE 1P93, and maintain a 70 percent cumulative overall average each year in all academic grade-marked courses. Students are strongly recommended to take an emergency First Aid/CPR course.

Because the BPhEd (Honours)/BEd program integrates teacher education courses with academic courses, the student should note that the Teacher Education courses are credited toward the BEd while the remaining courses are credited to the BPhEd. For this reason, a student who transfers out of the BPhEd (Honours)/BEd program may not have credit in Teacher Education courses applied to an undergraduate degree. Students should note that credits for the concurrent BPhEd (Honours)/BEd program are not evenly distributed between the years because of the structure of Education courses. Students are responsible to note Calendar and scheduling differences between Undergraduate and Teacher Education programs. The Teacher Education program is organized subject to the requirements of Brock University and outside regulatory organizations that govern teacher education in Ontario (e.g. the Ontario College of Teachers). In any year the program requirements for the Teacher Education program may change in order to meet outside regulatory requirements.

Students must obtain a minimum 75 percent average in a minimum 3.0 credits in the teachable subject, Health and Physical Education. Students must complete program requirements for the first four years of the concurrent program prior to commencing Year 5.

Students must maintain continuous registration within a twelve-month period to retain concurrent education status. Possible resumption of concurrent status will be evaluated on an individual basis.

Terms of study at another institution during Fall/Winter sessions must receive program approval.

This is a limited enrolment program. Although admissions will be primarily based on grades, other criteria, such as balance across teachable disciplines or teaching areas of high need may be used in the selection process in any particular year. Admission is not guaranteed by attainment of the minimum requirements.

The Teacher Education program reserves the right to assign Concurrent Teacher Education students, in Years 5 and 6, to either the Burlington\*Hamilton or St Catharines campus. Students are responsible for their own transportation for practice teaching, courses and other activities related to the program, which may be scheduled at locations other than the assigned campus. \*Site not confirmed as of October 2021.

Successful graduates of the program will receive a Bachelor of Physical Education honours degree and a Bachelor of Education degree. The Department of Kinesiology is accredited through the Canadian Council of University Physical Education and Kinesiology Administrators. Upon successful completion of a teacher education program, teacher candidates are normally recommended to the Ontario College of Teachers for membership and to receive their Ontario Certificate of Qualification.

## **Ontario College of Teachers Criminal Records Screening Policy**

1. The Ontario College of Teachers requires both a criminal record check and a criminal record declaration by the applicant as necessary components of registration for new applicants.
2. The costs associated with the provision of the criminal record check and any appeals are to be borne by the applicant.
3. All positive reports of criminal offences will be examined by the Ontario College of Teachers Registrar to determine whether the record of offence(s) is relevant to the applicant's honesty, integrity and/or suitability to practice the profession and whether the offence(s) constitute reasonable grounds for refusal to issue a certificate of qualification and registration, or to impose terms, conditions or limitations on registration, in accordance with Section 18(2) of the Ontario College of Teachers Act.
4. Applicants for registration by the Ontario College of Teachers will be advised of the reasons for the decisions of the Ontario College of Teachers Registrar to refuse certification or to impose terms, conditions or limitations and that appeals to these decisions will be determined in accordance with Part III of the Ontario College of Teachers Act.

Questions regarding the policy should be directed to the Ontario College of Teachers.

## Admissions

Students interested in the BPhEd (Honours)/BEd (Junior/Intermediate) program apply directly from secondary school. University or college transfer applicants with no more than the equivalent of 4.0 university transfer credits may be considered for admission. Brock students may apply and be admitted to Year 2 if there is space available. To apply students must have a minimum 70 percent overall average in Year 1; a minimum average of 65 percent in both KINE 1P90 and 1P93; their Year 1 program must replicate the 5.0 credit concurrent program requirements; the secondary school English, Mathematics and Biology program admission requirements must be met. Application forms are available on the Concurrent Teacher Education website from April 1. The completed documents must be filed in the Academic Advising, Professional and Undergraduate Programs Office by June 1. Late applications will not be accepted. Students should note that this is a limited enrolment program and admission is not guaranteed by attainment of the minimum requirements.

Students must have completed the academic admission requirements for the Junior/Intermediate Teacher Education BEd degree before completing the BPhEd (Honours)/BEd program as follows: 4U/M courses or university or university/college preparation courses in Canadian geography and Canadian history (or similar courses emphasizing Canadian content), mathematics, science and English. For those students who have not completed these courses before attending Brock, the following courses or equivalents will be accepted: one-half university credit in Canadian geography, GEOG 2P50 is recommended; CANA 1F91 or one-half university credit in Canadian history. These requirements must be completed by the end of the Year 4 Fall/Winter session.

## Program Notes

1. CHYS 2P15 has field experience and must be taken during the Fall/Winter Session.
2. Practice teaching blocks are completed in elementary school, grades 4-8, and may have to be scheduled in May and June of Years 5 and 6.
3. Students failing to maintain the 70 percent cumulative overall average and 65 per cent average in both KINE 1P88 and 1P93 may request an opportunity to upgrade their marks and to reapply to the concurrent program. A request to upgrade may be granted only once.
4. May be taken in the Spring session preceding Year 4 or Year 5, or during Fall/Winter session Year 4.
5. Police record check with vulnerable sector screening is required for courses with field placements. Associated fees are the student's responsibility.
6. A passing grade in all required previous teacher education courses is required to advance to Year 6.
7. 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 some circumstances, in order to meet university degree and program requirements, more than 20 credits may be taken.

## Honours Program

### Year 1

- KINE 1P88, 1P90 and 1P93
- BIOL 1P91 and 1P92
- CHYS 1F90
- EDUC 1F95
- one-half elective Humanities context credit

### Year 2

- KINE 1P98, 2F00, 2P05, and 2P09
- CHYS 2P10
- CHYS 2P15 or 2P16 (see program note 1)

- EDUC 2P65
- ~~one-half elective~~
- **one Humanities context credit**

*Year 3*

- KINE **2P41**, 2P84, 2P90, 2P92, 3P10 and 3P32
- one of KINE 3P00, 3P03, 3P06, 3P13, 3P16
- EDUC 3F02 and 3P00
- EDBE 8P15
- ~~one-half elective credit~~

*Year 4*

- KINE 2P85 or 2P95
- KINE 2P91, 4P31 and 4P32
- KINE 3P91, **4P00 or 4P14** ~~or 4P00~~
- one-half KINE credit numbered 3(*alpha*)90 or above
- one of EDUC 3P60, 3P70, 3P90, 3P91, 3P95, 3P96, 3P97, 4P01, 4P03, 4P35, 4P36, 4P46, 4P47, **4P48**, 4P62, 4P70, **4P75**, **4P76**, 4P80, 4P95 (see program note 4)
- EDUC 4P18 and 4P28
- one-half elective credit

*Year 5*

- EDBE 8F01, 8P03, 8P10, 8P24, 8P27, 8P29, 8P35, 8Y01, 8Y02, 8Y08, 8Y26, 8Y28, 8Y30 (see program note 2)

*Year 6*

- EDBE 8P41, 8P43, 8P54, 8P56, 8Y22, 8Y24, 8Y40, 8Y41, 8Y42 and 8Y43
- EDBE 8P47 or 8P57

## **Description of Courses**

See relevant calendar entry for course descriptions.

## 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, 2021**.

**Submitted by Ethna Bernat on October 15, 2021 at 04:43:46 PM**

**Submitted by Ethna Bernat on October 15, 2021 at 04:45:22 PM**

**Submitted by Michael Owen on October 17, 2021 at 11:02:38 AM**

**Submitted by Tricia MacDonald on October 18, 2021 at 02:15:28 PM**

# Academic Program Calendar Submission #2022-3264

**Department/Centre:** .

**Program(s):** Education-Concurrent BSc (Honours)/BEd Intermediate/Senior

## Program Additions/Terminations

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

**Please note: The calendar year runs from May 1, 2022 to April 30, 2023 and begins with the Spring/Summer sessions. All new programs being introduced or the termination of programs will be effective beginning 2022 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. Proposal(s) and Effective Date(s)

Please note: The Calendar year runs from May 1, 2022 to April 30, 2023 and begins with the Spring/Summer sessions. All programs being changed will be effective beginning 2022 Spring Session.

List all proposals, to be implemented, numerically in the following order:

1. Officers of Instruction be revised.
2. General information be revised.
3. Program Note 4 and 5 be revised .
4. Program Note 9 be revised.
5. Honours Program Biological Sciences Year 1 be revised.
6. Honours All programs Year 4 be revised .
7. Honours Chemistry (Physics as a Second Teachable Subject) Year 2 be revised.
8. Honours Mathematics Year 2, 3, and 4 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. Department no longer has an Associate Manager or an Office Assistant. Faculty REPs have not been established
2. Change made to reflect new office location.  
Correction of job title for Program Director of Teacher Education.  
Correction of secondary campus location to Burlington.
3. Change made by MATH department  
Wording reflects requirement for teachable in Geography and Science General more accurately. ENVI courses no longer exist.  
Change requested by CLAS department to more accurately inform students of course options.
4. Change made by MATH department. MATH to STAT code change.
5. formatting
6. Change made by Department of Educational Studies. Allows for more flexibility for students.
7. Change made by MATH department. MATH to STAT code change.
8. Change made by MATH department. MATH to STAT code change.

### 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 - Concurrent BSc (Honours)/BEd (Intermediate/Senior)

*Manager, Academic Advising, Professional and Undergraduate Programs*

Ethna Bernat

*Faculty Representatives* ~~Associate Manager, Academic Advising, Professional and Undergraduate Programs~~

TBA

*Faculty Representatives*

TBA (Faculty of Mathematics and Science), TBA Tony DiPetta (Faculty of Education)

## General Information

*Welch Hall 126* ~~Office Assistant~~

*TBA*

*905-688-5550 extension 4226*

*Welch Hall 8A*

*brocku.ca/education*

The Faculties of Mathematics and Science and Social Sciences, and the Faculty of Education co-operate in offering a concurrent six-year program combining a Bachelor of Science (BSc) (Honours) degree and a Bachelor of Education (BEd) degree for students interested in teaching at the Intermediate/Senior level (grades 7-12).

Students must be registered full-time and follow the prescribed program. Any exceptions must have the approval of the Manager, Academic Advising, Professional and Undergraduate Programs and the **Program** Director, Teacher Education Program. Students must maintain a minimum 70 percent cumulative overall average each year in all undergraduate academic grade-marked courses. Students must achieve a 75 percent average in a minimum of 5.0 credits in their Major (first teachable subject).

Each student must choose a Major from: Biological Sciences, Chemistry, Geography, Mathematics and Physics as these areas are the teachable subjects available from co-operating departments in the Faculty of Mathematics and Sciences and Social Sciences at Brock at the Intermediate/Senior level. Students are encouraged to consult with the departments to select courses relevant to high school education. The selection of the second teachable subject must be declared through the Academic Advising, Professional and Undergraduate Programs Office prior to registration for Year 2. A maximum of 2.0 Year 1 credits can be included in a second teachable subject. Students must complete a second teachable subject (minimum 3.0 credits) prior to starting Year 5. A minimum of 10.5 academic undergraduate credits in Mathematics and Sciences must be completed for a BSc Honours degree to be awarded.

Teacher Education courses are credited toward the BEd while the remaining courses are credited to the BSc. For this reason, a student who transfers out of the BSc/BEd program will not have credit in Teacher Education courses applied to an undergraduate degree. Students should note that credits for the concurrent BSc (Honours)/BEd program are not evenly distributed between the years because of the structure of Education courses. Students are responsible to note Calendar and scheduling differences between the Undergraduate and Teacher Education programs. The Teacher Education program is organized subject to the requirements of Brock University and outside regulatory organizations that govern teacher education in Ontario (e.g. the Ontario College of Teachers). In any year the program requirements for the Teacher Education program may change in order to meet outside regulatory requirements.

Students must complete program requirements for the first four years of the concurrent program prior to commencing the Year 5. Terms of study at another institution during Fall/Winter sessions must receive program approval.

Students must maintain continuous registration within a twelve-month period to retain concurrent education status. Possible resumption of concurrent status will be evaluated on an individual basis.

Successful graduates will receive a Bachelor of Science (Honours) degree and a Bachelor of Education degree. Upon successful completion of a teacher education program, teacher candidates are normally recommended to the Ontario College of Teachers for membership and to receive their Ontario Certificate of Qualification.

The Teacher Education program reserves the right to assign Concurrent Teacher Education students, in Years 5 and 6, to either the Hamilton or St Catharines campus. Students are responsible for their own transportation for practice teaching, courses and other activities related to the program, which may be scheduled at locations other than the assigned campus.

This is a limited enrolment program. Although admissions will be primarily based on grades, other criteria, such as balance across teachable disciplines or teaching areas of high need may be used in the selection process in any particular year.

## **Ontario College of Teachers Criminal Records Screening Policy**

1. The Ontario College of Teachers requires both a criminal record check and a criminal record declaration by the applicant as necessary components of registration for new applicants.
2. The costs associated with the provision of the criminal record check and any appeals are to be borne by the applicant.
3. All positive reports of criminal offences will be examined by the Ontario College of Teachers Registrar to determine whether the record of offence(s) is relevant to the applicant's honesty, integrity and/or suitability to practice the profession

and whether the offence(s) constitute reasonable grounds for refusal to issue a certificate of qualification and registration, or to impose terms, conditions or limitations on registration, in accordance with Section 18(2) of the Ontario College of Teachers Act.

4. Applicants for registration by the Ontario College of Teachers will be advised of the reasons for the decisions of the Ontario College of Teachers Registrar to refuse certification or to impose terms, conditions or limitations and that appeals to these decisions will be determined in accordance with Part III of the Ontario College of Teachers Act.

Questions regarding the policy should be directed to the Ontario College of Teachers.

## Admissions

Students interested in the BSc (Honours)/BEd (Intermediate/Senior) program apply directly from secondary school. University or college transfer applicants with no more than the equivalent of 4.0 university transfer credits may be considered for admission. Brock students may apply and be admitted to Year 2 if there is space available. To apply students must have a minimum 70 percent overall average in Year 1; their Year 1 program must replicate the 5.0 credit concurrent program requirements; the secondary school English and Mathematics program admission requirements must be met. Application forms are available on the Concurrent Teacher Education website ----from April 1. The completed documents must be filed in the Academic Advising, Professional and Undergraduate Programs Office by June 1. Late applications will not be accepted. Students should note that this is a limited enrolment program and admission is not guaranteed by attainment of the minimum requirements.

## Program Notes

1. CHYS 2P15 has field experience and must be taken during the Fall/Winter Session.
2. Practice teaching may have to be scheduled in May and June of Years 5 and 6.
3. Students failing to maintain the 70 percent cumulative overall average may request an opportunity to upgrade their marks and to reapply to the concurrent program. A request to upgrade may be granted only once.
4. In developing teachable subjects, where possible, students are encouraged to consult with the departments to choose courses relevant to secondary school curriculum. Students must develop a major teachable subject as prescribed by the program in one of the following subject areas as listed:
5. Students must choose the second teachable subject area from: Dramatic Arts, English, French (second language), Geography, History, Mathematics, Health and Physical Education, Science-Biology, Science-Chemistry, Science-General, Science-Physics, Visual Arts. Students must achieve a 70 percent average in the minimum 3.0 credits for a second teachable subject. A maximum of 2.0 Year 1 credits can be included. Clarification of the following teachable subjects:  
~~SCIENCE – CHEMISTRY – Biochemistry courses may be accepted.~~
6. Students normally take Geography courses from Group B (see Geography department) and they may select courses from Groups A, C and D. A minimum of 10.5 academic undergraduate credits in Mathematics and Science must be completed for a BSc Honours degree to be awarded.
7. May be taken in the Spring session preceding Years 4 or 5, or during Fall/Winter session Year 4.
8. APCO 1P93 is recommended. MATH 2P03 and 2P08 are recommended for students interested in physical chemistry and **STAT(MATH) 1P98** is recommended for students interested in analytical chemistry.
9. Police record check with vulnerable sector screening is required for courses with field placements. Associated fees are the student's responsibility.
10. A passing grade in all required previous teacher education courses is required to proceed to Year 6.
11. 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 some circumstances, in order to meet university degree and program requirements, more than 20 credits may be taken.**

~~In some circumstances, in order to meet university degree and program requirements, more than 20 credits may be taken.~~

## Honours Program

### Biological Sciences

#### Year 1

- BIOL 1P91, 1P92 and 1P96
- CHEM 1P91 and 1P92
- CHYS 1F90
- MATH 1P97
- one Humanities context credit ~~One Humanities context credit~~

#### Year 2

- BIOL 2P02, 2P03, 2P05 and 2Q04
- CHYS 2P10
- CHYS 2P15 or 2P16 (see program note 1)
- EDUC 1F95
- one credit in second teachable subject (see program note 5)

#### Year 3

- Four BIOL credits numbered 2(*alpha*)90 or above
- EDBE 8P50
- one credit in second teachable subject (see program note 5)

#### Year 4

- Three BIOL credits numbered 3(*alpha*)90 or above
- one of EDUC 3P60, 3P70, 3P90, 3P91, 3P95, 3P96, 3P97, 4P01, 4P03, 4P29, 4P35, 4P36, 4P46, 4P47, 4P48, 4P62, 4P70, 4P75, 4P76, 4P80, 4P95 (see program note 7)
- EDUC 4P19
- one credit in second teachable subject (see program note 5)

#### Year 5

- EDBE 8D01, 8F79, 8P70, 8P71, 8P72, 8P73 and 8P78 (see program note 2)
- one credit from EDBE 8F73, 8F74, 8F75, 8F76, 8F77, 8F78, 8F80, 8F81, 8F82, 8F83, 8F84

#### Year 6

- EDBE 8P66 or 8P76
- EDBE 8P74, 8P75, 8P77, 8P88, 8Y03 and 8Y05
- one of EDBE 8P82, 8P83, 8P84, 8P85, 8P86, 8P87, 8P89, 8P90, 8P91, 8P92, 8P93

### Chemistry

This program does not satisfy the requirements for membership in the Canadian Society for Chemistry. Additional courses in Physics and Mathematics would be required.

#### Year 1

- CHEM 1P91 and 1P92
- CHYS 1F90
- MATH 1P01 and 1P02, or MATH 1P05 and 1P06 (recommended)
- PHYS 1P21 or 1P91
- PHYS 1P22 or 1P92
- One Humanities context credit

#### Year 2

- CHEM 2P20, 2P21, 2P32 and 2P42
- CHYS 2P10

- 
- CHYS 2P15 or 2P16 (see program note 1)
- EDUC 1F95
- one credit in second teachable subject (see program note 5)

#### Year 3

- CHEM 2P12, 2P63, 3P40 and 3P41
- two CHEM credits numbered 2(*alpha*)90 or above
- EDBE 8P50
- one credit in second teachable subject (see program note 5)

#### Year 4

- CHEM 4F90 and 4F91
- one CHEM credit numbered 4(*alpha*)00 or above
- one of EDUC 3P60, 3P70, 3P90, 3P91, 3P95, 3P96, 3P97, 4P01, 4P03, 4P29, 4P35, 4P36, 4P46, 4P47, 4P48, 4P62, 4P70, 4P75, 4P76, 4P80, 4P95 (see program note 7)
- EDUC 4P19
- one credit in second teachable subject (see program note 5)

#### Year 5

- EDBE 8D01, 8F81, 8P70, 8P71, 8P72, 8P73 and 8P78 (see program note 2)
- one credit from EDBE 8F73, 8F74, 8F75, 8F76, 8F77, 8F78, 8F79, 8F80, 8F82, 8F83, 8F84

#### Year 6

- EDBE 8P66 or 8P76
- EDBE 8P74, 8P75, 8P77, 8P90, 8Y03 and 8Y05
- one of EDBE 8P82, 8P83, 8P84, 8P85, 8P86, 8P87, 8P88, 8P89, 8P91, 8P92, 8P93

## Chemistry (Physics as a Second Teachable Subject)

#### Year 1

- CHEM 1P91 and 1P92
- CHYS 1F90
- MATH 1P01 and 1P02, or MATH 1P05 and 1P06 (recommended)
- PHYS 1P21 or 1P91
- PHYS 1P22 or 1P92
- One Humanities context credit

#### Year 2

- CHEM 2P20, 2P21, 2P32 and 2P42
- CHYS 2P10
- CHYS 2P15 or 2P16 (see program note 1)
- one-half APCO, ~~or~~ MATH, STAT credit (see program note 8)
- EDUC 1F95
- PHYS 2P50

#### Year 3

- CHEM 2P12, 2P63, 3P40 and 3P41
- one CHEM credit numbered 2(*alpha*)90 or above
- EDBE 8P50
- one and one-half credits from ASTR 1P01, 1P02, PHYS courses numbered 2(*alpha*)00 or above
- one-half elective credit

#### Year 4

- CHEM 4F90 and 4F91
- one CHEM credit numbered 2(*alpha*)90 or above

- one CHEM credit numbered 4(*alpha*)00 or above
- one of EDUC 3P60, 3P70, 3P90, 3P91, 3P95, 3P96, 3P97, 4P01, 4P03, 4P29, 4P35, 4P36, 4P46, 4P47, 4P48, 4P62, 4P70, 4P75, 4P76, 4P80, 4P95 (see program note 7)
- EDUC 4P19

#### *Year 5*

- EDBE 8D01, 8F81, 8F82, 8P70, 8P71, 8P72, 8P73 and 8P78 (see program note 2)

#### *Year 6*

- EDBE 8P66 or 8P76
- EDBE 8P74, 8P75, 8P77, 8P90, 8P91, 8Y03 and 8Y05

## **Geography**

#### *Year 1*

- GEOG 1F90 and 1F91
- CHYS 1F90
- one credit in second teachable subject (see program note 5)
- One Humanities context credit

#### *Year 2*

- GEOG 2P03 or 2P06
- GEOG 2P07, 2P08 and 2P21
- GEOG 2P05 or 2P18
- CHYS 2P10
- CHYS 2P15 or 2P16 (see program note 1)
- EDUC 1F95
- one-half elective credit

#### *Year 3*

- GEOG 3P21 and 3P22
- GEOG 3P56
- two GEOG credits numbered 2(*alpha*)90 or above (see program note 6)
- EDBE 8P50
- one credit in second teachable subject (see program note 5)
- one-half elective credit

#### *Year 4*

- One GEOG credit numbered 2(*alpha*)90 or above (see program note 6)
- two GEOG credits numbered 3(*alpha*)90 or above (see program note 6)
- one credit in second teachable subject (see program note 6)
- one of EDUC 3P60, 3P70, 3P90, 3P91, 3P95, 3P96, 3P97, 4P01, 4P03, 4P29, 4P35, 4P36, 4P46, 4P47, 4P48, 4P62, 4P70, 4P75, 4P76, 4P80, 4P95 (see program notes 7 and 11)
- EDUC 4P19

#### *Year 5*

- EDBE 8D01, 8F77, 8P70, 8P71, 8P72, 8P73 and 8P78 (see program note 2)
- one credit from EDBE 8F73, 8F74, 8F75, 8F76, 8F78, 8F79, 8F80, 8F81, 8F82, 8F83, 8F84

#### *Year 6*

- EDBE 8P66 or 8P76
- EDBE 8P74, 8P75, 8P77, 8P86, 8Y03 and 8Y05
- one of EDBE 8P82, 8P83, 8P84, 8P85, 8P87, 8P88, 8P89, 8P90, 8P91, 8P92, 8P93

## **Mathematics**

#### Year 1

- MATH 1P01, 1P02, 1P11 and 1P40
- CHYS 1F90
- one credit in second teachable subject (see program note 5)
- One Humanities context credit

#### Year 2

- MATH 2P03, 2P12, 2P40, ~~2P81, 2P82~~
- **STAT 2P81 and 2P82**
- MATH 2P92 or 2P94
- CHYS 2P10
- CHYS 2P15 or 2P16 (see program note 1)
- EDUC 1F95

#### Year 3

- MATH 2P90 or 3P23
- MATH 3P12
- MATH 3P41 or 4P96
- MATH 4P23 or one-half MATH **or STAT** credit numbered 3(alpha)90 or above (MATH 4P90 recommended)
- EDBE 8P50
- one and one-half credits in second teachable subject (see program note 5)
- one Sciences context credit
- one-half elective credit

#### Year 4

- MATH 2P90 or 3P23 (not taken in year 3)
- MATH 3P41 or 4P96 (not taken in year 3)
- MATH 3P91
- MATH 4P23 or one-half MATH **or STAT** credit numbered 3(alpha)90 or above (not taken in year 3; MATH 4P90 recommended)
- one MATH **or STAT** credit numbered 2(alpha)00 or above
- one-half MATH **or STAT** credit numbered 3(alpha)90 or above
- one of EDUC 3P60, 3P70, 3P90, 3P91, 3P95, 3P96, 3P97, 4P01, 4P03, 4P29, 4P35, 4P36, 4P46, 4P47, **4P48**, 4P62, 4P70, **4P75, 4P76**, 4P80, 4P95 (see program notes 7 and 11)
- EDUC 4P19
- one-half credit in second teachable subject (see program note 5)

#### Year 5

- EDBE 8D01, 8F83, 8P70, 8P71, 8P72, 8P73 and 8P78 (see program note 2)
- one credit from EDBE 8F73, 8F74, 8F75, 8F76, 8F77, 8F78, 8F79, 8F80, 8F81, 8F82, 8F84

#### Year 6

- EDBE 8P66 or 8P76
- EDBE 8P74, 8P75, 8P77, 8P92, 8Y03 and 8Y05
- one of EDBE 8P82, 8P83, 8P84, 8P85, 8P86, 8P87, 8P88, 8P89, 8P90, 8P91, 8P93

## Physics

#### Year 1

- PHYS 1P21 or 1P91 (recommended)
- PHYS 1P22 or 1P92 (recommended)
- PHYS 1P94
- CHYS 1F90
- MATH 1P01 and 1P02, or MATH 1P05 and 1P06 (recommended)
- MATH 1P11

- One Humanities context credit

#### *Year 2*

- PHYS 2P50
- CHYS 2P10
- CHYS 2P15 or 2P16 (see program note 1)
- EDUC 1F95
- MATH 2P03, 2P08 and 3P06
- one credit in second teachable subject (see program note 5)

#### *Year 3*

- PHYS 2P20, 2P30, 2P51 and 3P91
- one credit from ASTR 1P01, 1P02, PHYS courses numbered 2(*alpha*)00 or above (see program note 11)
- EDBE 8P50
- MATH 3P08 and 3P09
- one credit in second teachable subject (see program note 5)

#### *Year 4*

- PHYS 3P35, 3P41 and 3P70
- one PHYS credit numbered 2(*alpha*)00 or above (see program note 11)
- one-half PHYS credit numbered 3(*alpha*)90 or above
- one of EDUC 3P60, 3P70, 3P90, 3P91, 3P95, 3P96, 3P97, 4P01, 4P03, 4P29, 4P35, 4P36, 4P46, 4P47, 4P48, 4P62, 4P70, 4P75, 4P76, 4P80, 4P95 (see program notes 7 and 11)
- EDUC 4P19
- one credit in second teachable subject (see program note 5)

#### *Year 5*

- EDBE 8D01, 8F82, 8P70, 8P71, 8P72, 8P73 and 8P78 (see program note 2)
- one credit from EDBE 8F73, 8F74, 8F75, 8F76, 8F77, 8F78, 8F79, 8F80, 8F81, 8F83, 8F84

#### *Year 6*

- EDBE 8P66 or 8P76
- EDBE 8P74, 8P75, 8P77, 8P91, 8Y03 and 8Y05
- one of EDBE 8P82, 8P83, 8P84, 8P85, 8P86, 8P87, 8P88, 8P89, 8P90, 8P92, 8P93

## **Physics (Mathematics as Second Teachable Subject)**

#### *Year 1*

- PHYS 1P21 or 1P91 (recommended)
- PHYS 1P22 or 1P92 (recommended)
- PHYS 1P94
- CHYS 1F90
- MATH 1P01 and 1P02, or MATH 1P05 and 1P06 (recommended)
- MATH 1P11
- One Humanities context credit

#### *Year 2*

- PHYS 2P30 and 2P50
- CHYS 2P10
- CHYS 2P15 or 2P16 (see program note 1)
- EDUC 1F95
- MATH 2P03, 2P08 and 3P06
- one-half elective credit

#### *Year 3*

- 
- PHYS 2P20, 2P51 and 3P91
- one credit from ASTR 1P01, 1P02, PHYS courses numbered 2(alpha)00 or above (see program note 11)
- EDBE 8P50
- MATH 3P04, 3P08 and 3P09
- one elective credit

#### *Year 4*

- PHYS 3P35, 3P41 and 3P70
- one PHYS credit numbered 2(alpha)00 or above (see program note 11)
- one-half PHYS credits numbered 3(alpha)90 or above
- one of EDUC 3P60, 3P70, 3P90, 3P91, 3P95, 3P96, 3P97, 4P01, 4P03, 4P29, 4P35, 4P36, 4P46, 4P47, 4P48, 4P62, 4P70, 4P75, 4P76, 4P80, 4P95 (see program notes 7 and 11)
- EDUC 4P19
- one elective credit

#### *Year 5*

- EDBE 8D01, 8F82, 8F83, 8P70, 8P71, 8P72, 8P73 and 8P78 (see program note 2)

#### *Year 6*

- EDBE 8P66 or 8P76
- EDBE 8P74, 8P75, 8P77, 8P91, 8P92, 8Y03 and 8Y05

## **Physics (Chemistry as a Second Teachable Subject)**

#### *Year 1*

- PHYS 1P21 or 1P91 (recommended)
- PHYS 1P22 or 1P92 (recommended)
- PHYS 1P94
- CHYS 1F90
- MATH 1P01 and 1P02, or MATH 1P05 and 1P06 (recommended)
- MATH 1P11
- One Humanities context credit

#### *Year 2*

- PHYS 2P50
- CHEM 1P91 and 1P92
- CHYS 2P10
- CHYS 2P15 or 2P16 (see program note 1)
- EDUC 1F95
- MATH 2P03, 2P08 and 3P06

#### *Year 3*

- PHYS 2P20, 2P30, 2P51 and 3P91
- one credit from ASTR 1P01, 1P02, PHYS courses numbered 2(alpha)00 or above (see program note 11)
- one CHEM credit
- EDBE 8P50
- MATH 3P08 and 3P09

#### *Year 4*

- PHYS 3P35, 3P41 and 3P70
- one PHYS credit numbered 2(alpha)00 or above (see program note 11)
- one-half PHYS credit numbered 3(alpha)90 or above
- one CHEM credit
- one of EDUC 3P60, 3P70, 3P90, 3P91, 3P95, 3P96, 3P97, 4P01, 4P03, 4P29, 4P35, 4P36, 4P46, 4P47, 4P48, 4P62, 4P70, 4P75, 4P76, 4P80, 4P95 (see program notes 7 and 11)

- EDUC 4P19

*Year 5*

- EDBE 8D01, 8F81, 8F82, 8P70, 8P71, 8P72, 8P73 and 8P78 (see program note 2)

*Year 6*

- EDBE 8P66 or 8P76
- EDBE 8P74, 8P75, 8P77, 8P90, 8P91, 8Y03 and 8Y05

## **Description of Courses**

**See relevant calendar entry for course descriptions.**

## 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, 2021**.

**Submitted by Ethna Bernat on October 15, 2021 at 04:43:35 PM**

**Submitted by Ethna Bernat on October 15, 2021 at 04:45:26 PM**

**Submitted by Michael Owen on October 17, 2021 at 11:03:02 AM**

**Submitted by Tricia MacDonald on October 18, 2021 at 02:16:03 PM**

**Edited by Tricia MacDonald (on behalf of Tricia MacDonald) on November 24, 2021 at 07:49:04 AM**

**Program Notes:** Correction to program notes as per E. Bernat

# Academic Program Calendar Submission #2022-3260

**Department/Centre:**

**Program(s):** Education-Concurrent BSc Integrated Studies (Honours)/BEd Junior/Intermediate

## Program Additions/Terminations

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

**Please note: The calendar year runs from May 1, 2022 to April 30, 2023 and begins with the Spring/Summer sessions. All new programs being introduced or the termination of programs will be effective beginning 2022 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. Proposal(s) and Effective Date(s)

Please note: The Calendar year runs from May 1, 2022 to April 30, 2023 and begins with the Spring/Summer sessions. All programs being changed will be effective beginning 2022 Spring Session.

List all proposals, to be implemented, numerically in the following order:

1. Officers of Instruction be revised.
2. General information be revised.
3. Program note 4 be revised.
4. Program note 6 be revised.
5. Honours program year 2 be revised.
6. Honours Program Year 4 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. Department no longer has an Associate Manager or an Office Assistant. Faculty REPs have not been established
2. Change made to reflect new office location.  
Correction of job title for Program Director of Teacher Education.  
Correction of secondary campus location to Burlington.
3. Change made by MATH department to create a STAT code. Addition of STAT code to list.
4. Change made by MATH department to create a STAT code. Addition of STAT code to list.  
Wording reflects requirement for teachable in Geography and Science General more accurately. ENVI courses no longer exist
5. Change made by MATH department to create a STAT code. Addition of STAT code to list.
6. ESCI 3P91 will not be offered due to historical low enrollment. Replaced with .5 science elective.  
Change made by Department of Educational Studies. Allows for more flexibility for students.  
Reference to program note 13 added.

### 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 - Concurrent BSc Integrated Studies (Honours)/BEd (Junior/Intermediate)

Manager, Academic Advising, Professional and Undergraduate Programs  
Ethna Bernat

Faculty Representatives Associate Manager, Academic Advising, Professional and Undergraduate Programs  
TBA

Faculty Representatives

TBA (Faculty of Mathematics and Science), TBA Ann Marie DiBisce (Faculty of Education)

### General Information

Welch Hall 126 Administrative Assistant  
TBA

905-688-5550 extension 4226  
Welch Hall 8A  
brocku.ca/education

The Faculty of Mathematics and Science and the Faculty of Education co-operate in offering a concurrent six-year program combining a Bachelor of Science (BSc) (Honours) degree in Integrated Studies with a Bachelor of Education (BEd) degree for students interested in teaching mathematics and sciences at the Junior/Intermediate level (grades 4-10) emphasizing elementary school (grades 4-8).

Students must be registered full-time and follow the prescribed program. Any exceptions must have the approval of the Manager, Academic Advising, Professional and Undergraduate Programs and the Program Director, Teacher Education Program. Students must maintain a minimum 70 percent cumulative overall average each year in all undergraduate academic grade-marked courses.

Each student must choose a teachable subject from one of Physical Geography, Mathematics or Science-General. A minimum of 3.0 credits is required in a teachable subject, a Minor is recommended and students are encouraged to consult with the departments to select courses relevant to elementary school education. The selection of the teachable subject must be declared through the Academic Advising, Professional and Undergraduate Programs Office prior to registration for Year 2. A minimum of 10.5 academic undergraduate credits in Mathematics and Sciences must be completed for a BSc Honours degree to be awarded.

Teacher Education courses are credited toward the BEd while the remaining courses, including the Undergraduate Education courses, are credited to the BSc. For this reason, a student who transfers out of the BSc (Honours)/BEd program will not have credit in Teacher Education courses applied to an undergraduate degree. Students should note that credits for the concurrent BSc (Honours)/BEd program are not evenly distributed between the years because of the structure of Education courses. Students are responsible to note Calendar and scheduling differences between the Undergraduate and Teacher Education programs. The Teacher Education program is organized subject to the requirements of Brock University and outside regulatory organizations that govern teacher education in Ontario (e.g. the Ontario College of Teachers). In any year the program requirements for the Teacher Education program may change in order to meet outside regulatory requirements.

Students must complete program requirements for the first four years of the concurrent program prior to commencing Year 5.

Students must maintain continuous registration within a twelve-month period to retain concurrent education status. Possible resumption of concurrent status will be evaluated on an individual basis.

Terms of study at another institution during Fall/Winter sessions must receive program approval. Successful graduates will receive a Bachelor of Science (Honours) degree in Integrated Studies and a Bachelor of Education degree. Upon successful completion of a teacher education program, teacher candidates are normally recommended to the Ontario College of Teachers for membership and to receive their Ontario Certificate of Qualification.

The Teacher Education program reserves the right to assign Concurrent Teacher Education students, in Years 5 and 6, to either the Burlington\*Hamilton or St Catharines campus. Students are responsible for their own transportation for practice teaching, courses and other activities related to the program, which may be scheduled at locations other than the assigned campus. \*Site is not confirmed as of October 2021.

This is a limited enrolment program. Although admissions will be primarily based on grades, other criteria, such as balance across teachable disciplines or teaching areas of high need may be used in the selection process in any particular year.

## Ontario College of Teachers Criminal Records Screening Policy

1. The Ontario College of Teachers requires both a criminal record check and a criminal record declaration by the applicant as necessary components of registration for new applicants.
2. The costs associated with the provision of the criminal record check and any appeals are to be borne by the applicant.
3. All positive reports of criminal offences will be examined by the Ontario College of Teachers Registrar to determine whether the record of offence(s) is relevant to the applicant's honesty, integrity and/or suitability to practice the profession and whether the offence(s) constitute reasonable grounds for refusal to issue a certificate of qualification and registration, or to impose terms, conditions or limitations on registration, in accordance with Section 18(2) of the Ontario College of Teachers Act.

4. Applicants for registration by the Ontario College of Teachers will be advised of the reasons for the decisions of the Ontario College of Teachers Registrar to refuse certification or to impose terms, conditions or limitations and that appeals to these decisions will be determined in accordance with Part III of the Ontario College of Teachers Act.

Questions regarding the policy should be directed to the Ontario College of Teachers.

## Admissions

Students interested in the BSc Integrated Studies (Honours)/BEd (Junior/Intermediate) program apply directly from secondary school. University or college transfer applicants with no more than the equivalent of 4.0 university transfer credits may be considered for admission. Brock students may apply and be admitted to Year 2 if there is space available. To apply students must have a minimum 70 percent overall average in Year 1; their Year 1 program must replicate the 5.0 credit concurrent program requirements; the secondary school English and Mathematics program admission requirements must be met. Application forms are available on the Concurrent Teacher Education website ---from April 1. The completed documents must be filed in the Academic Advising, Professional and Undergraduate Programs Office by June 1. Late applications will not be accepted. Students should note that this is a limited enrolment program and admission is not guaranteed by attainment of the minimum requirements.

Students must complete the academic admission requirements for the Junior/Intermediate Teacher Education BEd degree before completing the BSc Integrated Studies (Honours)/BEd program as follows: 4U/M courses or university or university/college preparation courses in Canadian geography and Canadian history (or similar courses emphasizing Canadian content), mathematics, science and English. For those students who have not completed these courses before attending Brock, the following courses or equivalents will be accepted: one-half university credit in Canadian geography, GEOG 2P50 is recommended; CANA 1F91, or one-half university credit in Canadian history. These requirements must be completed by the end of the Year 4 Fall/Winter session. Students are also encouraged to take arts and physical education courses.

## Program Notes

1. CHYS 2P15 has field experience and must be taken during the Fall/Winter Session.
2. Practice teaching blocks are completed in elementary schools, grades 4-8, and may have to be scheduled in May and June of Years 5 and 6.
3. Students failing to maintain the 70 percent cumulative overall average may request an opportunity to upgrade their marks and to reapply to the concurrent program. A request to upgrade may be granted only once.
4. Courses may be taken from BCHM, BIOL, BTEC, CHEM, COSC, ERSC, MATH, NEUR, OEVI, PHYS, SCIE, **STAT** or courses that are recognized for Science credit (see Departments of Geography, Health Sciences and Kinesiology)
5. To develop a teachable subject, students are encouraged to consult with the departments to choose courses relevant to elementary school curriculum.
6. Students must develop a teachable subject (a minimum of 3.0 credits) in any one of the following subject areas listed:
7. Students must achieve a 75 percent average in the minimum 3.0 credits for a teachable subject. A maximum of 2.0 Year 1 credits can be included in that teachable subject.
8. APCO 1P01 and 1P50 are recommended as courses in applied computing relevant to students in concurrent education.
9. May be taken in the Spring session preceding Years 4 or 5, or during Fall/Winter session Year 4.
10. Students are encouraged to choose electives from various departments/centres to broaden their academic background. If students register in more than a total of 1.0 credit from the approved undergraduate education list in Year 4, they may be deregistered.
11. Police record check with vulnerable sector screening is required for courses with field placements. Associated fees are the student's responsibility.
12. A passing grade in all required previous teacher education courses is required to proceed to Year 6.
13. 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.

## Honours Program

### Year 1

- CHYS 1F90
- EDUC 1F95
- One Humanities context credit
- one credit in Junior/Intermediate teachable subject or Science elective credit (see program notes 4, 5, 6 and 7)
- one Sciences context credit

### Year 2

- CHYS 2P10
- CHYS 2P15 or 2P16 (see program note 1)
- one credit from APCO, COSC-, MATH, STAT (see program note 8)
- EDUC 2P65
- one credit in Junior/Intermediate teachable subject (see program notes 4, 5, 6 and 7)
- one Science elective credit
- one-half elective credit

### Year 3

- EDUC 3F02, 3P00 and 3P45
- EDBE 8P15
- one Science elective credit (see program note 4)
- one credit in Junior/Intermediate teachable subject (see program notes 4, 5, 6 and 7)
- one elective credit

### Year 4

- MATH 3P91 or one-half credit science elective (see program note 4 and 13) ~~ESCI 3P91~~
- one of EDUC 3P60, 3P70, 3P90, 3P91, 3P95, 3P96, 3P97, 4P01, 4P03, 4P35, 4P36, 4P46, 4P47, 4P48, 4P62, 4P70, 4P75, 4P76, 4P80, 4P95 (see program notes 9 and 10)
- EDUC 4P18 and 4P28
- three Science elective credits (see program note 4 and 13)

### Year 5

- EDBE 8F01, 8P03, 8P10, 8P24, 8P27, 8P29, 8P35, 8Y01, 8Y02, 8Y08, 8Y26, 8Y28 and 8Y30

### Year 6

- EDBE 8P41, 8P43, 8P54, 8P56, 8Y22, 8Y24, 8Y40, 8Y41, 8Y42 and 8Y43
- EDBE 8P47 or 8P57

## Description of Courses

See relevant calendar entry for course descriptions.

## 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, 2021**.

**Submitted by Ethna Bernat on October 15, 2021 at 04:43:57 PM**

**Submitted by Ethna Bernat on October 15, 2021 at 04:45:12 PM**

**Submitted by Michael Owen on October 17, 2021 at 11:02:52 AM**

**Submitted by Tricia MacDonald on October 18, 2021 at 02:12:44 PM**

# Academic Program Calendar Submission #2022-3299

Department/Centre: Education - Centre for Continuing Studies

Program(s): Education-Continuing Teacher Education

## Program Additions/Terminations

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

**Please note: The calendar year runs from May 1, 2022 to April 30, 2023 and begins with the Spring/Summer sessions. All new programs being introduced or the termination of programs will be effective beginning 2022 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. Concentration in Intermediate Education 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.

#### **1. We are no longer accredited and able to offer Parts 2 and Specialist of the Intermediate Education. Therefore, it cannot be listed as an area of concentration for the BEd Specialist.**

### **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.

#### 1. Concentration in Intermediate Education be terminated.

##### **Program Structure:**

A detailed description of the proposed degree/major.

##### **Appropriate Nomenclature:**

Is the name of the degree and/or major(s) appropriate? Are there similar degrees/majors offered at other universities?

##### **Financial Viability:**

The Costing of New or Significantly Revised Programs form must be completed and included as part of the submission.

##### **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).

##### **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).

**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.

**Duplication:**

If the proposed degree/major has duplicative similarities to existing programs in Ontario or Canada, reasons for such duplication.

**Library Resources:**

Certification from the Library that adequate Library resources are available to offer the program (please note that Section A of the [Library Support form](#) asks for information about the potential cost of additional Library resources).

**No**

**Information Technology:**

If significant IT resources will be required to offer the new degree/major(s), certification from the Director of Information and Technology Services that adequate resources will be available is required (please note that Section D of the [IT/ET Support form](#) asks for information about IT resources).

**No**

**Decanal/Co-operating Department(s)/Centre(s):**

The Dean of the appropriate Faculty must certify that the new degree/major(s) 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(s).

**No**

## Program Changes

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

**Please note: The Calendar year runs from May 1, 2022 to April 30, 2023 and begins with the Spring/Summer sessions. All programs being changed will be effective beginning 2022 Spring Session.**

List all proposals, to be implemented, numerically in the following order:

1. **Program Requirements - Areas of Concentration - Intermediate Education be deleted.**
2. **Program Requirements - Areas of Concentration - English as a Subsequent Language title be revised.**
3. **EDUC 9F06, 9F07, 9F41, 9F44, 9M27, 9M57 be deleted from the course bank.**
4. **EDUC 9M01 course pre-requisite 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. Area of Concentration.

**We are no longer accredited and able to offer Parts 2 and Specialist of the Intermediate Education. Therefore, it cannot be listed as an area of concentration for the BEd Specialist.**

#### 2. Area of Concentration.

**For this series of courses, the OCT has changed the name to "Teaching English Language Learners". This needs to be updated to the correct name as an area of concentration.**

**3. We are no longer accredited and able to offer this course. No other departments for faculties are affected by this deletion.**

**4. alternate for pre-requisite listed.**

### 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 - Continuing Teacher Education

*Program Director*

Tony DiPetta

### General Information

*Administrative Co-ordinator*

Jody Boone

905-688-5550, extension 3342

Welch Hall 174

The Continuing Teacher Education program offers a Bachelor of Education Specialist Program as a professional post certification degree that builds on the Three-Session Additional Qualification courses accredited by the Ontario College of Teachers (OCT). This program does not lead to teacher certification in Ontario. Those interested in obtaining an Ontario Certificate of Qualification (OCQ) should consult the Department of Teacher Education.

The Bachelor of Education Specialist Program is a professional degree option for teachers who already hold a Bachelor of Education Degree from an accredited university and are registered with the OCT as eligible to undertake Additional Qualification courses. The Bachelor of Education Specialist degree provides certified teachers with a second professional degree

for the purposes of skills and career enhancement. For teachers certified in jurisdictions other than Ontario the Bachelor of Education Specialist Program provides an opportunity to obtain training in specific education areas that may not be available in their home jurisdictions and which will be recorded on university transcripts. The Bachelor of Education Specialist Program is based on Additional Qualification courses that go beyond initial Bachelor of Education degree preparation and provide opportunities and resources for in-depth research and study in the areas of teaching, learning and curriculum.

## Admissions

Candidates for the Bachelor of Education Specialist Program must hold a valid Bachelor of Education degree and must be registered with the OCT and certified to teach within the K-12 school system in Ontario. Advanced standing credits may be granted for Additional Qualification courses previously completed at Brock University within one year of admission to the program. Only one Bachelor of Education Specialist degree can be awarded as a post initial BEd degree.

Candidates for the Bachelor of Education Specialist Program must provide official transcripts indicating completion of a recognized Bachelor of Education degree or a valid teaching certificate recognized by the OCT. Official transcripts must be original copies not photocopied and must be mailed to the Office of the Registrar, Brock University attention Teacher In-Service Education.

Candidates in the Bachelor of Education Specialist program must complete all degree requirements within seven years of the date of admission and maintain an 80 percent overall average in order to be recommended for graduation by Brock University. Only courses taken at Brock University will be included in the calculation of averages.

## Program Requirements

All Continuing Teacher Education courses have minimum and maximum enrolments. Candidates are encouraged to apply early.-

### **Bachelor of Education Specialist**

#### **Areas of Concentration**

The Bachelor of Education Specialist Program provides candidates with focused opportunities and experiences for professional learning through an in-depth program of study in the areas of teaching, learning and curriculum. The areas of professional study can be centered on any of the three session Specialist Qualification courses offered through the Continuing Teacher Education program at Brock. Specialist Qualification course may be identified in the course descriptions by sequential titling e.g. EDUC 9F11 (Teaching French as a Second Language I); EDUC 9F12 (Teaching French as a Second Language II); EDUC 9F13 (Teaching French as a Second Language Specialist).

The Specialist Qualifications areas offered are:

**Special Education** ~~Intermediate Education~~

~~Special Education~~

**Teaching English Language Learners** ~~English as a Subsequent Language~~

Mathematics Primary/Junior

In order to fulfill the requirements for the Bachelor of Education Specialist degree candidates must successfully complete a minimum of 6 specialized Additional Qualification courses, offered at Brock, consisting of:

Two of three-session Specialist Qualification courses or one three-session Specialist Qualification and three credits from Additional Qualifications, Additional Basic Qualifications, Honour Specialist Qualifications, Recognized one-session qualification courses.

## 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.

EDUC 9F04

**Kindergarten I**

Exploring the theoretical foundations, the development of learners, program planning and implementation, assessment, the learning environment and ethical considerations.

100 contact hours plus 25 hours of independent study.

Restriction: certification in the Primary Division required. Contact the department for permission.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

EDUC 9F05

**Intermediate Education I**

Critical pedagogical lens with which to explore key topics in intermediate education including theoretical foundations, learner development, program planning and implementation, instructional practices, assessment and evaluation, learning environment and ethical considerations related to teaching and learning in a holistic and integrated manner.

100 contact hours plus 25 hours of independent study.

Restriction: must be certified in the intermediate division in a general education subject.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

EDUC 9F06

**Intermediate Education II**

Critical, pedagogical lens to explore theoretical foundations, learning theory, program planning, development and implementation, instructional design and practices, assessment and evaluation, the learning environment, research and ethical considerations related to teaching and learning across the intermediate division.

100 contact hours plus 25 hours of independent study.

Restriction: must be certified in the intermediate division in a general education subject.

Prerequisite(s): Intermediate Education I, plus 194 days of successful teaching experience.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

EDUC 9F07

**Intermediate Education Specialist**

Holistic approach to theoretical foundations, learning theory, program planning, development, implementation, instructional design, assessment and evaluation, learning environment, research, ethical considerations and issues related to teaching and learning in the intermediate division. Candidates strengthen professional efficacy, in-depth knowledge, professional judgment for leadership and practice.

100 contact hours plus 25 hours of independent study.

Restriction: must be certified in the intermediate division in a general education subject.

Prerequisite(s): Intermediate Education II and proof of appropriate regulatory experience required by Ministry of Education Regulation 184/97.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

EDUC 9F08

**Religious Education in Catholic Schools I**

Development of the foundations of religious literacy, ethical studies, and communities of faith and faith development associated with teaching within Ontario Catholic Schools. Exploration of scripture through a Catholic lens combined with strategies and resources for making curriculum and teaching practice connections for the classroom. Social constructivist approach to developing positive learning environments based on personal reflection and interaction with peers and instructor.

100 contact hours plus 25 hours of independent study.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

EDUC 9F09

**Religious Education in Catholic Schools II**

Professional practice and extending knowledge and skills through critical reflection and inquiry. Critical pedagogical lens to explore in a holistic and integrated manner the following: mission of Catholic schools, sacred scriptures, spiritual, sacramental and liturgical life, the Church and a post-modern world, faith in action, ethics and morality, pedagogical practices for religious education, school ministry, the faith journey related to teaching and learning across the divisions.

100 contact hours plus 25 hours of independent study.

Prerequisite(s): Religious Education in Catholic Schools I, plus 194 days of successful teaching.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

EDUC 9F11

**French as a Second Language I**

Aims of the French program in Ontario schools, methodology; an introduction to linguistics, audiovisual devices, demonstration classes and practice teaching.

100 contact hours plus 25 hours of independent study.

Restriction: contact the department for permission.

Prerequisite(s): successful completion of an oral and written French language pre-test.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

EDUC 9F12

**French as a Second Language II**

Teaching French as a second language in core and immersion programs at the primary, junior and intermediate levels including Ontario Ministry guidelines, language development, curriculum and unit development, language materials and visits to immersion classes.

100 contact hours plus 25 hours of independent study.

Prerequisite(s): French as a Second Language I, plus 194 days of successful teaching.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

EDUC 9F21

**Reading I**

Introduction to language processes of reading and writing. Basic assessment procedures and improvement of reading skills.

100 contact hours plus 25 hours of independent study.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

EDUC 9F24

**Teaching and Learning through E-Learning**

Development of expertise as a collaborative teacher-learner in a technology infused environment. Exploration of current educational technologies and pedagogies with a focus on online methods, web-based programs, tools and applications.

Lectures, seminars.

Note: open to certified teachers. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

EDUC 9F27

**Librarianship I**

Understanding the role of the teacher-librarian and collaborative process in developing teaching strategies for resource-based learning. Topics include utilizing and integrating basic library information technology, collection development, print and non-print resource evaluation, introduction to child and adolescent literature, systems, policies and procedures for organizing and distributing resources.

100 contact hours plus 25 hours of independent study.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

EDUC 9F41

**Health Education and Physical Education Primary/Junior I**

Activities and practices for teachers of the primary/junior grades, with attention to current theory and philosophy. Primary program and motor skills development in dance, gymnastics and games; health education and organizational procedures.

Intramural activities, planned by students and faculty.

100 contact hours plus 25 hours of independent study.

Restriction: must be certified in the Primary and/or Junior division(s).

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

EDUC 9F44

**Health Education and Physical Education Intermediate/Senior I**

Activities and philosophies related to current practices at the intermediate division; program development in dance, gymnastics and game; anatomy and athletic injuries; individual games and activities suitable for these age levels. Intramural activities.

100 contact hours plus 25 hours of independent study.

Restriction: must be certified in the Intermediate and/or Senior division(s).

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

EDUC 9F64

**Guidance and Career Education I**

Counselling, consultation, instruction and program design.

100 contact hours plus 25 hours of independent study.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

EDUC 9F67

**Teaching English Language Learners I**

Introduction to the study of Teaching English Language Learners (TELL). Role of the teacher in a multilingual, multicultural, multiracial teaching and learning environment. View of curriculum development and delivery from three perspectives: sociocultural, linguistic and academic.

100 contact hours plus 25 hours of independent study.

Note: applicants must be able to communicate well in both written and spoken English. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

EDUC 9F68

**Teaching English Language Learners II**

Further development of methodology-teaching techniques, modification and delivery of instruction. Assessment, evaluation focusing on best practice.

100 contact hours plus 25 hours of independent study.

Prerequisite(s): Teaching English Language Learners I, plus 194 days of successful teaching experience.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

EDUC 9F69

**Teaching English Language Learners, Specialist**

Design, implementation and evaluation of an effective TELL program. Development of a theoretical framework for the field of TELL and the role of advocacy and leadership surrounding TELL issues.

100 contact hours plus 25 hours of independent study.

Prerequisite(s): Teaching English Language Learners II, and proof of appropriate regulatory experience required by Ministry of Education Regulation 184/97.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

EDUC 9F77

**Additional Basic Qualification Junior Division**

Basic teaching strategies in all subject areas taught at the junior level. Current principles of child development and learning and curriculum at the junior level.

100 contact hours plus 25 hours of independent study.

Note: for teachers who are seeking qualification in an additional area of concentration in the junior division (Ont. 184/97, Section 30 and 31). This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

EDUC 9F78

**Additional Basic Qualification Primary Division**

Basic teaching strategies in all subject areas taught at the primary level. Current principles of child development and learning and curriculum at the primary level.

100 contact hours plus 25 hours of independent study.

Note: for teachers who are seeking qualification in an additional area of concentration in the primary division (Ont. 184/97, Section 28 and 29). This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

EDUC 9F84

**Mathematics Primary/Junior I**

Developmental and learning theories as they apply to teaching strategies for mathematics, including learning processes, organization, motivation and concept development. Examination of mathematics application across the curriculum and in practical application beyond the classroom.

100 contact hours plus 25 hours of independent study.

Restriction: must be certified in the primary and/or junior division(s).

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

EDUC 9F85

**Mathematics Primary/Junior II**

Exploration and application of learning and developmental theories as they apply to teaching and learning mathematics in the elementary grades, including learning processes, organization and lesson planning, impact of culture, gender and motivation on math concept development and understanding. Examines doing math across the curriculum and in practical application beyond the classroom.

100 contact hours plus 25 hours of independent study.

Restriction: must be certified in the primary and/or junior division(s).

Prerequisite(s): Mathematics Primary/Junior I, plus 194 days of teaching experience.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

EDUC 9F86

**Mathematics Primary/Junior Specialist**

Additional strategies for reviewing, developing and implementing changes in mathematics at the Primary/Junior level. Topics may include assessment strategies for student achievement, diagnostic techniques and programming for students with special needs and abilities.

100 contact hours plus 25 hours of independent study.

Restriction: must be certified in the primary and/or junior division(s).

Prerequisite(s): Mathematics Primary/Junior II and proof of appropriate regulatory experience required by Ministry of Education Regulation 184/97.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

EDUC 9F87

**Mathematics Grade 7/8**

Developmental and learning theories as they apply to teaching strategies for mathematics at the grade 7 and 8 levels including but not limited to learning processes, organization, motivation and concept development. Practical application beyond the classroom.

100 contact hours plus 25 hours of independent study.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

EDUC 9F91

**Teacher Leadership I**

Personal development in teacher leadership. What teacher leadership means in the classroom, the school and the larger community through connections between theory, practice and personal experience. Topics include leadership styles; planning for leadership in schools, classrooms and the community; leadership in education compared to leadership in other organizations; importance of community connections, methods of data collection and analytics to inform decision-making; and how to develop a personal plan for leadership growth including a leadership portfolio.

100 contact hours plus 25 hours of independent study.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

EDUC 9F95

**Teaching Students with Communication Needs (ASD)**

Exploration of the foundation of Autism Spectrum Disorder. Focus on teaching and learning effectively in Ontario school settings. Topics include its history; assessment, diagnosis, and identification; evidence-based practice; school-based strategies; individual education plans; and broader societal issues related to ASD.

100 contact hours plus 25 hours of independent study.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

EDUC 9F97

**Special Education I**

Understanding the Education Act, Ministry curriculum expectations, regulations, policy and the Standards of Practice that support Special Education. Identification of students with exceptionalities; characteristics and definitions of: Behaviour; Communication (Autism, Deaf and Hard of Hearing, Language, Speech Impairments); Intellectual (Giftedness, Mild Intellectual Disability, Developmental Disability); Physical; Multiple. Knowing how to write, develop and amend an IEP, importance of information technology.

100 contact hours plus 25 hours of independent study.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

EDUC 9F98

**Special Education II**

Continuing to address categories, definitions and identification of exceptionalities. Knowledge of the qualities and characteristics of ability and disability, formal, informal data, information gathering, tools, tests and assessment strategies to interpret, inform and develop the IEP collaboratively. Examination of board special education programs, plans and services. Learning from and working with students, parents and community partners. Application of information technology.

100 contact hours plus 25 hours of independent study.

Prerequisite(s): Special Education I, plus 194 days of successful teaching experience.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

EDUC 9F99

**Special Education Specialist**

Advanced focus on the categories, definitions and identification of exceptionalities. Analyzing current Ontario legislation, regulations and policies concerning issues related to exceptional students. Leadership in assessing modifying, designing, implementing and communicating programs and services based on current special education research and exemplary practice. Developing effective collaborative approaches and mediation skills with school, parent/guardian and community. Promoting information technology.

100 contact hours plus 25 hours of independent study.

Prerequisite(s): Special Education II, and proof of appropriate regulatory experience required by Ministry of Education Regulation 184/97.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

EDUC 9M00-9M09

**Additional Basic Qualification Intermediate Division**

Current principles of student development and learning, curriculum development and implementation, and teaching strategies.

EDUC 9M00

**Intermediate Basic English**

Current principles of student development and learning, curriculum development and implementation, and teaching strategies.

100 contact hours plus 25 hours of independent study.

Restriction: contact the department for permission.

Prerequisite(s): an acceptable undergraduate degree that includes two full credits in the subject area.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

EDUC 9M01

**Intermediate Basic Mathematics**

Current principles of student development and learning, curriculum development and implementation, and teaching strategies.

100 contact hours plus 25 hours of independent study.

Restriction: contact the department for permission.

Prerequisite(s): an acceptable undergraduate degree that includes two full credits in the subject area **or successful completion of a pre-test in lieu of the two full credits.**

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

EDUC 9M02

**Intermediate Basic Science - General**

Current principles of student development and learning, curriculum development and implementation, and teaching strategies.

100 contact hours plus 25 hours of independent study.

Restriction: please contact the department for permission.

Prerequisite(s): an acceptable undergraduate degree that includes two full credits in the subject area.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

EDUC 9M03

**Intermediate Basic History**

Current principles of student development and learning, curriculum development and implementation, and teaching strategies.

100 contact hours plus 25 hours of independent study.

Restriction: please contact the department for permission.

Prerequisite(s): an acceptable undergraduate degree that includes two full credits in the subject area including at least a 0.5 credit recommended in Canadian History.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

EDUC 9M04

**Intermediate Basic Geography**

Current principles of student development and learning, curriculum development and implementation, and teaching strategies.  
100 contact hours plus 25 hours of independent study.

Restriction: please contact the department for permission.

Prerequisite(s): an acceptable undergraduate degree that includes two full credits in the subject area including at least a 0.5 credit recommended in Canadian Geography.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

EDUC 9M07

**Intermediate Basic Health and Physical Education**

Current principles of student development and learning, curriculum development and implementation, and teaching strategies.  
100 contact hours plus 25 hours of independent study.

Restriction: please contact the department for permission.

Prerequisite(s): an acceptable undergraduate degree or previous Health and Physical Education experience.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

EDUC 9M20-9M29

**Additional Basic Qualification Senior Division (First or Second Teachable)**

Current principles of student development and learning, curriculum development and implementation, and teaching strategies.

EDUC 9M20

**Senior Basic English**

Current principles of student development and learning, curriculum development and implementation, and teaching strategies.  
100 contact hours plus 25 hours of independent study.

Restriction: please contact the department for permission.

Prerequisite(s): an acceptable undergraduate degree with at least three full credits in the subject area for a first teachable at the Senior Level or two full credits in the teachable subject area as a second teachable at the Senior level (senior basic already showing on COQ).

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

EDUC 9M21

**Senior Basic Mathematics**

Current principles of student development and learning, curriculum development and implementation, and teaching strategies.  
100 contact hours plus 25 hours of independent study.

Restriction: please contact the department for permission.

Prerequisite(s): an acceptable undergraduate degree with at least five full credits in the subject area for a first teachable at the Senior Level or three full credits in the teachable subject area as a second teachable at the Senior level (senior basic already showing on COQ).

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

EDUC 9M23

**Senior Basic History**

Current principles of student development and learning, curriculum development and implementation, and teaching strategies.  
100 contact hours plus 25 hours of independent study.

Restriction: please contact the department for permission.

Prerequisite(s): an acceptable undergraduate degree with at least three full credits in the subject area including at least a 0.5 credit recommended in Canadian History for a first teachable at the Senior Level or two full credits in the subject area with at least a 0.5 credit recommended in Canadian History as a second teachable at the Senior level (senior basic already showing on COQ).

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

EDUC 9M24

**Senior Basic Geography**

Current principles of student development and learning, curriculum development and implementation, and teaching strategies.  
100 contact hours plus 25 hours of independent study.

Restriction: please contact the department for permission.

Prerequisite(s): an acceptable undergraduate degree with at least three full credits in the subject area including at least a 0.5 credit recommended in Canadian Geography for a first teachable at the Senior Level or at least two full credits in the subject area with at least a 0.5 credit recommended in Canadian Geography as a second teachable at the Senior level (senior basic already showing on COQ).

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

EDUC 9M26

**Senior Basic Social Science - General**

Current principles of student development and learning, curriculum development and implementation, and teaching strategies.  
100 contact hours plus 25 hours of independent study.

Restriction: please contact the department for permission.

Prerequisite(s): an acceptable undergraduate degree with at least three full credits in the subject area for a first teachable at the Senior Level or two full credits in the subject area as a second teachable at the Senior level (senior basic already showing on COQ).

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

EDUC 9M27

**Senior Basic Health and Physical Education**

Current principles of student development and learning, curriculum development and implementation, and teaching strategies.  
100 contact hours plus 25 hours of independent study.

Restriction: please contact the department for permission.

Prerequisite(s): an acceptable undergraduate degree with at least three full credits in the subject area for a first teachable at the Senior Level or at least two full credits in the subject area as a second teachable at the Senior level (senior basic already showing on COQ).

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

EDUC 9M28

**Senior Division Science - Biology ABQ**

Teaching and learning strategies that blend educational philosophy with Senior Ontario Biology courses.

100 contact hours plus 25 hours of independent study.

Restriction: please contact the department for permission.

Prerequisite(s): an acceptable undergraduate degree with at least five full credits in the subject area for a first teachable at the Senior Level or at least three full credits in the subject area as a second teachable at the Senior Level (senior basic already showing on COQ).

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

EDUC 9M29

**Senior Division Science - Chemistry ABQ**

Teaching and learning strategies that blend educational philosophy with Senior Ontario Chemistry courses.

100 contact hours plus 25 hours of independent study.

Restriction: please contact the department for permission.

Prerequisite(s): an acceptable undergraduate degree with at least five full credits in the subject area for a first teachable at the Senior Level or at least three full credits in the subject area as a second teachable at the Senior Level (senior basic already showing on COQ).

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

EDUC 9M50-9M59

**Honours Specialist**

Advanced knowledge of curriculum guidelines from K to 12 and increased ability to develop remedial, regular and advanced programs and to evaluate student achievement. Increased knowledge of child and adolescent development related to the subject will also be included.

EDUC 9M50

**Honour Specialist English**

Advanced knowledge of curriculum guidelines from K to 12 and increased ability to develop remedial, regular and advanced programs and to evaluate student achievement. Increased knowledge of child and adolescent development related to English. 100 contact hours plus 25 hours of independent study.

Restriction: please contact the department for permission.

Prerequisite(s): an Ontario Certificate of Qualification or Interim Certificate of Qualification, an acceptable honours degree with at least a second class or equivalent standing in nine full credits in the subject area and at least two years of successful teaching with at least one year in the subject area of qualification being sought.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

EDUC 9M51

**Honour Specialist Mathematics**

Advanced knowledge of curriculum guidelines from K to 12 and increased ability to develop remedial, regular and advanced programs and to evaluate student achievement. Increased knowledge of child and adolescent development related to mathematics. 100 contact hours plus 25 hours of independent study.

Restriction: please contact the department for permission.

Prerequisite(s): an Ontario Certificate of Qualification or Interim Certificate of Qualification, an acceptable honours degree with at least a second class or equivalent standing in nine credits in the subject area and at least two years of successful teaching with at least one year in the subject area of qualification being sought.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

EDUC 9M53

**Honour Specialist History**

Advanced knowledge of curriculum guidelines from K to 12 and increased ability to develop remedial, regular and advanced programs and to evaluate student achievement. Increased knowledge of child and adolescent development related to history. 100 contact hours plus 25 hours of independent study.

Restriction: please contact the department for permission.

Prerequisite(s): an Ontario Certificate of Qualification or Interim Certificate of Qualification, an acceptable honours degree with at least a second class or equivalent standing in nine full credits in the subject area and at least two years of successful teaching with at least one year in the subject area of qualification being sought.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

EDUC 9M57

**Honour Specialist Health and Physical Education**

Advanced knowledge of curriculum guidelines from K to 12 and increased ability to develop remedial, regular and advanced programs and to evaluate student achievement. Increased knowledge of child and adolescent development related to physical education.

100 contact hours plus 25 hours of independent study.

Restriction: please contact the department for permission.

Prerequisite(s): an Ontario Certificate of Qualification or Interim Certificate of Qualification, an acceptable honours degree with at least a second class or equivalent standing in nine full credits in the subject area and at least two years of successful teaching with at least one year in the subject area of qualification being sought.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

## 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 9F06 - Intermediate Education II**  
**EDUC 9F07 - Intermediate Education Specialist**  
**EDUC 9F41 - Health Education and Physical Education Primary/Junior I**  
**EDUC 9F44 - Health Education and Physical Education Intermediate/Senior I**  
**EDUC 9M57 - Honour Specialist Health and Physical Education**  
**EDUC 9M27 - Senior Basic Health and Physical Education**

#### **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 9F11 - French as a Second Language I**  
**EDUC 9F27 - Librarianship I**  
**EDUC 9M01 - Intermediate Basic Mathematics**

## 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, 2021**.

**Submitted by Jody Boone on October 14, 2021 at 12:16:11 PM**

**Submitted by Tony DiPetta on October 25, 2021 at 09:50:27 AM**

**Submitted by Michael Owen on October 25, 2021 at 11:00:52 AM**

**Submitted by Tricia MacDonald on October 26, 2021 at 03:24:04 PM**

**Edited by Tricia MacDonald on October 26, 2021 at 03:38:13 PM**

**EDUC 9F11:** correction to formatting

**Edited by Pauline Carroll on November 25, 2021 at 11:15:41 AM**

**EDUC 9M01:** EDUCATION SUBCOMMITTEE APC EDITS November 25, 2021

# Academic Program Calendar Submission #2022-3240

**Department/Centre:** Education - Teacher Education

**Program(s):** Education-Teacher Education

## Program Additions/Terminations

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

**Please note: The calendar year runs from May 1, 2022 to April 30, 2023 and begins with the Spring/Summer sessions. All new programs being introduced or the termination of programs will be effective beginning 2022 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. Proposal(s) and Effective Date(s)

Please note: The Calendar year runs from May 1, 2022 to April 30, 2023 and begins with the Spring/Summer sessions. All programs being changed will be effective beginning 2022 Spring Session.

List all proposals, to be implemented, numerically in the following order:

1. Officers of Instruction be revised.
2. General Information be revised.
3. Admissions section be revised.
4. MATH 1F92 be updated to STAT 1F92 to reflect renumbering of courses.
5. Intermediate/Senior Technological Education Intermediate/Senior section be revised.
6. Program note 4 and 6 be deleted.
7. Junior/Intermediate be updated to reflect adjusted program note number.
8. Intermediate/Senior Year 2 be revised.
9. ABTE 8P01, 8P03, 8Y04, 8Y05, 8Y31, 8Y36 be deleted from the course bank.
10. EDBE 8R10 course description and format be revised.
11. EDBE 8R11, 8R12, 8R13, 8R14, 8R15, 8R16, 8R17, 8R18, 8R19, 8R20, 8R21, 8R22, 8R23, 8R24, 8R25, 8R26, 8R27, 8R28, 8R29, 8R30, 8R73, 8R74, 8R77, 8R78, 8R91, 8Y92 course format be revised.
12. EDBE 8R70, 8R75, 8R76 course note be revised.
13. EDBE 8Y14 course title be revised.
14. EDBE 8Y94 course pre-requisite be added.
15. EDBE 8Y95 course restriction 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. Updated the names of the PJI and IS coordinators.
2. Updated the names of the PJI and IS coordinators.
3. The Teacher Education Program Committee has suspended the 200 hour requirement for the 2022 - 2023 intake year. This is already reflected on the University's application web page for consecutive teacher education.
4. This is a result of a Faculty of Math and Science change to many of their math courses.
5. The Intermediate/Senior Technological Education sections of calendar entry have been updated in close consultation with the Technological Education Program Coordinator. The changes include:

- minor word changes to improve the language throughout the Technological Education front matter (e.g., “work-related” to “industry-related”)
- removal of references to the Experience Profile, as this does not apply to the Technological Education program
- as there are five unique admissions pathways, each with their own unique admissions requirements, a reference has been added to the Technological Education admissions web page
- removal of Program Note 4 which no longer applies as the program provides more flexibility than is noted here
- removal of Program Note 6 as it duplicates text found elsewhere in the calendar entry
- the addition of “3 hours per week” to a number of Technological Education courses which were missing this info
- minor changes to the notes for EDBE 8R70, 8R75, and 8R76
- removal of “with a minimum of 5.0 overall credits” from EDBE 8Y93 and 8Y95 restrictions as this does not apply

6. - removal of Program Note 4 which no longer applies as the program provides more flexibility than is noted here
- removal of Program Note 6 as it duplicates text found elsewhere in the calendar entry

7. to reflect new program note number

8. In the spirit of Truth and Reconciliation, Indigenous education has become a priority in education and teacher education (e.g., Association of Canadian Deans of Education (ACDE), Accord on Indigenous Education). The Ontario College of Teachers has made infusing Indigenous knowledge and issues into Ontario’s teacher education programs. The course is currently a well-established and well-received elective for consecutive (non-Technological Education) I/S teacher candidates. This will reduce the elective choices for (non-Technological Education) I/S consecutive teacher candidates from two quarter courses to one.

9. These six courses are no longer part of the ABTE program.

10. • Updating preferred/more acceptable terminology, and also to have consistent language with EDBE 8Y14

• 3 hours per week added for consistency in all Tech Ed course listings

11. to articulate hours per week

12. • Notes had been copied from Teacher Education practicum course codes but did not reflect Tech Ed practicum course codes (ie Tech Ed does not have internship)

13. As this course will no longer be a special topics optional course, but will be required for all I/S non-Technological Education teacher candidates, the phrase "special topics" has been removed from the title. Also, the word "Aboriginal" has been replaced with "Indigenous".

14. • This course can be offered as EDBE 8R74 or EDBE 8Y92+EDBE 8Y94 depending on the placement in the schedule and whether or not it crosses terms other than Fall/Winter. When broken into the two quarter credit courses, EDBE 8Y92 (the first half of EDBE 8R74) needs to be taken before EDBE 8Y94 (the second half of EDBE 8R74).

15. • This course falls within Terms 1 & 2 – students do not have a minimum of 5.0 overall credits

### **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 - Teacher Education**

*Chair, Department of Educational Studies*

David Hutchison

*Director, Teacher Education Program*

Darlene Ciuffetelli Parker

*Assistant Director, Hamilton Campus*

Ruth McQuirter

**Program Co-ordinators**

**Ruth McQuirter** TBA (Primary/Junior, Junior/Intermediate and Intermediate/Senior Programs)

**Julian Kitchen** (Intermediate/Senior)

**Monique Somma** Susan Frommhauser (Practice Teaching)

Shannon Welbourn (Technological Teacher Education)

### **General Information**

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*Office Assistant, Associate Dean's Office*  
Brittany Nagy  
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Welch Hall 123

Housed within the Department of Educational Studies, the Teacher Education program offers three programs of study at the St. Catharines and Hamilton campuses for candidates interested in teaching Primary/Junior (grades K-6), Junior/Intermediate (grades 4-10) and Intermediate/Senior (grades 7-12). Field placements for the Junior/Intermediate program will normally be made in grades 4-8. Field placements for the Intermediate/Senior program will normally be made in grades 9-12.

In addition, the Teacher Education program co-operates with other departments in offering concurrent programs leading to the conferring of a BA (Honours)/BEd (Intermediate/Senior), BA Child and Youth Studies (Honours)/BEd (Primary/Junior), BA Integrated Studies (Honours)/BEd (Junior/Intermediate), BPhEd (Honours)/BEd (Intermediate/Senior), BPhEd (Honours)/BEd (Junior/Intermediate), BSc (Honours)/BEd (Intermediate/Senior), BA Interactive Arts and Science (Honours)/BEd (Junior/Intermediate) and BSc Integrated Studies (Honours)/BEd (Junior/Intermediate).

Teacher Education programs are field oriented and are based on an approach unique in Ontario. Much of the orientation to and instruction in professional practice takes place through supervised cohorts of teacher candidates in schools throughout the Niagara Peninsula and the regions of Hamilton Wentworth, Haldimand-Brant, Halton and Peel. Transportation to required off-campus courses, professional development events and schools is the responsibility of the teacher candidate. Candidates who are accepted into the BEd program to teach in secondary schools are assigned to work with specialized subject area instructors from secondary schools.

The Teacher Education program reserves the right to assign Concurrent and Consecutive students to either the Hamilton or St Catharines campus. Students are responsible for their own transportation for practice teaching, courses and other activities related to the program, which may be scheduled at locations other than the assigned campus.

Upon acceptance into the program, applicants must complete a satisfactory Police record check with a vulnerable sector screening. School Boards require teacher candidates to complete this background screening prior to having direct contact with students. Otherwise schools will not allow teacher candidates to participate in practice teaching. In addition, the Ontario College of Teachers requires a separate Police record check before certification.

The Teacher Education program is organized subject to the requirements of Brock University and outside regulatory organizations that govern teacher education in Ontario (e.g. the Ontario College of Teachers). The program requirements for the Teacher Education program may change in order to meet the outside regulatory requirements.

Teacher candidates who have successfully completed all required courses in the program for a BEd will normally be recommended to the Ontario College of Teachers for an Ontario Certificate of Qualification.

An essential part of the Teacher Education program takes place in schools with at least 80 days of observation and teaching. When performance in the practicum placement is regarded as inadequate, the teacher candidate will be assessed by the Practice Teaching Co-ordinator or designate. That assessment will determine eligibility to proceed. Where performance so warrants, and in the interest of the pupils' welfare, the Teacher Education program will not place a teacher candidate in a classroom or will remove a teacher candidate from the classroom.

All teacher candidates are advised to refer to the policies and procedures in the Teacher Education Program Handbook.

For further information regarding the Teacher Education programs, candidates should contact the Director.

Those interested in a teaching career in Ontario are advised to refer to the Ontario College of Teachers Act 1996 and Regulation 176/10 Teachers Qualifications with respect to teachable subjects, definitions, basic qualifications and regulations.

## Ontario College of Teachers Criminal Records Screening Policy

1. The Ontario College of Teachers requires both a criminal record check and a criminal record declaration by the applicant as necessary components of registration for new applicants.
2. The costs associated with the provision of the criminal record check and any appeals are to be borne by the applicant.
3. All positive reports of criminal offences will be examined by the Ontario College of Teachers' Registrar to determine whether the record of offence(s) is relevant to the applicant's honesty, integrity and/or suitability to practice the profession and whether the offence(s) constitute reasonable grounds for refusal to issue a certificate of qualification and registration, or to impose terms, conditions or limitations on registration, in accordance with Section 18(2) of the Ontario College of Teachers Act.
4. Applicants for registration by the Ontario College of Teachers will be advised of the reasons for the decisions of the OCT Registrar to refuse certification or to impose terms, conditions or limitations and that appeals to these decisions will be determined in accordance with Part III of the Ontario College of Teachers Act.

Questions regarding the policy should be directed to the Ontario College of Teachers.

## Admissions

Candidates are expected to have some experience working with children and youth of the age group in the program for which they are applying.

Enrolment in the Teacher Education program is limited for both concurrent and consecutive programs. Applicants for the consecutive year program for the Primary/Junior, Junior/Intermediate and Intermediate/Senior divisions must have completed the requirements for a Bachelor's Degree acceptable to Brock prior to the beginning of classes in September. Selection is based on the academic average of the best 10 undergraduate degree credits and on experience as submitted on the Brock Experience Profile Form. The Experience Profile should include two experiences, totalling a minimum of 200 hours. **(In response to the COVID-19 pandemic, this requirement has been suspended for applications to the Fall 2023 consecutive teacher education program.)** Only candidates with a minimum B average (70 percent at Brock) on their top 10 credits will be considered. Because the Experience Profile is a significant part of the selection process, applicants should complete the form with care. For applicants to the consecutive year Intermediate/Senior Technological Education program, selection is based on a combination of **post-secondary education and academics**, competency in skilled, **industry work**-related experience ~~and the Brock Experience Profile Form~~.

Applications are available from the Ontario Universities Application Centre (OUAC) at [ouac.on.ca/teas](http://ouac.on.ca/teas) and must be received by the Ontario Universities' Application Centre (OUAC) by the date specified in the OUAC TEAS application form, to be considered for admission to the program. All supporting documentation (a university transcript and Experience Profile) must be received at the Registrar's Office, Brock University, by the date specified in the OUAC application form. Only information received by those dates will be considered part of the admission file.

Applicants who are not Canadian citizens or landed immigrants may be admitted to the program for a BEd degree. Such persons are eligible for an Ontario Certificate of Qualification where they show evidence of authorization to work as a teacher in Canada. Such persons receive a Certificate of Qualification (Limited/Restricted), (Ont. Reg. 184).

Because of the highly integrated nature of the program, candidates who have preregistered must be present for the beginning of program activities.

In addition to the general requirements, candidates for the BEd and certification to teach in Ontario must submit the following:

1. a certificate of birth or baptism, or other acceptable proof of the date and place of birth;
2. a certificate of change of name where applicable;
3. be able to demonstrate an acceptable level of fluency and accuracy in spoken and written English; and/or attend an interview and/or submit a written résumé requested;
- 4.

have a basic level of computer skills.

## **Areas of Concentration:**

### **Primary/Junior (Grades K-6)**

Candidates are encouraged to have an area of concentration related to school curricula. Some preference will be given to Primary/Junior candidates with a major in Child and Youth Studies and/or Bachelor of Early Childhood Education (Honours).

In addition, preference will be given to those applicants who, at the time of application, present completed university degree-level half credit courses in mathematics, science and/ or English.

Teacher candidates are also encouraged to take courses in Canadian history, Canadian geography, the arts and physical education.

### **Junior/Intermediate (Grades 4-10)**

At the Junior/Intermediate level candidates must identify one teachable subject. Candidates must have at least three credits, averaging 75 percent, in one of the teachable subjects listed below. At least one credit must be numbered 2(*alpha*)00 or above. In most cases, only courses eligible to meet requirements for major programs can be counted in support of teachable subjects. Exceptions: BIOL 1F25, 1P23, 1P24, 1P27, 1P28, CHEM 1P00, ERSC 1P92, **STATMATH** 1F92.

The following guidelines will be used in evaluating teachable subject requirements:

Dramatic Arts - Creativity-based practical work courses with a reflective component are required. A maximum of 1.0 credit in theory-based courses, history of theatre/drama/dramatic literature.

English - A minimum of 1.0 credit in English literature/poetry.

French (second language) - 2.0 credits must be in grammar/composition, both of which must be given in French. A maximum of 1.0 credit in translation.

Geography - 0.5 credit or the equivalent must be in Canadian geography. A maximum of 1.0 credit in Earth Sciences/Environmental Studies.

Health and Physical Education - 2.0 credits must be activity-based courses in Physical Education. 1.0 credit in courses related to Health Studies is required.

History - 1.0 credit must be in Canadian history. All credits must be designated as History with the exception of a maximum of 1.0 credit in the History of Art or Greek/Roman civilization. Canadian Politics and Canadian Studies courses are not acceptable.

Mathematics - A maximum of 1.0 credit in statistics.

Music (Vocal) - A maximum of 1.0 credit in the history of music.

Science-General - 2.0 credits in one subject from Biology, Chemistry, or Physics (including Astronomy). The remaining 1.0 credit may be from one of these subjects not used, or from Earth Sciences or Environmental Science.

Visual Arts - Studio-based course credits are required. A maximum of 1.0 credit from film, photography, architecture, fashion or history of art.

Preference will be given to those applicants who, at the time of application, present completed university degree-level half credit courses in mathematics, science and/or English. For those candidates who have not completed these secondary school courses, equivalent courses at the community college or university level will be considered.

Teacher candidates are also encouraged to take courses in Canadian history, Canadian geography, the arts and physical education.

### **Intermediate/Senior (Grades 7-12)**

At the Intermediate/Senior level, candidates must identify two teachable subjects from the list below. Candidates should consider a second teachable subject distinctly different from the first teachable. Candidates must have at least five credits, averaging 75 percent, in a first teachable subject and three credits, averaging 70 percent, in a second teachable subject. In most cases, only courses eligible to meet requirements for major/minor programs can be counted in support of teachable subjects. For the first teachable subject, at least three of the five credits must be numbered 2(*alpha*)00 or above. For the second teachable, at least one of the three credits must be numbered 2(*alpha*)00 or above. Each credit or equivalent may be counted for one teachable subject only.

The following guidelines will be used in evaluating teachable subject requirements:

**Dramatic Arts** - For first and second teachable, creativity-based practical work courses with a reflective component are required. A maximum of 1.0 credit in theory-based courses, history of theatre/drama/dramatic literature.

**English** - For first teachable, a minimum of 1.0 credit in English literature/poetry. At least 1.0 credit in Canadian content preferred. For second teachable, a minimum of 1.0 credit in English literature/poetry. At least 1.0 credit in Canadian content preferred.

**French (second language)** - For first and second teachable, 2.0 credits must be in grammar/composition, both of which must be given in French. A maximum of 1.0 credit in translation.

**Geography** - For first and second teachable, 0.5 credit in Canadian geography is required. A maximum of 1.0 credit in Earth Sciences/Environmental Studies.

**Health and Physical Education** - For first and second teachable, 2.0 credits must be activity-based courses in Physical Education or Kinesiology. 1.0 credit in courses related to Health Studies is required.

**History** - For first and second teachable, 1.0 credit must be in Canadian history. All credits must be designated as History with the exception of a maximum of 1.0 credit in the History of Art or Greek/Roman civilization. Canadian Politics and Canadian Studies courses are not acceptable.

**Mathematics** - For first teachable, a maximum of 2.0 credits in statistics. For second teachable, a maximum of 1.0 credit in statistics.

**Science - Biology** - For first and second teachable, a maximum of 1.0 credit in Anatomy, Physiology, Biochemistry, or Biomechanics.

**Science - Chemistry** - For first and second teachable, Biochemistry courses may be accepted.

**Science - General** - For first teachable, 3.0 credits must be from Biology, Chemistry, or Physics (including Astronomy) with a minimum of 2.0 credits in one subject and 1.0 credit in one of the other subjects. The remaining 2.0 credits may be from any of these subjects or from Earth Sciences or Environmental Science. For second teachable, 2.0 credits must be from Biology, Chemistry, or Physics (including Astronomy). 1.0 credit may be from one of the subjects not used or from Earth Sciences or Environmental Science. If applicants wish to declare Biology, Chemistry, or Physics as a first or second teachable subject, they may only do so with the science subject not used for the Science-General teachable.

**Science - Physics** - For first teachable, all 5.0 credits must be in Physics related to: Electricity; Energy, Work, Power, Matter and Energy; Forces and Motion; Gravitation; Hydraulic and Pneumatic Systems; Magnetism; Waves-Light and Sound. A maximum of 1.0 credit in Astronomy. For second teachable, all 3.0 credits must be in Physics related to the topics listed above. A maximum of 1.0 credit in Astronomy.

**Visual Arts** - For first and second teachable, studio-based course credits are required. A maximum of 1.0 credit from film, photography, architecture, fashion, or history of art.

Due to limited capacity, not all subjects may be offered in any one year and given the Faculty's need to respond to teacher shortages, special priority may be given to areas of high need.

## **Technological Education (Grades 9-12)**

The Technological Education Program is primarily delivered online (with the exception of practicums). Teacher candidates in the Technological Education-Teacher Education program have two pathways to complete the program:

1. as a Consecutive Technological Education teacher candidate and
2. as a Multi-sessional Consecutive Technological Education teacher candidate. ~~Teacher candidates in the Consecutive pathway complete the coursework and practicums in 16 consecutive months. The Multi-sessional pathway is one that is structured so teacher candidates become eligible to apply to the OCT for a Transitional Certificate of Qualification and Registration when they have completed a portion of an accredited teacher education program. This transitional certificate allows Technological Education teacher candidates to teach for up to six years (with a possible one year extension) as long as they remain in good standing with the OCT and complete the remainder of the program during this time. It is strongly recommended that, in order for a program of professional education to allow candidates to acquire the knowledge, skills and attitudes of beginning teachers, the program should be completed within the shortest time possible.~~

Technological Education teacher candidates may apply for the Transitional Certificate of Qualification and Registration upon completion of Term 1 courses and successful completion of the first practicum (practice teaching where teacher candidates are ensured experiences in both grades 9 and 10, and 11 and 12 classrooms in this first placement).

Admission requirements for the program are the same regardless of which pathway is selected.

Candidates must also submit the following before classes begin:

- a) a full résumé
- b) evidence of academic qualifications satisfactory to the University

Applicants must have one of the following combinations of postsecondary education and age-earning experience to be admitted to the B.Ed. in Technological Education

**Teacher candidates in the Consecutive pathway complete the coursework and practicums in 16 consecutive months. The Multi-sessional pathway is one that is structured so teacher candidates become eligible to apply to the OCT for a Transitional Certificate of Qualification and Registration when they have completed a portion of an accredited teacher education program. This transitional certificate allows Technological Education teacher candidates to teach for up to six years (with a possible one-year extension) as long as they remain in good standing with the OCT and complete the remainder of the program during this time. It is strongly recommended that, in order for a program of professional education to allow candidates to acquire the knowledge, skills and attitudes of beginning teachers, the program should be completed within the shortest time possible.**

**Technological Education teacher candidates may apply for the Transitional Certificate of Qualification and Registration upon completion of Term 1 courses and successful completion of the first practicum.**

**The Technological Education program supports five admissions pathways:**

1. ~~4-~~Certificate of Qualification (CofQ) in a Skilled Trade and a Secondary School Diploma with a minimum of 5 years\* of paid wage-earning experience related to the Broad-Based Technology (BBT) subject you will be qualified to teach.
2. Two (2) Year College Diploma along with a minimum of 3 years\* of wage-earning experience. The Diploma must be in the same area as the BBT subject you will be qualified to teach. The wage-earning experience must be in a minimum of 4 months continuous paid work experience, in the same area as the BBT subject you will be qualified in.
3. Three (3) Year College Advanced Diploma along with a minimum of 2 years\* wage-earning experience directly related to the BBT subject you will be qualified to teach. The Advanced Diploma must be in the same area as the BBT subject you will be qualified to teach. The wage-earning experience must be in a minimum of 4 months continuous paid work experience.
4. University or College Degree along with a minimum of 2 years\* wage-earning experience. The Degree must be in the same area as the BBT subject you will be qualified to teach. The wage-earning experience must be in a minimum of 4 months continuous paid work experience.
5. University or College Degree along with a minimum of 5 years wage-earning experience, if the Degree is not aligned with the area in the BBT subject you will be qualified to teach. The wage-earning experience must be in a minimum of 4 months continuous paid work experience. ~~Applicants without the above listed combinations of post-secondary education and wage-earning experience, holding OSSD and minimum five years of wage-earning experience, including business or industrial experience, where the applicant used skills and knowledge in the area of the broad-based technological education subject selected by the applicant, may be considered for admission to the Technological Education program and will be eligible to receive a Certificate in Education. \* Please note that 1 year = 1700 hours.~~

Applicants without the above listed combinations of post-secondary education and wage-earning experience, holding OSSD and minimum five years of wage-earning experience, including business or industrial experience, where the applicant used skills and knowledge in the area of the broad-based technological education subject selected by the applicant, may be considered for admission to the Technological Education program and will be eligible to receive a Certificate in Education. \* Please note that 1 year = 1700 hours.

For Technological Education program admissions information, please refer to the following website:

<https://brocku.ca/education/programs/consecutive-technological-education/>

## Program Components and Requirements

In accordance with the requirements of the Ontario College of Teachers, instruction in the Teacher Education program includes the following:

1. Teaching methods designed to meet the individual needs of students.
2. The acts and regulations governing education in Ontario.
3. A review of the curriculum guidelines and a study of curriculum development.
4. At least 80 days of practice teaching in schools.

Candidates qualifying to teach Grades 4-10 must identify one teachable subject at the Junior/Intermediate level. Depending on their undergraduate program of study, Junior/Intermediate certification recommendations will be for one of the following teachable subjects:

Dramatic Arts  
English  
French  
Geography  
Health and Physical Education  
History  
Mathematics  
Music-Vocal  
Science-General  
Visual Arts

Candidates qualifying to teach Grades 7-12 must identify two teachable subjects at the Intermediate/Senior level. Depending on their undergraduate program of study, Intermediate/Senior certification recommendations will be for two of the following teachable subjects:

Dramatic Arts  
English  
French  
Geography  
Health and Physical Education  
History  
Mathematics  
Science-Biology  
Science-Chemistry  
Science-General  
Science-Physics  
Visual Arts

Technological Education teachable subject courses are offered at the Grade 9 and 10 level and the Grade 11 and 12 level and consist of 40 contact hours. Students are required to take two courses, one at the Grade 9 and 10 level and two courses at the Grade 11 and 12 level according to their technological background and broad-based technology (BBT) subject area as identified demonstrated technical ability as outlined in the offer letter, or otherwise application profile and as determined by the

Program Coordinator. **All Technological Education** The two subject teachable courses must come from the same **BBT broad based technology area**. An example would be Communications Technology 9 and 10 and Communications Technology 11 and 12. ~~The teaching subject areas offered are as follows:~~

**The Technological Education teaching broad based technological (BBT) subject areas offered are as follows:**

Communications Technology  
Computer Technology  
Construction Technology  
Green Industries  
Hairstyling and Aesthetics  
Health Care  
Hospitality and Tourism  
Manufacturing Technology  
Technological Design  
Transportation Technology

Note: Within each of the broad based technological education subjects noted above there are several trades/vocations/professions. An example: Communications Technology can focus on one or more of the following areas: audio/video production, desktop publishing, web development, digital photography, radio/television broadcasting. ~~A representative expanded list for each area can be found in the Technological Education Experience Profile.~~

## Program Notes

1. A police record check with a vulnerable sector screening is required and must be submitted to the Administrative Assistant, Practicum at or prior to the start of Fall term in both Years 1 and 2. Failure to comply with the due date will result in a teacher candidate not being placed in schools. Cost of a police record check is the responsibility of the teacher candidate.
2. Transportation to in-school internship, placement and/or other off campus activities related to the program is the teacher candidate's responsibility.
3. Teacher candidates wishing to proceed to Year 2 of their Teacher Education program must have achieved a passing grade in all Year 1 Teacher Education courses. A teacher candidate who has not passed all Year 1 Teacher Education courses will not be able to progress into Year 2 of the Teacher Education program without permission of the Program Director.
4. ~~Technological Education candidates continuing in Terms 3 and 4 must have achieved a passing grade in all Terms 1 and 2 Technological Education courses. A Technological Education candidate who has not passed all Terms 1 and 2 Technological Education courses will not be able to progress into Year 2 or Terms 3 and 4 of the Technological Education program without permission of the Program Director.~~
5. Junior/Intermediate students with French as their teachable are also required to complete EDBE 8P07 in Year 1 and EDBE 8P08 in Year 2.
6. ~~Technological Education teachable subject selections must be from the same broad-based technology. One teachable subject will be taken at the Grade 9 and 10 level and the other will be taken at the Grade 11 and 12 level. Teachable subject course selection will be dependent on the level and extent of the teacher candidate's technological ability as outlined in the application profile and determined by the Program Co ordinator.~~

## Primary/Junior

### *Year 1*

- EDBE 8F01, 8P02, 8P03, 8P09, 8P16, 8P34, 8P35, 8P37, 8P39, 8Y02, 8Y08, 8Y25 and 8Y27

### *Year 2*

- EDBE 8P41, 8P42, 8P44, 8P46, 8Y21, 8Y23, 8Y40, 8Y41, 8Y42 and 8Y43
- EDBE 8P47 or 8P57

## Junior/Intermediate

### *Year 1*

- EDBE 8F01, 8P02, 8P03, 8P10, 8P16, 8P24, 8P27, 8P29, 8P35, 8Y02, 8Y08, 8Y26 and 8Y28 (see program note 45)

#### Year 2

- EDBE 8P41, 8P43, 8P54, 8P56, 8Y22, 8Y24, 8Y40, 8Y41, 8Y42 and 8Y43 (see program note 45)
- EDBE 8P47 or 8P57

## Intermediate/Senior

#### Year 1

- EDBE 8D01, 8P70, 8P71, 8P72, 8P73 and 8P78
- two credits from EDBE 8F73, 8F74, 8F75, 8F76, 8F77, 8F78, 8F79, 8F80, 8F81, 8F82, 8F83, 8F84

#### Year 2

- EDBE 8P74, 8P75, 8P77, 8Y03 and 8Y05
- EDBE 8P66 or 8P76
- one credit from EDBE 8P82, 8P83, 8P84, 8P85, 8P86, 8P87, 8P88, 8P89, 8P90, 8P91, 8P92, 8P93, 8Y14
- one-quarter credit from EDBE 8Y04, 8Y06, or 8Y12 ~~or 8Y06~~
- ~~one-quarter credit from EDBE 8Y12 or 8Y14~~

## Technological Education

#### Terms 1 and 2

- EDBE 8G91
- EDBE 8R70, 8R71, 8R72, 8R73, 8Y93 and 8Y95
- one credit from EDBE 8G11, 8G12, 8G13, 8G14, 8G15, 8G16, 8G17, 8G18, 8G19, 8G20
- one credit from EDBE 8G21, 8G22, 8G23, 8G24, 8G25, 8G26, 8G27, 8G28, 8G29, 8G30

#### Terms 3 and 4

- EDBE 8R10, 8R74, 8R75, 8R76, 8R77, 8R78 and 8R91
- one half-credit from EDBE 8R11, 8R12, 8R13, 8R14, 8R15, 8R16, 8R17, 8R18, 8R19, 8R20
- one half-credit from EDBE 8R21, 8R22, 8R23, 8R24, 8R25, 8R26, 8R27, 8R28, 8R29, 8R30

## 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.

### ABORIGINAL TEACHER EDUCATION COURSES

ABTE 8P01

#### Principles and Practices for Professional Certification I-Primary/Junior

Practical experiences in observing and teaching in schools, including teaching centre/internship activities. Integration with ABTE 8P08 through reflective practice, analysis and guided application.

Lectures, seminar, 20 hours per term; plus practicum.

Restriction: open to students admitted to the Primary/Junior (Aboriginal) program.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in ABTE 8L09 and EDUC 8L09.

ABTE 8P02

**Principles and Practices for Professional Certification II-Primary/Junior**

Practical experiences in observing and teaching in schools, including teaching centre/internship activities. Integration with ABTE 8P08 through reflective practice, analysis and guided application.

Lectures, seminar, 20 hours per term; plus practicum.

Restriction: open to Primary/Junior (Aboriginal) students.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in ABTE 8L09 and EDUC 8L09.

ABTE 8P03

**Principles and Practices for Professional Certification III-Primary/Junior**

Practical experiences in observing and teaching in schools, including teaching centre/internship activities. Integration with ABTE 8P08 through reflective practice, analysis and guided application.

Lectures, seminar, 20 hours per term; plus practicum.

Restriction: open to Primary/Junior (Aboriginal) students.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in ABTE 8L09 and EDUC 8L09.

ABTE 8P04

**Principles and Practices for Professional Certification IV-Primary/Junior**

Practical experiences in observing and teaching in schools, including teaching centre/internship activities. Integration with ABTE 8P08 through reflective practice, analysis and guided application.

Lectures, seminar, 20 hours per term; plus practicum.

Restriction: open to Primary/Junior (Aboriginal) students.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in ABTE 8L09 and EDUC 8L09.

ABTE 8P08

**Instructional Strategies I**

Planning and preparatory aspects of teaching, addressing the ongoing process of diagnosis as essential to such elements of instruction as motivation, classroom management and discipline within the expository discussion and inquiry models of teaching. Seminar, 2 hours per week.

Restriction: open to students admitted to the Primary and Junior (Aboriginal) program.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in EDUC 8P08 and 8P50.

ABTE 8P10

**Instructional Strategies II**

Sequential to ABTE 8P08. Planning, management, methodological approaches, social and educational issues and evaluation processes.

Seminar, 4 hours per week.

Restriction: open to students admitted to the Primary and Junior (Aboriginal) program.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in EDUC 8P10.

ABTE 8P11

**Computers in Education**

Overview of computer technology in school systems. Computer software packages and evaluation of their use for application in effective curriculum design. Technology across the curriculum, word processing, software evaluation, and the application of spreadsheets and databases.

Lectures, seminar, 2 hours per week.

Restriction: open to students admitted to the Primary and Junior (Aboriginal) program.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in EDUC 8P11.

ABTE 8P30

**Language Primary/Junior**

Strategies for the development of communicative competence in listening, speaking, reading and writing. Emphasis on the use of language for learning and thinking across the curriculum. The role and purpose of children's literature in enhancing the learning to read process.

Lectures, seminar, 2.5 hours per week.

Restriction: open to students admitted to the Primary and Junior (Aboriginal) program.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in EDUC 8P30.

ABTE 8P33

**Arts Primary/Junior**

Introduction to education in and through the arts (dramatic arts, music, visual arts and dance) as defined in provincial documents. Examples of methods for integration of common components of form, function, meaning and communication, with practical applications across the arts, the broader school curriculum and the life of students in the primary and junior grades.

Lectures, seminar, 2.5 hours per week.

Restriction: open to students admitted to the Primary and Junior (Aboriginal) program.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in EDUC 8P33.

ABTE 8P70

**Teaching in the Ontario Context**

Foundational and method components and strategies of classroom and curriculum as related to the Ontario Curriculum and the Ontario College of Teachers Foundations of Professional Practice. Connections made between observation and experiences in field-based school placements to theory, practice and reflection.

Lectures, seminar, 3 hours per week; may be available on-site, online or blended.

Restriction: open to students admitted to the Primary and Junior (Aboriginal) program.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

ABTE 8P75

**Practicum for Integrating Teaching, Learning and Assessment**

Connections between observations and experiences in field-based school placements to theory, practice and reflection.

Previously learned in foundational method components and strategies of classroom and curriculum as related to the Ontario Curriculum and the Ontario College of Teachers Foundations of Professional Practice. Sessions divided between instructional methods and field experiences.

Practice teaching.

Restriction: open to students admitted to the Primary and Junior (Aboriginal) program.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

ABTE 8P77

**Practicum for Professional Collaborative Practice I**

Connections between observations and experiences in field-based school placements to theory, practice and reflection. Previously learned in foundational method components and strategies of classroom and curriculum as related to the Ontario Curriculum and the Ontario College of Teachers Foundations of Professional Practice. Sessions divided between instructional methods and field experiences.

Practice teaching.

Restriction: open to students admitted to the Primary and Junior (Aboriginal) program.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

ABTE 8P78

**Practicum for Professional Collaborative Practice II**

Connections between observations and experiences in field-based school placements to theory, practice and reflection. Previously learned in foundational method components and strategies of classroom and curriculum as related to the Ontario Curriculum and the Ontario College of Teachers Foundations of Professional Practice. Sessions divided between instructional methods and field experiences.

Practice teaching.

Restriction: open to students admitted to the Primary and Junior (Aboriginal) program.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

ABTE 8P80

**Language and Literacy I**

Introduction to the Ontario Language Arts curriculum for the Primary/Junior division. Topics may include literacy theories, children's literature, literacy and assessment, planning, and classroom strategies and tools.

Lectures, seminar, 3 hours per week.

Restriction: open to students admitted to the Primary and Junior (Aboriginal) program.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

ABTE 8P81

**Mathematics I**

Introduction to the Ontario Primary/Junior curriculum in Mathematics. Focus on deeper understanding of mathematical content, processes and ideas. Concepts and procedures that build and connect across the grades and strands.

Lectures, seminar, 3 hours per week.

Restriction: open to students admitted to the Primary and Junior (Aboriginal) program.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

ABTE 8P83

**Cognition and the Socioemotional Development of Learners**

Curriculum related to human development and exceptional learners. Topics include cognitive development, memory, meta cognition, socioemotional development, mental health, sociocultural diversity, learning strategies and classroom management.

Lectures, seminar, 3 hours per week.

Restriction: open to students admitted to the Primary and Junior (Aboriginal) program.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

ABTE 8P84

**Teaching Digital Learners in the Digital Age**

Technology-enhanced teaching of elementary learners emphasizing the connection between content knowledge from the Ontario curriculum and instructional strategies and pedagogical knowledge for teaching digitally-connected learners. Models of teaching for face-to-face, blended and online environments, curriculum-based lesson activities that blend technology into instruction, and the technical skills for implementing digital learning environments.

Lectures, seminar, 3 hours per week.

Restriction: open to students admitted to the Primary/Junior and Junior/Intermediate programs.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

ABTE 8P85

**Social Studies**

Introduction to the Social Studies curriculum for the Primary/Junior division. Conceptual foundations and instructional practices within the Ontario context.

Lectures, seminar, 2 hours per week.

Restriction: open to students admitted to the Primary/Junior and Junior/Intermediate programs.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

ABTE 8P90

**Science and Technology**

Knowledge and skills necessary to be a successful Primary/Junior science teacher. Merging practice and theory (praxis) of school science fundamentals essential to 21st-century learning. Topics may include scientific literacy, creativity and science (inquiry), the nature of science, and integration with environmental education.

Lectures, seminar, 3 hours per week.

Restriction: open to students admitted to the Primary/Junior and Junior/Intermediate programs.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

ABTE 8P92

**Language and Literacy II**

Understanding of literacy issues and challenges for Indigenous children. Increase knowledge, capacities, and competencies in reading and writing emphasizing Aboriginal literature.

Lectures, seminar, 3 hours per week.

Restriction: open to students admitted to the Primary/Junior program.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

ABTE 8P93

**Mathematics II**

Current trends and research based issues in teaching and learning of mathematics focusing on the integration of content knowledge and pedagogy for Primary/Junior Indigenous learners.

Lectures, seminar, 3 hours per week.

Restriction: open to students admitted to the Primary/Junior program.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

ABTE 8P97

**The Exceptional Learner**

Characteristics of exceptional learners. Topics include socioemotional development, mental health, communication exceptionalities, sociocultural diversity, and physical and multiple exceptionalities.

Lectures, seminar, 3 hours per week.

Restriction: open to students admitted to the Primary and Junior (Aboriginal) program.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

ABTE 8P98

**Health and Physical Education Curriculum and Pedagogy**

Twenty-first-century health and physical education, pedagogical content knowledge, the Primary/Junior curriculum, and relevant health and physical education theories and models. Influence of perceptions, self-efficacy, and personal biography on emerging planning and instructional choices/decisions.

Lectures, seminar, 3 hours per week.

Restriction: open to students admitted to the Primary/Junior program.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

ABTE 8Y04

**Current Trends and Issues in Special Education**

Current legislation and recent developments related to the education of exceptional students.

Lectures, seminar, practicum, 2 hours per week.

Restriction: open to students admitted to the Primary and Junior (Aboriginal) program.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in EDUC 8Y04 and 8Y40.

ABTE 8Y05

**Professionalism, Law and the Ontario Teacher**

Key educational issues, responsibilities and authority in the organization of the public school system in Ontario through study of statutes, regulations and professional codes of ethics.

Lectures, seminar, practicum, 2 hours per week.

Restriction: open to students admitted to the Primary and Junior (Aboriginal) program.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in EDUC 8Y05 and 8Y41.

ABTE 8Y31

**Mathematics Primary/Junior**

Teaching mathematics at the primary and junior levels: resources, curriculum and methods.

Lectures, seminar, 2 hours alternate weeks.

Restriction: open to students admitted to Primary and Junior (Aboriginal) program.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in EDUC 8P31.

ABTE 8Y36

**Health and Physical Education Primary/Junior**

Focus on the implementation of the Ontario health and physical education curriculum in primary and junior grades. Fundamental movement competency, active living, concepts of healthy living, appropriate teaching methods and a philosophical orientation which fosters learning by all.

Lectures, seminar, 2 hours per week.

Restriction: open to students admitted to the Primary and Junior (Aboriginal) program.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in EDUC 8Y36.

ABTE 8Y38

**Science and Technology Primary/Junior**

Introduction to basic concepts, skills and strategies required for teaching science at the primary/junior school level, including the nature of science, scientific literacy, learning theories, the Ontario Grades 1-6 Science and Technology curriculum, inquiry-based instruction, lesson and unit planning, inclusive science education and cross-curricular integration.

Lectures, seminar, 2 hours per week.

Restriction: open to students admitted to the Primary and Junior (Aboriginal) program.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in EDUC 8Y37.

ABTE 8Y39

**Social Studies Primary/Junior**

Teaching strategies appropriate to the Ontario curriculum emphasizing knowledge, skills and attitudes for examining and understanding communities, various heritages and citizenship. Key social science concepts; inquiry and communication skills focusing on Canadian identity and democratic values.

Lectures, seminar, 2 hours per week.

Restriction: open to students admitted to the Primary and Junior (Aboriginal) program.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in EDUC 8Y39.

ABTE 8Y50

**Literacy Issues in Elementary Education**

Origins and treatment of literacy difficulties in minority children.

Lectures, seminar, 2 hours per week.

Restriction: open to students admitted to the Primary and Junior (Aboriginal) program.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

ABTE 8Y60

**Literacy Issues in Elementary Education II**

Increase knowledge, capabilities, competencies in creative written expression, concentrating on Indigenous writers.

Lectures, seminar, 2 hours per week.

Restriction: open to students admitted to the Primary and Junior (Aboriginal) program.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in EDUC 8Y60.

ABTE 8Y61

**Classroom Dynamics: Teaching and Learning**

Basic principles of child development and learning that guide instructional decision making and classroom management. Topics may include motivation, social contexts of learning, individual differences, student thinking and problem solving, family, school and community partnerships.

Lectures, seminar, 2 hours per week.

Restriction: open to students admitted to the Primary and Junior (Aboriginal) program.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in EDUC 8Y61.

ABTE 8Y63

**Introduction to Assessment and Evaluation**

Methods for assessment and evaluation of student growth.

Lectures, seminar, 2 hours per week.

Restriction: open to students admitted to the Primary and Junior (Aboriginal) program.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in EDUC 8Y63.

ABTE 8Y71

**Practicum for Teaching in the Ontario Context**

Connections between observation and experiences in field-based school placements to theory, practice and reflection. Previously learned in foundational method components and strategies of classroom and curriculum as related to the Ontario Curriculum and the Ontario College of Teachers Foundations of Professional Practice. Sessions divided between instructional methods and field experiences.

Practice teaching.

Restriction: open to students admitted to the Primary and Junior (Aboriginal) program.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

ABTE 8Y72

**Teaching Aboriginal Learners in the Ontario Context**

Foundational method components and strategies of classroom and curriculum as related to the Ontario Curriculum and the Ontario College of Teachers Foundations of Professional Practice. Connections between observation and experiences in field-based school placements to theory, practice and reflection.

Lectures, seminar, 3 hours per week.

Restriction: open to students admitted to the Primary and Junior (Aboriginal) program.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

ABTE 8Y73

**Practicum for Teaching Aboriginal Learners in the Ontario Context**

Connections between observation and experiences in field-based school placements to theory, practice and reflection. Previously learned in foundational method components and strategies of classroom and curriculum as related to the Ontario Curriculum and the Ontario College of Teachers Foundations of Professional Practice. Sessions divided between instructional methods and field experiences.

Practice teaching.

Restriction: open to students admitted to the Primary and Junior (Aboriginal) program.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

ABTE 8Y74

**Integrating Teaching, Learning and Assessment**

Foundational method components and strategies of classroom and curriculum as related to the Ontario Curriculum and the Ontario College of Teachers Foundations of Professional Practice. Connections between observation and experiences in field-based school placements to theory, practice and reflection.

Lectures, seminar, 3 hours per week.

Restriction: open to students admitted to the Primary and Junior (Aboriginal) program.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

ABTE 8Y76

**Professional Collaborative Practice**

Foundational method components and strategies of classroom and curriculum as related to the Ontario Curriculum and the Ontario College of Teachers Foundations of Professional Practice. Connections between observation and experiences in field-based school placements to theory, practice and reflection.

Lectures, seminar, 3 hours per week.

Restriction: open to students admitted to the Primary and Junior (Aboriginal) program.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

ABTE 8Y82

**Assessment, Evaluation and Reporting**

Basic concepts, skills and practices associated with classroom assessment, evaluation and reporting. Grounded in the purpose and principles of sound assessment, a range of assessment and evaluation methods and practices as explored within the Ontario context.

Lectures, seminar, 3 hours per week.

Restriction: open to students admitted to the Primary and Junior (Aboriginal) program.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

ABTE 8Y86

**The Arts In and Across the Curriculum: Music**

Ontario Primary/Junior curriculum in Music. Exploration of theory into practice, instructional strategies and pedagogy.

Lectures, seminar, 3 hours per week.

Restriction: open to students admitted to the Primary/Junior and Junior/Intermediate programs.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

ABTE 8Y87

**The Arts In and Across the Curriculum: Drama**

Ontario Primary/Junior curriculum in Drama. Exploration of theory into practice, instructional strategies and pedagogy.

Lectures, seminar, 3 hours per week.

Restriction: open to students admitted to the Primary/Junior and Junior/Intermediate programs.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

ABTE 8Y88

**The Arts In and Across the Curriculum: Dance**

Ontario Primary/Junior curriculum in Dance. Exploration of theory into practice, instructional strategies and pedagogy.

Lectures, seminar, 3 hours per week.

Restriction: open to students admitted to the Primary/Junior and Junior/Intermediate programs.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

ABTE 8Y89

**The Arts In and Across the Curriculum: Visual Arts**

Ontario Primary/Junior curriculum in Visual Arts. Exploration of theory into practice, instructional strategies and pedagogy.

Lectures, seminar, 3 hours per week.

Restriction: open to students admitted to the Primary/Junior and Junior/Intermediate programs.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

ABTE 8Y95

**Professionalism and Law for Educators in Ontario**

Professional and legal responsibilities of Ontario educators and schools examined through the study of statutes, regulations, professional codes of ethics and legal cases.

Lectures, seminar, 3 hours per week.

Restriction: open to students admitted to the Primary/Junior program.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

ABTE 8Y96

**Programming for Inclusive Classrooms**

Issues and perspective in special education and educational psychology. Elements of the *Individual Education Plan, Universal Design for Learning* and *Differential Instruction* examined in relation to programming in inclusive environments.

Lectures, seminar, 3 hours per week.

Restriction: open to students admitted to the Primary and Junior (Aboriginal) program.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

**EDUCATION - TEACHER EDUCATION COURSES**

EDBE 8D01

**Professionalism, Law and Principles of Teaching in Ontario Intermediate/Senior**

Connections between observation and experiences in field-based school placements to theory, practice and reflection.

Foundational method components and strategies of classroom and curriculum as related to the Ontario Curriculum and the Ontario College of Teachers Foundations of Professional Practice. Professional and legal responsibilities of Ontario educators and schools examined through the study of statutes, regulations, professional codes of ethics and legal cases.

Lectures, seminar, 3 hours per week.

Restriction: open to students admitted to the Intermediate/Senior program and to BA (Honours)/BEd (Intermediate/Senior), BPhEd (Honours)/BEd (Intermediate/Senior) and BSc (Honours)/BEd (Intermediate/Senior) majors with a minimum of 20.0 overall credits.

Prerequisite(s): concurrent students must have successfully completed EDBE 8P50

Note: sessions divided between instructional methods and field experiences. Course credit will not be given without the successful completion of a two-week internship. Transportation to school placement is a student responsibility. A practicum fee will be applied. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in EDBE 8G91, 8R64, 8R91, 8Y65 and 8Y66.

EDBE 8F01

**Teaching in the Ontario Context Primary/Junior/Intermediate**

Connections between observation and experiences in field-based school placements to theory, practice and reflection.

Foundational method components and strategies of classroom and curriculum as related to the Ontario Curriculum and the Ontario College of Teachers Foundations of Professional Practice.

Lectures, seminar, 3 hours per week plus internship, observation and practicum.

Restriction: open to students admitted to the Primary/Junior and Junior/Intermediate programs and to BA CHYS (Honours)/BEd (Primary/Junior), BA Integrated Studies (Honours)/BEd (Junior/Intermediate), BA IASC (Honours)/BEd (Junior/Intermediate), BSc Integrated Studies (Honours)/BEd (Junior/Intermediate) and BPhEd (Honours)/BEd (Junior/Intermediate) majors with a minimum of 20.0 overall credits.

Prerequisite(s): Concurrent students must have successfully completed EDBE (EDUC) 8P15

Note: sessions divided between instructional methods and field experiences. Students will be guided in practice teaching for internship and two weeks of practicum. Course credit will not be given without the successful completion of a two-week internship. Transportation to school placement is a student responsibility. A practicum fee will be applied. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

EDBE 8F73

**Teaching History I Intermediate/Senior**

Introduction to the Ontario Intermediate/Senior curriculum in History emphasizing practice and theory. Planning, instructional and assessment strategies.

Lectures, seminar, 3 hours per week.

Restriction: open to students admitted to the Intermediate/Senior program with a declared History teachable, and to BA (Honours)/BEd (Intermediate/Senior), BPhEd (Honours)/BEd (Intermediate/Senior) and BSc (Honours)/BEd (Intermediate/Senior) majors with a minimum of 20.0 overall credits and a declared History teachable.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

EDBE 8F74

**Teaching English I Intermediate/Senior**

Introduction to the Ontario Intermediate/Senior curriculum in English emphasizing practice and theory. Planning, instructional and assessment strategies.

Lectures, seminar, 3 hours per week.

Restriction: open to students admitted to the Intermediate/Senior program with a declared English teachable, and to BA (Honours)/BEd (Intermediate/Senior), BPhEd (Honours)/BEd (intermediate/Senior) and BSc (Honours)/BEd (Intermediate/Senior) majors with a minimum of 20.0 overall credits and a declared English teachable.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

EDBE 8F75

**Teaching French as a Second Language I Intermediate/Senior**

Introduction to the Ontario Intermediate/Senior curriculum in French as a Second Language emphasizing practice and theory. Planning, instructional and assessment strategies.

Lectures, seminar, 3 hours per week.

Restriction: open to students admitted to the Intermediate/Senior program with a declared French teachable, and to BA (Honours)/BEd (Intermediate/Senior), BPhED (Honours)/BEd (Intermediate/Senior) and BSc (Honours)/BEd (Intermediate/Senior) majors with a minimum of 20.0 overall credits and a declared French teachable.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

EDBE 8F76

**Teaching Visual Arts I Intermediate/Senior**

Introduction to the Ontario Intermediate/Senior curriculum in Visual Arts emphasizing practice and theory. Planning, instructional and assessment strategies are developed using a variety of resources based on seminar, demonstration and studio activities appropriate for visual arts classrooms.

Lectures, seminar, 3 hours per week.

Restriction: open to students admitted to the Intermediate/Senior program with a declared Visual Arts teachable, and to BA (Honours)/BEd (Intermediate/Senior), BPhEd (Honours)/BEd (Intermediate/Senior) and BSc (Honours)/BEd (Intermediate/Senior) majors with a minimum of 20.0 overall credits and a declared Visual Arts teachable.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

EDBE 8F77

**Teaching Geography I Intermediate/Senior**

Introduction to the Ontario Intermediate/Senior curriculum in Geography emphasizing practice and theory. Planning, instructional and assessment strategies.

Lectures, seminar, 3 hours per week.

Restriction: open to students admitted to the Intermediate/Senior program with a declared Geography teachable, and to BA (Honours)/BEd (Intermediate/Senior), BPhEd (Honours)/BEd (Intermediate/Senior) and BSc (Honours)/BEd (Intermediate/Senior) majors with a minimum of 20.0 overall credits and a declared Geography teachable.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

EDBE 8F78

**Teaching Drama I Intermediate/Senior**

Introduction to the Ontario Intermediate/Senior curriculum in Drama emphasizing practice and theory. Planning, instructional and assessment strategies are developed using a variety of resources based on seminar, demonstration appropriate for Drama classrooms.

Lectures, seminar, 3 hours per week.

Restriction: open to students admitted to the Intermediate/Senior program with a declared Dramatic Arts teachable, and to BA (Honours)/BEd (Intermediate/Senior), BPhEd (Honours)/BEd (Intermediate/Senior) and BSc (Honours)/BEd (Intermediate/Senior) majors with a minimum of 20.0 overall credits and a declared Dramatic Arts teachable.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

EDBE 8F79

**Teaching Science - Biology I Intermediate/Senior**

Introduction to the Ontario Intermediate/Senior curriculum in Science - Biology emphasizing practice and theory. Planning, instructional and assessment strategies are developed using a variety of resources based on seminar, demonstration and laboratory activities appropriate for science classrooms.

Lectures, seminar, 3 hours per week.

Restriction: open to students admitted to the Intermediate/Senior program with a declared Science-Biology Teachable, and to BA (Honours)/BEd (Intermediate/Senior), BPhEd (Honours)/BEd (Intermediate/Senior) and BSc (Honours)/BEd (Intermediate/Senior) majors with a minimum of 20.0 overall credits and a declared Science-Biology teachable.

Note: the method of delivery will be listed on the academic timetable, in the applicable term. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

EDBE 8F80

**Teaching Science - General I Intermediate/Senior**

Introduction to the Ontario Intermediate/Senior curriculum in Science - General emphasizing practice and theory. Planning, instructional and assessment strategies are developed using a variety of resources based on seminar, demonstration and laboratory activities appropriate for science classrooms.

Lectures, seminar, 3 hours per week.

Restriction: open to students admitted to the Intermediate/Senior program with a declared Science-General teachable, and to BA (Honours)/BEd (Intermediate/Senior), BPhEd (Honours)/BEd (Intermediate/Senior) and BSc (Honours)/BEd (Intermediate/Senior) majors with a minimum of 20.0 overall credits and a declared Science-General teachable.

Note: materials fee required. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

EDBE 8F81

**Teaching Science - Chemistry I Intermediate/Senior**

Introduction to the Ontario Intermediate/Senior curriculum in Science - Chemistry emphasizing practice and theory. Planning, instructional and assessment strategies are developed using a variety of resources based on seminar, demonstration and laboratory activities appropriate for science classrooms.

Lectures, seminar, 3 hours per week.

Restriction: open to students admitted to the Intermediate/Senior program with a declared Science-Chemistry teachable, and to BA (Honours)/BEd (Intermediate/Senior), BPhEd (Honours)/BEd (Intermediate/Senior) and BSc (Honours)/BEd (Intermediate/Senior) majors with a minimum of 20.0 overall credits and a declared Science-Chemistry teachable.

Note: materials fee required. The method of delivery will be listed on the academic timetable, in the applicable term. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

EDBE 8F82

**Teaching Science - Physics I Intermediate/Senior**

Introduction to the Ontario Intermediate/Senior curriculum in Science - Physics emphasizing practice and theory. Planning, instructional and assessment strategies are developed using a variety of resources based on seminar, demonstration and laboratory activities appropriate for science classrooms.

Lectures, seminar, 3 hours per week.

Restriction: open to students admitted to the Intermediate/Senior program with a declared Science-Physics teachable, and to BA (Honours)/BEd (Intermediate/Senior), BPhEd (Honours)/BEd (Intermediate/Senior) and BSc (Honours)/BEd (Intermediate/Senior) majors with a minimum of 20.0 overall credits and a declared Science-Physics teachable.

Note: materials fee required. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

EDBE 8F83

**Teaching Mathematics I Intermediate/Senior**

Introduction to the Ontario Intermediate/Senior curriculum in Mathematics emphasizing practice and theory. Planning, instructional and assessment strategies.

Lectures, seminar, 3 hours per week.

Restriction: open to students admitted to the Intermediate/Senior program with a declared Mathematics teachable, and to BA (Honours)/BEd (Intermediate/Senior), BPhEd (Honours)/BEd (Intermediate/Senior) and BSc (Honours)/BEd (Intermediate/Senior) majors with a minimum of 20.0 overall credits and a declared Mathematics teachable.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

EDBE 8F84

**Teaching Health and Physical Education I Intermediate/Senior**

Twenty-first-century health and physical education pedagogical content knowledge, Ontario curriculum, and relevant health and physical education theories and models. Influence of perceptions, self-efficacy and personal biography on emerging health and physical education planning and instructional choices/decisions in Intermediate/Senior classrooms.

Lectures, seminar, 3 hours per week.

Restriction: open to students admitted to the Intermediate/Senior program with a declared Health and Physical Education teachable, and to BA (Honours)/BEd (Intermediate/Senior), BPhEd (Honours)/BEd (Intermediate/Senior) and BSc (Honours)/BEd (Intermediate/Senior) majors with a minimum of 20.0 overall credits and a declared Health and Physical Education teachable.

Note: course fee required for mandatory Health and Physical Literacy conference. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

EDBE 8G11

**The Teaching of Green Industries I (Grades 9 and 10)**

Examination of Ontario Ministry curriculum documents and resources. Topics may include arboriculture, agriculture, agribusiness, forestry, floristry, horticulture science/management, landscape construction/maintenance, landscaping design and management, LEED construction. Exploration of secondary and post-secondary education pathways and career opportunities.

Lectures, seminar, 3 hours per week.

Restriction: open to students admitted to the Technological Education program.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in EDBE 8R31, 8Y32 and 8Y33.

EDBE 8G12

**The Teaching of Communications Technology I (Grades 9 and 10)**

Examination of Ontario Ministry, board and school curriculum documents and other resources. Overview of media, including the areas of television/video and movie production, radio and audio production, print and graphic communications, photography, and interactive new media and animation. Exploration of secondary and post-secondary education pathways and career opportunities.

Lectures, seminar, 3 hours per week.

Restriction: open to students admitted to the Technological Education program.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in EDBE 8R34, 8Y35 and 8Y36.

EDBE 8G13

**The Teaching of Construction Technology I (Grades 9 and 10)**

Examination of Ontario Ministry, board and school curriculum documents and other resources. Overview of the practical use of tools and materials associated with fine woodworking, furniture and cabinet making. Creating, reading and understanding working drawings; becoming familiar with common construction materials, components, and processes; perform a variety of fabrication, assembly, and finishing operations. Exploration of secondary and post-secondary education pathways and career opportunities.

Lectures, seminar, 3 hours per week.

Restriction: open to students admitted to the Technological Education program.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in EDBE 8R37, 8Y38 and 8Y39.

EDBE 8G14

**The Teaching of Technological Design I (Grades 9 and 10)**

Examination of Ontario Ministry, board and school curriculum documents and other resources. Overview of a variety of design processes that may be used in solving any technological challenge or problem. Builds on and forms a continuum with the grades seven and eight science and technology program and the grade nine Exploring Technology program. Exploration of secondary and post-secondary education pathways and career opportunities.

Lectures, seminar, 3 hours per week.

Restriction: open to students admitted to the Technological Education program.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in EDBE 8R43, 8Y44 and 8Y45.

EDBE 8G15

**The Teaching of Hospitality and Tourism I (Grades 9 and 10)**

Examination of curriculum documents and resources. Overview of hospitality and tourism areas, as reflected in the various sectors of the tourism industry, emphasizing food service. Culinary techniques of food handling and preparation, health and safety standards, use of tools and equipment, origins of foods, event planning, and Ontario tourism attractions. Exploration of secondary and post-secondary education pathways and career opportunities.

Lectures, seminar, 3 hours per week.

Restriction: open to students admitted to the Technological Education program.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in EDBE 8R46, 8Y47 and 8Y48.

EDBE 8G16

**The Teaching of Manufacturing Technology I (Grades 9 and 10)**

Examination of Ontario Ministry curriculum documents and resources. Introduction to teaching strategies and skills; design and fabricate products using a variety of processes, tools, and equipment. Processes include technical drawing, properties and preparation of materials, and manufacturing techniques. Projects may include a robotic challenge, design challenge or fabrication project involving machining, welding, vacuum forming, injection moulding. Exploration of secondary and post-secondary education pathways and career opportunities.

Lectures, seminar, 3 hours per week.

Restriction: open to students admitted to the Technological Education program.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in EDBE 8R49, 8Y50 and 8Y51.

EDBE 8G17

**The Teaching of Health Care I (Grades 9 and 10)**

Examination of Ontario Ministry, board and school curriculum documents and other resources. Introduction to teaching strategies and skills required in teaching Health Care. May include health promotion, child/adolescent health concerns, and a variety of medical services, treatments, technologies, biotechnology, home care, dental care, nursing fundamentals, dietary study and rules, exercise and disease prevention. Exploration of secondary and post-secondary education pathways and career opportunities.

Lectures, seminar, 3 hours per week.

Restriction: open to students admitted to the Technological Education program.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in EDBE 8R52, 8Y53 and 8Y54.

EDBE 8G18

**The Teaching of Hairstyling and Aesthetics I (Grades 9 and 10)**

Examination of Ontario Ministry, board and school curriculum documents and other resources. Hairstyling, make-up and nail care techniques from a salon/spa perspective. Usage of materials, processes and techniques used in the industry. Teaching of fundamental skills in hairstyling, giving manicures and facials, and providing hair/scalp analyses and treatments. Exploring secondary and post-secondary education pathways and career opportunities including apprenticeships and direct-entry work positions.

Lectures, seminar, 3 hours per week.

Restriction: open to students admitted to the Technological Education program.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in EDBE 8R55, 8Y56 and 8Y57.

EDBE 8G19

**The Teaching of Transportation Technology I (Grades 9 and 10)**

Examination of Ontario Ministry curriculum documents and resources. Introduction to required teaching strategies and skills. Topics include servicing and maintenance of vehicles, aircraft, and/or watercraft. Development of knowledge and skills in construction and operation of vehicle/craft systems and maintenance/repairs. Use of practical and theoretical means to demonstrate the knowledge/skills/values needed to consider the impact of vehicles on human/social/environmental systems. Exploration of secondary and post-secondary education pathways and career opportunities.

Lectures, seminar, 3 hours per week.

Restriction: open to students admitted to the Technological Education program.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in EDBE 8R58, 8Y59 and 8Y60.

EDBE 8G20

**The Teaching of Computer Technology I (Grades 9 and 10)**

Examination of Ontario Ministry, board and school curriculum documents and other resources. Introduction to the teaching strategies and skills required, focusing on computer systems, networking, and interfacing, electronics and robotics. Exploration of secondary and post-secondary education pathways and career opportunities.

Lectures, seminar, 3 hours per week.

Restriction: open to students admitted to the Technological Education program.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in EDBE 8R61, 8Y62 and 8Y63.

EDBE 8G21

**The Teaching of Green Industries I (Grades 11 and 12)**

Examination of Ontario Ministry, board and school curriculum documents and other resources. In-depth study of one or more of arboriculture, agriculture, agribusiness, forestry, floristry, horticulture science/management, LEED construction and associated topics and industries. Exploration of secondary and post-secondary education training pathways and career opportunities.

Lectures, seminar, 3 hours per week.

Restriction: open to students admitted to the Technological Education program.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

EDBE 8G22

**The Teaching of Communications Technology I (Grades 11 and 12)**

Examination of Ontario Ministry, board and school curriculum documents and other resources. In-depth study of the communication industry; the technical knowledge and skills required to teach component areas such as television/video production, art, broadcasting, photography, web communication, print/graphic production at the senior level. Exploration of secondary and post-secondary education pathways and career opportunities.

Lectures, seminar, 3 hours per week.

Restriction: open to students admitted to the Technological Education program.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

EDBE 8G23

**The Teaching of Construction Technology I (Grades 11 and 12)**

Examination of Ontario Ministry, board and school curriculum documents and other resources. In-depth study of an extended practical use of tools and materials associated with fine woodworking, furniture and cabinet making. Development of the knowledge and skills related to building construction, zoning regulations, construction techniques, utility systems, sewage and waste disposal and internal and external environmental systems. Exploration of secondary and post-secondary education pathways and career opportunities.

Lectures, seminar, 3 hours per week.

Restriction: open to students admitted to the Technological Education program.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

EDBE 8G24

**The Teaching of Technological Design I (Grades 11 and 12)**

Examination of Ontario Ministry, board and school curriculum documents and other resources. In-depth study of the diverse and complex design problems and processes. Variety of design strategies that may be used to solve any technological problem or challenge in areas such as industrial design, mechanical design, architectural design, control system design and/or apparel design. Exploration of secondary and post-secondary education pathways and career opportunities.

Lectures, seminar, 3 hours per week.

Restriction: open to students admitted to the Technological Education program.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

EDBE 8G25

**The Teaching of Hospitality and Tourism I (Grades 11 and 12)**

Examination of curriculum documents and resources. In-depth study of teaching strategies and skills required for planning, operation and development as reflected in the various sectors of the tourism industry, emphasizing food service. Culinary techniques of food handling/preparation, health and safety standards, use of tools/equipment, origins of foods, event planning, and Ontario tourism attractions. Exploration of secondary and post-secondary education pathways and career opportunities.

Lectures, seminar, 3 hours per week.

Restriction: open to students admitted to the Technological Education program.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

EDBE 8G26

**The Teaching of Manufacturing Technology I (Grades 11 and 12)**

Examination of Ontario Ministry, board and school curriculum documents and other resources. In-depth study of teaching strategies and skills required in teaching of conventional and production machine tools, materials handling, control systems including hydraulics, pneumatics, PLC's, heat treatment of metals, CAD/CAM systems, flow charts, Program Evaluation and Review Techniques (PERT) systems, statistical quality control and product control procedures. Exploration of secondary and post-secondary education pathways and career opportunities.

Lectures, seminar, 3 hours per week.

Restriction: open to students admitted to the Technological Education program.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

EDBE 8G27

**The Teaching of Health Care I (Grades 11 and 12)**

Examination of curriculum documents and resources. In-depth study of required teaching strategies and skills. Processes of disease, factors contributing to health and well-being, and care skills required for children and older adults. Review legislation governing care of children and older adults, evaluate social programs and recreational activities, development of an awareness of health and safety issues, and environmental/social issues. Exploration of secondary and post-secondary education pathways and career opportunities.

Lectures, seminar, 3 hours per week.

Restriction: open to students admitted to the Technological Education program.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

EDBE 8G28

**The Teaching of Hairstyling and Aesthetics I (Grades 11 and 12)**

Examination of Ontario Ministry curriculum documents and resources. In-depth study of hair care/styling, make-up, manicures and personal hygiene. Development of instructional strategies for teaching cosmetology. Variety of applications that will equip students to provide services for diverse clientele. Considers environmental and societal issues related to the industry. Exploration of secondary and post-secondary education pathways and career opportunities.

Lectures, seminar, 3 hours per week.

Restriction: open to students admitted to the Technological Education program.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

EDBE 8G29

**The Teaching of Transportation Technology I (Grades 11 and 12)**

Examination of Ontario Ministry curriculum documents and resources. In-depth study of the teaching strategies and skills required. Expand awareness of environmental and societal issues related to transportation; and apprenticeship and college programs leading to careers in the transportation industry. Use practical and theoretical means to demonstrate the knowledge/skills/values needed to consider the impact of various vehicles on human/social/environmental systems. Exploration of secondary and post-secondary education pathways and career opportunities.

Lectures, seminar, 3 hours per week.

Restriction: open to students admitted to the Technological Education program.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

EDBE 8G30

**The Teaching of Computer Technology I (Grades 11 and 12)**

In-depth study of the teaching strategies and skills required. Examination of computer systems and the control of external devices including the assembly of computers and small networks, installing and configuring hardware and software. Function of key computer components and peripherals, logic gates, fundamental programming concepts, internal numbering and character representation systems, operating systems and networks. Exploration of secondary and post-secondary education pathways and career opportunities.

Lectures, seminar, 3 hours per week.

Restriction: open to students admitted to the Technological Education program.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

EDBE 8G91

**Professionalism, Law and Principles of Teaching in Ontario I: Technological Education**

Connections between observation and experiences in field-based school placements to theory, practice and reflection.

Foundational method components and strategies of classroom and curriculum as related to the Ontario Curriculum and the Ontario College of Teachers Foundations of Professional Practice. Professional and legal responsibilities of Ontario educators and schools examined through the study of statutes, regulations, professional codes of ethics, and legal cases.

Lectures, seminar, 3 hours per week.

Restriction: open to students admitted to the Technological Education program.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in EDBE 8D01, 8R64, 8Y65 and 8Y66.

EDBE 8P02

**Integrating Teaching, Learning and Assessment Primary/Junior/Intermediate**

Practical experiences teaching in schools. Connections between theory and course work to practicum emphasizing the topics relevant to the Ontario context (i.e., Aboriginal Education, Mental Health, Authentic Assessment and Reporting, English Language Learning, Instructional Strategies).

Lectures, seminar, 3 hours per week.

Restriction: open to students admitted to the Primary/Junior and Junior/Intermediate programs.

Prerequisite(s): EDBE 8F01 or 8P01; EDBE 8Y02.

Note: course credit will not be given without the successful completion of the in-school internship and practice teaching. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

EDBE 8P03

**Cognition and the Exceptional Learner Primary/Junior/Intermediate**

Integration of curriculum related to human development and exceptional learners. Topics include cognitive development, intellectual exceptionalities, memory, metacognition and learning strategies, behaviour, behavioural exceptionalities, and classroom management.

Lectures, seminar, 3 hours per week.

Restriction: open to students admitted to the Primary/Junior and Junior/Intermediate programs and to BA CHYS (Honours)/BEd (Primary/Junior), BA Integrated Studies (Honours)/BEd (Junior/Intermediate), BA IASC(Honours)/BEd (Junior/Intermediate), BSc Integrated Studies (Honours)/BEd (Junior/Intermediate) and BPhEd (Honours)/BEd (Junior/Intermediate) majors with a minimum of 20.0 overall credits.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

EDBE 8P07

**French as a Second Language I Junior/Intermediate**

Ontario Junior/Intermediate curriculum in French as a Second Language emphasizing practice and theory.

Lectures, seminar, 3 hours per week.

Restriction: open to students admitted to the Junior/Intermediate program with a declared French teachable and to BA Integrated Studies Honours)/BEd (Junior/Intermediate), BA IASC(Honours)/BEd (Junior/Intermediate), BSc Integrated Studies (Honours)/BEd (Junior/Intermediate) and BPhEd (Honours)/BEd (Junior/Intermediate) majors with a minimum of 20.0 overall credits and a declared French teachable.

Note: course credit will not be given without completion of a successful three-week supervised practicum in FSL teaching. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

EDBE 8P08

**French as a Second Language II Junior/Intermediate**

Ontario Junior/Intermediate curriculum in French as a Second Language emphasizing practice and theory, focusing on spontaneous oral interaction in meaningful contexts, action oriented tasks, unit planning through the lens of differentiated instruction, a range of instructional, assessment and evaluation strategies, and creating a positive learning environment to foster the development of language skills.

Lectures, seminar, 3 hours per week.

Restriction: open to students admitted to the Junior/Intermediate program with a minimum of 5.0 overall credits and a declared French teachable and to BA Integrated Studies Honours)/BEd (Junior/Intermediate), BA IASC (Honours)/BEd (Junior/Intermediate), BSc Integrated Studies (Honours)/BEd (Junior/Intermediate) and BPhEd (Honours)/BEd (Junior/Intermediate) majors with a minimum of 26.0 overall credits and a declared French teachable.

Prerequisite(s): EDBE 8P07

Note: course credit will not be given without completion of a successful three-week supervised practicum in FSL teaching. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

EDBE 8P09

**Social Studies Primary/Junior**

Introduction to the Social Studies curriculum for the Primary/Junior division. Conceptual foundations and instructional practices within the Ontario context.

Lectures, seminar, 3 hours per week.

Restriction: open to students admitted to the Primary/Junior program and to BA CHYS (Honours)/BED (Primary/Junior) majors with a minimum of 20.0 overall credits.

Note: materials fee required for all Hamilton Campus teacher candidates for a mandatory field trip. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

EDBE 8P10

**Social Studies Junior/Intermediate**

Introduction to the Ontario Junior/Intermediate curriculum in Social Studies. Conceptual foundations and instructional practices within the Ontario context.

Lectures, seminar, 3 hours per week.

Restriction: open to students admitted to the Junior/Intermediate program and to BA Integrated Studies Honours)/BEd (Junior/Intermediate), BSc Integrated Studies (Honours)/BEd (Junior/Intermediate) and BPhEd (Honours)/BEd (Junior/Intermediate) majors with a minimum of 20.0 overall credits.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

EDBE 8P15

**Introduction to Teaching, Learning and Schooling - Primary/Junior/Intermediate**

Exploration of commonplaces of education, qualities of teaching and methods as related to the Ethical Standards and the Standards of Practice of the Ontario College of Teachers. Connections between theory, experience and reflective practices using narrative inquiry approaches. Progressive and constructivist theory and philosophy.

Lectures, 3 hours per week.

Restriction: open to BA Child and Youth Studies (Honours)/BEd (Primary/Junior), BA Integrated Studies (Honours)/BEd (Junior/Intermediate), BPhEd (Honours)/BEd (Junior/Intermediate), BA IASC (Honours)/BEd (Junior/Intermediate) and BSc Integrated Studies (Honours)/BEd (Junior/Intermediate) majors with a minimum of 9.5 overall credits.

Note: students have a field experience for which a Police record check with a vulnerable sector screening is required. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in EDUC 8P15.

EDBE 8P16

**Student Assessment, Practice and Policy (Primary/Junior/Intermediate)**

Basic concepts, skills and practices associated with classroom assessment, evaluation and reporting. Grounded in the purpose and principles of sound assessment, a range of assessment and evaluation methods and practices as explored within the Ontario context.

Lectures, seminar, 3 hours per week

Restriction: open to students admitted to the Primary/Junior and Junior/Intermediate programs.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

EDBE 8P24

**Language and Literacy I Junior/Intermediate**

Introduction to the Ontario Junior/Intermediate curriculum in Language Arts. Topics may include literacy theories, young adult literature, literacy and assessment, planning, and classroom strategies and tools.

Lectures, seminar, 3 hours per week.

Restriction: open to students admitted to the Junior/Intermediate program and to BA Integrated Studies (Honours)/BEd (Junior/Intermediate), BA IASC (Honours)/BEd (Junior/Intermediate), BSc Integrated Studies (Honours)/BEd (Junior/Intermediate) and BPhEd (Honours)/BEd (Junior/Intermediate) majors with a minimum of 20.0 overall credits.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

EDBE 8P27

**Science and Technology Junior/Intermediate**

Introduction to the Ontario Junior/Intermediate curriculum in Science. Knowledge and pedagogy including critiquing and re-imagining elementary science. Merging of practice and theory (praxis) of school science fundamentals essential to 21st-century learning.

Lectures, seminar, 3 hours per week.

Restriction: open to students admitted to the Junior/Intermediate program and to BA Integrated Studies (Honours)/BEd (Junior/Intermediate), BA IASC (Honours)/BEd (Junior/Intermediate), BSc Integrated Studies (Honours)/BEd (Junior/Intermediate) and BPhEd (Honours)/BEd (Junior/Intermediate) majors with a minimum of 20.0 overall credits.

Note: materials fee required. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

EDBE 8P29

**Mathematics I Junior/Intermediate**

Introduction to the Ontario Junior/Intermediate curriculum in Mathematics. Focus on deeper understanding of mathematical content, processes and ideas. Concepts, and procedures that build and connect across the grades and strands.

Lectures, seminar, 3 hours per week.

Restriction: open to students admitted to the Junior/Intermediate program and to BA Integrated Studies (Honours)/BEd (Junior/Intermediate), BA IASC (Honours)/BEd (Junior/Intermediate), BSc Integrated Studies (Honours)/BEd (Junior/Intermediate) and BPhEd (Honours)/BEd (Junior/Intermediate) majors with a minimum of 20.0 overall credits.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

EDBE 8P34

**Language and Literacy I Primary/Junior**

Introduction to the Ontario Language Arts curriculum for the Primary/Junior division. Topics may include literacy theories, children's literature, literacy and assessment, planning, and classroom strategies and tools.

Lectures, seminar, 3 hours per week.

Restriction: open to students admitted to the Primary/Junior program and to BA CHYS (Honours)/BED (Primary/Junior) majors with a minimum of 20.0 overall credits.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

EDBE 8P35

**Developmental Domains and the Exceptional Learner Primary/Junior/Intermediate**

Range of developmental domains intertwined with the characteristics of exceptional learners. Topics may include socioemotional development, mental health, communication exceptionalities, sociocultural diversity, and physical and multiple exceptionalities.

Lectures, seminar, 3 hours per week.

Restriction: open to students admitted to the Primary/Junior and Junior/Intermediate program and to BA CHYS (Honours)/BED (Primary/Junior), BA Integrated Studies (Honours)/BEd (Junior/Intermediate), BA IASC (Honours)/BEd (Junior/Intermediate), BSc Integrated Studies (Honours)/BEd (Junior/Intermediate) and BPhEd (Honours)/BEd (Junior/Intermediate) majors with a minimum of 20.0 overall credits.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

EDBE 8P37

**Science and Technology Primary/Junior**

Knowledge and skills necessary to be a successful Primary/Junior science teacher. Merging practice and theory (praxis) of school science fundamentals essential to 21st-century learning. Topics may include scientific literacy, creativity and science (inquiry), the nature of science, and integration with environmental education.

Lectures, seminar, 3 hours per week.

Restriction: open to students admitted to the Primary/Junior program and to BA CHYS (Honours)/BED (Primary/Junior) majors with a minimum of 20.0 overall credits.

Note: materials fee required. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

EDBE 8P39

**Mathematics I Primary/Junior**

Introduction to the Ontario Primary/Junior curriculum in Mathematics. Focus on deeper understanding of mathematical content, processes and ideas. Concepts, and procedures that build and connect across the grades and strands.

Lectures, seminar, 3 hours per week.

Restriction: open to students admitted to the Primary/Junior program and to BA CHYS (Honours)/BED (Primary/Junior) majors with a minimum of 20.0 overall credits.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

EDBE 8P40

**Professional Collaborative Communities Primary/Junior/Intermediate**

Practical experiences teaching in schools. Small supervised, practicum-based collaborative groups that combine goal setting, professional practice and learning situated within the classroom context.

Lectures, seminar; 3 hours per week.

Restriction: open to students admitted to the Primary/Junior and Junior/Intermediate programs with a minimum 5.0 overall credits and to BA CHYS (Honours)/BED (Primary/Junior), BA Integrated Studies (Honours)/BEd (Junior/Intermediate), BA IASC (Honours)/BEd (Junior/Intermediate), BSc Integrated Studies (Honours)/BEd (Junior/Intermediate) and BPhEd (Honours)/BEd (Junior/Intermediate) majors with a minimum of 26.0 overall credits.

Note: successful completion of the in-school practice teaching is required. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

EDBE 8P41

**Practicum for Professional Collaborative Communities I Primary/Junior/Intermediate**

Connections between observation and experiences in field-based school placements to theory, practice and reflection.

Observation and practice teaching in field-based school placement.

Practice teaching.

Restriction: open to students admitted to the Primary/Junior and Junior/Intermediate programs with a minimum 5.0 overall credits and to BA CHYS (Honours)/BED (Primary/Junior), BA Integrated Studies (Honours)/BEd (Junior/Intermediate), BA IASC (Honours)/BEd (Junior/Intermediate), BSc Integrated Studies (Honours)/BEd (Junior/Intermediate) and BPhEd (Honours)/BEd (Junior/Intermediate) majors with a minimum of 26.0 overall credits.

Note: students will be guided in practice teaching for at least 6 weeks. Successful completion of the in-school practice teaching is required. Transportation to school placement is a student responsibility. A practicum fee will be applied. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

EDBE 8P42

**Language and Literacy II Primary/Junior**

Building on prior in-school practicum experiences to prepare to teach Language Arts in the Primary/Junior divisions within the Ontario context.

Lectures, seminar, 6 hours per week.

Restriction: open to students admitted to the Primary/Junior program with a minimum 5.0 overall credits and to BA CHYS (Honours)/BED (Primary/Junior) majors with a minimum of 26.0 overall credits.

Prerequisite(s): EDBE 8P34.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

EDBE 8P43

**Language and Literacy II Junior/Intermediate**

Building on prior in-school practicum experiences to prepare to teach Language Arts in the Junior/Intermediate divisions within the Ontario context.

Lectures, seminar, 6 hours per week.

Restriction: open to students admitted to the Junior/Intermediate program with a minimum 5.0 overall credits and to BA Integrated Studies (Honours)/BEd (Junior/Intermediate), BA IASC (Honours)/BEd (Junior/Intermediate), BSc Integrated Studies (Honours)/BEd (Junior/Intermediate) and BPhEd (Honours)/BEd (Junior/Intermediate) majors with a minimum of 26.0 overall credits.

Prerequisite(s): EDBE 8P24.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

EDBE 8P44

**Mathematics II Primary/Junior**

Current trends and research based issues in teaching and learning of mathematics focusing on the integration of content knowledge and pedagogy for Primary/Junior grades.

Lectures, seminar, 6 hours per week.

Restriction: open to students admitted to the Primary/Junior program with a minimum 5.0 overall credits and to BA CHYS (Honours)/BED (Primary/Junior) majors with a minimum of 26.0 overall credits.

Prerequisite(s): EDBE 8P39.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

EDBE 8P46

**Health and Physical Education Curriculum and Pedagogy Primary/Junior**

Twenty-first-century health and physical education, pedagogical content knowledge, the Primary/Junior curriculum, and relevant health and physical education theories and models. Influence of perceptions, self-efficacy, and personal biography on emerging planning and instructional choices/decisions.

Lectures, seminar, 6 hours per week.

Restriction: open to students admitted to the Primary/Junior program with a minimum 5.0 overall credits and to BA CHYS (Honours)/BED (Primary/Junior) majors with a minimum of 26.0 overall credits.

Note: course fee required for mandatory Health and Physical Literacy conference. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

EDBE 8P47

**Practicum for Professional Collaborative Communities II Primary/Junior/Intermediate**

Connections between observation and experiences in field-based school placements to theory, practice and reflection.

Observation and practice teaching in field-based school placement.

Practice teaching.

Restriction: open to students admitted to the Primary/Junior and Junior/Intermediate programs with a minimum 5.0 overall credits and to BA CHYS (Honours)/BEd (Primary/Junior), BA Integrated Studies (Honours)/BEd (Junior/Intermediate), BA IASC (Honours)/BEd (Junior/Intermediate), BSc Integrated Studies (Honours)/BEd (Junior/Intermediate) and BPhEd (Honours)/BEd (Junior/Intermediate) majors with a minimum of 26.0 overall credits.

Note: students will be guided in practice teaching for at least 6 weeks. Successful completion of the in-school practice teaching is required. Transportation to school placement is a student responsibility. A practicum fee will be applied. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term. Completion of this course will replace previous assigned grade and credit obtained in EDBE 8P57.

EDBE 8P50

**Introduction to Teaching, Learning and Schooling Intermediate/Senior**

Exploration of the complex relation between epistemology and teachers' practice. Introduction to critical frameworks for analyzing contemporary teaching and learning practices. Reflection upon values, beliefs and assumptions with reference to field experience.

Seminar, 3 hours per week.

Restriction: open to students admitted to BA (Honours)/BEd (Intermediate/Senior), BPhEd (Honours)/BEd (Intermediate/Senior) and BSc (Honours)/BEd (Intermediate/Senior) majors with a minimum of 9.5 overall credits.

Note: students have a field experience for which a Police record check with a vulnerable sector screening is required. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in ABTE 8P08, EDUC 8P08 and 8P50.

EDBE 8P54

**Mathematics II Junior/Intermediate**

Current trends and research based issues in teaching and learning of mathematics focusing on the integration of content knowledge and pedagogy for the Junior/Intermediate grades.

Lectures, seminar, 6 hours per week.

Restriction: open to students admitted to the Junior/Intermediate program with a minimum 5.0 overall credits and to BA Integrated Studies (Honours)/BEd (Junior/Intermediate), BA IASC (Honours)/BEd (Junior/Intermediate), BSc Integrated Studies (Honours)/BEd (Junior/Intermediate) and BPhEd (Honours)/BEd (Junior/Intermediate) majors with a minimum of 26.0 overall credits.

Prerequisite(s): EDBE 8P29.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

EDBE 8P56

**Health and Physical Education Curriculum and Pedagogy Junior/Intermediate**

Twenty-first-century health and physical education pedagogical content knowledge, the Ontario curriculum, and relevant health and physical education theories and models. Influence of perceptions, self-efficacy, and personal biography on emerging health and physical education planning and instructional choices/decisions in Junior/Intermediate classrooms.

Lectures, seminar, 6 hours per week.

Restriction: open to students admitted to the Junior/Intermediate program with a minimum 5.0 overall credits and to BA Integrated Studies (Honours)/BEd (Junior/Intermediate), BA IASC (Honours)/BEd (Junior/Intermediate), BSc Integrated Studies (Honours)/BEd (Junior/Intermediate) and BPhEd (Honours)/BEd (Junior/Intermediate) majors with a minimum of 26.0 overall credits.

Note: course fee required for mandatory Health and Physical Literacy conference. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

EDBE 8P57

**Practicum for Professional Collaborative Communities II Primary/Junior/Intermediate**

Connections between observation and experiences in field-based school placements to theory, practice and reflection.

Observation and practice teaching in field-based school placement.

Practice teaching

Restriction: open to students admitted to the Primary/Junior and Junior/Intermediate programs with a minimum 5.0 overall credits, P1 grade in practicum 1 and 2 and approval of program Director.

Prerequisite(s): EDBE 8P40 or 8Y40 and 8P41

Note: students will be guided in practice teaching for four weeks in Ontario schools and two weeks at a school in an international setting. Students are expected to pay their own expenses. Students will complete additional mandatory workshops to prepare for the international teaching experience. Successful completion of the in-school practice teaching in Ontario is required. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in EDBE 8P47.

EDBE 8P66

**Practicum for Professional Collaborative Communities II Intermediate/Senior**

Observation and practice teaching in field-based school placement.

Practice teaching

Restriction: open to students admitted to the Intermediate/Senior program with a minimum 5.0 overall credits, a P1 grade in practicum 1 and 2 and approval of the program Director.

Prerequisite(s): EDBE 8P74 and 8P75

Note: students will be guided in practice teaching for four weeks in Ontario schools and two weeks at a school in an international setting. Students are expected to pay their own expenses. Students will complete additional mandatory workshops to prepare for the international teaching experience. Successful completion of the in-school internship and practice teaching in Ontario is required. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in EDBE 8P76.

EDBE 8P70

**Practicum for Professionalism, Law and Principles of Teaching in Ontario Intermediate/Senior**

Connections between observation and experiences in field-based school placements to theory, practice and reflection.

Foundational method components and strategies of classroom and curriculum as related to the Ontario Curriculum and the Ontario College of Teachers Foundations of Professional Practice. Professional and legal responsibilities of Ontario educators and schools examined through the study of statutes, regulations, professional codes of ethics and legal cases. Sessions divided between instructional methods and field experiences.

Lectures, seminar, 3 hours per week; plus internship and practicum.

Restriction: open to students admitted to the Intermediate/Senior program and to BA (Honours)/BEd (Intermediate/Senior), BPhEd (Honours)/BEd (Intermediate/Senior) and BSc (Honours)/BEd (Intermediate/Senior) majors with a minimum of 20.0 overall credits.

Prerequisite(s): EDBE 8D01.

Note: students will be guided in practice teaching for at least 12 weeks throughout the year. Course credit will not be given without the successful completion of the in-school internship and practice teaching is required. Transportation to school placement is a student responsibility. A practicum fee will be applied. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in EDBE 8R70.

EDBE 8P71

**Student Assessment, Practice and Policy Intermediate/Senior**

Basic concepts, skills, practices and emerging policies associated with student assessment and evaluation. Traditional and authentic assessment methods appropriate to Intermediate/Senior school settings.

Lectures, seminar, 3 hours per week.

Restriction: open to students admitted to the Intermediate/Senior program and to BA (Honours)/BEd (Intermediate/Senior), BPhEd (Honours)/BEd (Intermediate/Senior) and BSc (Honours)/BEd (Intermediate/Senior) majors with a minimum of 20.0 overall credits.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in EDBE 8R71.

EDBE 8P72

**Cognition, Development and the Exceptional Learner Intermediate/Senior**

Integration of curriculum related to human development and exceptional learners. Topics include cognitive development, intellectual exceptionalities, memory, metacognition and learning strategies, behaviour, behavioural exceptionalities, and classroom management.

Lectures, seminar, 3 hours per week.

Restriction: open to students admitted to the Intermediate/Senior program and to BA (Honours)/BEd (Intermediate/Senior), BPhEd (Honours)/BEd (Intermediate/Senior) and BSc (Honours)/BEd (Intermediate/Senior) majors with a minimum of 20.0 overall credits.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in EDBE 8R72.

EDBE 8P73

**ICT for Teaching and Learning: Intermediate/Senior**

Use of technology focusing on teacher technological, pedagogical and content knowledge (TPACK). Models of teaching for face-to-face, blended, and online environments.

Lectures, seminar, 3 hours per week; plus practicum.

Restriction: open to students admitted to the Intermediate/Senior program and to BA (Honours)/BEd (Intermediate/Senior), BPhEd (Honours)/BEd (Intermediate/Senior) and BSc (Honours)/BEd (Intermediate/Senior) majors with a minimum of 20.0 overall credits.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in EDBE 8R73.

EDBE 8P74

**Professional Collaborative Communities Intermediate/Senior**

Small supervised, practicum-based collaborative groups that combine goal setting, professional practice and learning situated within the classroom context.

Lectures, seminar, 3 hours per week.

Restriction: open to students admitted to the Intermediate/Senior program with a minimum 5.0 overall credits and to BA (Honours)/BEd (Intermediate/Senior), BPhEd (Honours)/BEd (Intermediate/Senior) and BSc (Honours)/BEd (Intermediate/Senior) majors with a minimum of 26.0 overall credits.

Note: successful completion of the in-school practice teaching is required. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in EDBE 8R74.

EDBE 8P75

**Practicum for Professional Collaborative Communities I Intermediate/Senior**

Observation and practice teaching in field-based school placement.

Practice teaching.

Restriction: open to students admitted to the Intermediate/Senior program with a minimum 5.0 overall credits and to BA (Honours)/BEd (Intermediate/Senior), BPhEd (Honours)/BEd (Intermediate/Senior) and BSc (Honours)/BEd (Intermediate/Senior) majors with a minimum of 26.0 overall credits.

Note: students will be guided in practice teaching for at least 12 weeks throughout the year. Successful completion of the in-school internship and practice teaching is required. Transportation to school placement is a student responsibility. A practicum fee will be applied. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in EDBE 8R75.

EDBE 8P76

**Practicum for Professional Collaborative Communities II Intermediate/Senior**

Observation and practice teaching in field-based school placement.

Practice teaching.

Restriction: open to students admitted to the Intermediate/Senior program with a minimum 5.0 overall credits and to BA (Honours)/BEd (Intermediate/Senior), BPhEd (Honours)/BEd (Intermediate/Senior) and BSc (Honours)/BEd (Intermediate/Senior) majors with a minimum of 26.0 overall credits.

Note: students will be guided in practice teaching for at least 12 weeks throughout the year. Successful completion of the in-school internship and practice teaching is required. Transportation to school placement is a student responsibility. A practicum fee will be applied. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in EDBE 8P66 and 8R76.

EDBE 8P77

**Teaching, Research, and Education Inquiry Intermediate/Senior**

Development of teachers as experts who employ educational research in their teaching and actively engage in research.

Developing teacher awareness of and reflection about their own professional knowledge, values and skills as emerging teachers.

Lectures, seminar, 3 hours per week.

Restriction: open to students admitted to the Intermediate/Senior program with a minimum 5.0 overall credits and to BA (Honours)/BEd (Intermediate/Senior), BPhEd (Honours)/BEd (Intermediate/Senior) and BSc (Honours)/BEd (Intermediate/Senior) majors with a minimum of 26.0 overall credits.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in EDBE 8R77.

EDBE 8P78

**School and Society Intermediate/Senior**

Critical perspectives on the socio-cultural dimensions of schooling and society combined with practical approaches to equity, inclusion and social justice.

Lectures, seminar, 3 hours per week.

Restriction: open to students admitted to the Intermediate/Senior program and to BA (Honours)/BEd (Intermediate/Senior), BPhEd (Honours)/BEd (Intermediate/Senior) and BSc (Honours)/BEd (Intermediate/Senior) majors with a minimum of 26.0 overall credits.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in EDBE 8R78.

EDBE 8P82

**Teaching History II Intermediate/Senior**

Connecting prior curriculum knowledge and instructional approaches examined in Teaching History I Intermediate/Senior.

Lectures, seminar, 3 hours per week.

Restriction: open to students admitted to the Intermediate/Senior program with a minimum 5.0 overall credits and a declared History teachable, and to BA (Honours)/BEd (Intermediate/Senior), BPhEd (Honours)/BEd (Intermediate/Senior) and BSc (Honours)/BEd (Intermediate/Senior) majors with a minimum of 26.0 overall credits and a declared History teachable.

Prerequisite(s): EDBE 8F73.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

EDBE 8P83

**Teaching English II Intermediate/Senior**

Connecting prior curriculum knowledge and instructional approaches examined in Teaching English I Intermediate/Senior.

Lectures, seminar, 3 hours per week.

Restriction: open to students admitted to the Intermediate/Senior program with a minimum 5.0 overall credits and a declared English teachable, and to BA (Honours)/BEd (Intermediate/Senior), BPhEd (Honours)/BEd (Intermediate/Senior) and BSc (Honours)/BEd (Intermediate/Senior) majors with a minimum of 26.0 overall credits and a declared English teachable.

Prerequisite(s): EDBE 8F74.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

EDBE 8P84

**Teaching French as a Second Language II Intermediate/Senior II**

Connecting prior curriculum knowledge and instructional approaches examined in Teaching French as a Second Language I Intermediate/Senior.

Lectures, seminar, 3 hours per week.

Restriction: open to students admitted to the Intermediate/Senior program with a minimum 5.0 overall credits and a declared French teachable, and to BA (Honours)/BEd (Intermediate/Senior), BPhEd (Honours)/BEd (Intermediate/Senior) and BSc (Honours)/BEd (Intermediate/Senior) majors with a minimum of 26.0 overall credits and a declared French teachable.

Prerequisite(s): EDBE 8F75.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

EDBE 8P85

**Teaching Visual Arts II Intermediate/Senior**

Connecting prior curriculum knowledge and instructional approaches examined in Teaching Visual Arts I Intermediate/Senior.

Lectures, seminar, 3 hours per week.

Restriction: open to students admitted to the Intermediate/Senior program with a minimum 5.0 overall credits and a declared Visual Arts teachable, and to BA (Honours)/BEd (Intermediate/Senior), BPhEd (Honours)/BEd (Intermediate/Senior) and BSc (Honours)/BEd (Intermediate/Senior) majors with a minimum of 26.0 overall credits and a declared Visual Arts teachable.

Prerequisite(s): EDBE 8F76.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

EDBE 8P86

**Teaching Geography II Intermediate/Senior**

Connecting prior curriculum knowledge and instructional approaches examined in Teaching Geography I Intermediate/Senior.

Lectures, seminar, 3 hours per week.

Restriction: open to students admitted to the Intermediate/Senior program with a minimum 5.0 overall credits and a declared Geography teachable, and to BA (Honours)/BEd (Intermediate/Senior), BPhEd (Honours)/BEd (Intermediate/Senior) and BSc (Honours)/BEd (Intermediate/Senior) majors with a minimum of 26.0 overall credits and a declared Geography teachable.

Prerequisite(s): EDBE 8F77.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

EDBE 8P87

**Teaching Drama II Intermediate/Senior**

Connecting prior curriculum knowledge and instructional approaches examined in Teaching Drama I Intermediate/Senior.

Lectures, seminar, 3 hours per week.

Restriction: open to students admitted to the Intermediate/Senior program with a minimum 5.0 overall credits and a declared Dramatic Arts teachable, and to BA (Honours)/BEd (Intermediate/Senior), BPhEd (Honours)/BEd (Intermediate/Senior) and BSc (Honours)/BEd (Intermediate/Senior) majors with a minimum of 26.0 overall credits and a declared Dramatic Arts teachable.

Prerequisite(s): EDBE 8F78.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

EDBE 8P88

**Teaching Science - Biology II Intermediate/Senior**

Connecting prior curriculum knowledge and instructional approaches examined in Teaching Science - Biology I Intermediate/Senior. Expanding and applying the understanding of learners, instructional practices, Ontario curriculum, and the science profession furthering professional preparation for teaching intermediate science and senior biology in schools.

Lectures, seminar, 3 hours per week.

Restriction: open to students admitted to the Intermediate/Senior program with a minimum 5.0 overall credits and a declared Science-Biology teachable, and to BA (Honours)/BEd (Intermediate/Senior), BPhEd (Honours)/BEd (Intermediate/Senior) and BSc (Honours)/BEd (Intermediate/Senior) majors with a minimum of 26.0 overall credits and a declared Science-Biology teachable.

Prerequisite(s): EDBE 8F79.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

EDBE 8P89

**Teaching Science - General II Intermediate/Senior**

Connecting prior curriculum knowledge and instructional approaches examined in Teaching Science - General I Intermediate/Senior. Expanding and applying the understanding of learners, instructional practices, Ontario curriculum, and the science profession furthering professional preparation for teaching intermediate and senior science in schools.

Lectures, seminar, 3 hours per week.

Restriction: open to students admitted to the Intermediate/Senior program with a minimum 5.0 overall credits and a declared Science-General teachable, and to BA (Honours)/BEd (Intermediate/Senior), BPhEd (Honours)/BEd (Intermediate/Senior) and BSc (Honours)/BEd (Intermediate/Senior) majors with a minimum of 26.0 overall credits and a declared Science-General teachable.

Prerequisite(s): EDBE 8F80.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

EDBE 8P90

**Teaching Science - Chemistry II Intermediate/Senior**

Connecting prior curriculum knowledge and instructional approaches examined in Teaching Science - Chemistry I Intermediate/Senior. Expanding and applying understanding of learners, instructional practices, Ontario curriculum, and the science profession furthering professional preparation for teaching intermediate science and senior chemistry in schools.

Lectures, seminar, 3 hours per week.

Restriction: open to students admitted to the Intermediate/Senior program with a minimum 5.0 overall credits and a declared Science-Chemistry teachable, and to BA (Honours)/BEd (Intermediate/Senior), BPhEd (Honours)/BEd (Intermediate/Senior) and BSc (Honours)/BEd (Intermediate/Senior) majors with a minimum of 26.0 overall credits and a declared Science-Chemistry teachable.

Prerequisite(s): EDBE 8F81.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

EDBE 8P91

**Teaching Science - Physics II Intermediate/Senior**

Connecting prior curriculum knowledge and instructional approaches examined in Teaching Science - Physics I Intermediate/Senior. Expanding and applying the understanding of learners, instructional practices, Ontario curriculum, and the science profession furthering professional preparation for teaching intermediate science and senior physics in schools.

Lectures, seminar, 3 hours per week.

Restriction: open to students admitted to the Intermediate/Senior program with a minimum 5.0 overall credits and a declared Science-Physics teachable, and to BA (Honours)/BEd (Intermediate/Senior), BPhEd (Honours)/BEd (Intermediate/Senior) and BSc (Honours)/BEd (Intermediate/Senior) majors with a minimum of 26.0 overall credits and a declared Science-Physics teachable.

Prerequisite(s): EDBE 8F82.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

EDBE 8P92

**Teaching Mathematics II Intermediate/Senior**

Connecting prior curriculum knowledge and instructional approaches examined in Teaching Mathematics I Intermediate/Senior. Expanding and applying the understanding of learners, instructional practices, Ontario curriculum, and the mathematics profession furthering professional preparation for teaching intermediate and senior mathematics in schools.

Lectures, seminar, 3 hours per week.

Restriction: open to students admitted to the Intermediate/Senior program with a minimum 5.0 overall credits and a declared Mathematics teachable, and to BA (Honours)/BEd (Intermediate/Senior), BPhEd (Honours)/BEd (Intermediate/Senior) and BSc (Honours)/BEd (Intermediate/Senior) majors with a minimum of 26.0 overall credits and a declared Mathematics teachable.

Prerequisite(s): EDBE 8F83.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

EDBE 8P93

**Teaching Health and Physical Education II Intermediate/Senior**

Expanding understandings and application of physical education, physical activity, health education, and health promotion research, theories and models in practice. Exploring the relation between the application of pedagogical content knowledge and intermediate and senior students' physical, emotional, intellectual, and social needs/development within the context of health and physical education classrooms.

Lectures, seminar, 3 hours per week.

Restriction: open to students admitted to the Intermediate/Senior program with a minimum 5.0 overall credits and a declared Health and Physical Education teachable, and to BA (Honours)/BEd (Intermediate/Senior), BPhEd (Honours)/BEd (Intermediate/Senior) and BSc (Honours)/BEd (Intermediate/Senior) majors with a minimum of 26.0 overall credits and a declared Health and Physical Education teachable.

Prerequisite(s): EDBE 8F84.

Note: course fee required for mandatory Health and Physical Literacy conference. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

EDBE 8R10

**Special Topics in Technological Education**

Enriched and expanded engagements with topics such as **Indigenous/Aboriginal** education, coaching, environmental education, international teaching, middle school teaching and urban education.

Lectures, seminar, **3 hours per week.**

Restriction: open to students admitted to the Technological Education program.

Note: speakers will present workshops and activities addressing current Provincial programs. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

EDBE 8R11

**The Teaching of Green Industries II (Grades 9 and 10)**

Further study of one or more of Arboriculture, Agriculture, Agribusiness, Forestry, Floristry, Horticulture Science/Management, Landscape Construction/Maintenance, Landscaping Design and Management, LEED construction and associated topics and industries.

Lectures, seminar, **3 hours per week.**

Restriction: open to students admitted to the Technological Education program with a minimum of 5.0 overall credits.

Prerequisite(s): EDBE 8G11 or equivalent

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

EDBE 8R12

**The Teaching of Communications Technology II (Grades 9 and 10)**

Further study from a media perspective including the areas of television/video and movie production, radio and audio production, print and graphic communications, photography, and interactive new media and animation. Exploration of secondary and post-secondary education pathways and career opportunities.

Lectures, seminar, **3 hours per week.**

Restriction: open to students admitted to the Technological Education program with a minimum of 5.0 overall credits.

Prerequisite(s): EDBE 8G12 or equivalent.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

EDBE 8R13

**The Teaching of Construction Technology II (Grades 9 and 10)**

Further study of the practical use of tools and materials associated with fine woodworking, furniture and cabinet making. Creating, reading and understanding working drawings; becoming familiar with common construction materials, components, and processes; perform a variety of fabrication, assembly, and finishing operations. Exploration of secondary and post-secondary education pathways and career opportunities.

Lectures, seminar, 3 hours per week.

Restriction: open to students admitted to the Technological Education program with a minimum of 5.0 overall credits.

Prerequisite(s): EDBE 8G13 or equivalent.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

EDBE 8R14

**The Teaching of Technological Design II (Grades 9 and 10)**

Further study of a variety of design processes that may be used in solving any technological challenge or problem. Builds on and forms a continuum with the grades seven and eight science and technology program and the grade nine Exploring Technology program. Exploration of secondary and post-secondary education pathways and career opportunities.

Lectures, seminar, 3 hours per week.

Restriction: open to students admitted to the Technological Education program with a minimum of 5.0 overall credits.

Prerequisite(s): EDBE 8G14 or equivalent.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

EDBE 8R15

**The Teaching of Hospitality and Tourism II (Grades 9 and 10)**

Further study of curriculum documents and resources. Overview of hospitality and tourism areas, as reflected in the various sectors of the tourism industry, emphasizing food service. Culinary techniques of food handling and preparation, health and safety standards, use of tools and equipment, origins of foods, event planning, and Ontario tourism attractions. Exploration of secondary and post-secondary education pathways and career opportunities.

Lectures, seminar, 3 hours per week.

Restriction: open to students admitted to the Technological Education program with a minimum of 5.0 overall credits.

Prerequisite(s): EDBE 8G15 or equivalent.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

EDBE 8R16

**The Teaching of Manufacturing Technology II (Grades 9 and 10)**

Further study of teaching strategies and skills; design and fabricate products using a variety of processes, tools, and equipment. Processes include technical drawing, properties and preparation of materials, and manufacturing techniques. Projects may include a robotic challenge, design challenge or fabrication project involving machining, welding, vacuum forming, injection moulding. Exploration of secondary and post-secondary education pathways and career opportunities.

Lectures, seminar, 3 hours per week.

Restriction: open to students admitted to the Technological Education program with a minimum of 5.0 overall credits.

Prerequisite(s): EDBE 8G16 or equivalent.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

EDBE 8R17

**The Teaching of Health Care II (Grades 9 and 10)**

Further study of health promotion, child/adolescent health concerns, and a variety of medical services, treatments, technologies, biotechnology, home care, dental care, nursing fundamentals, dietary study and rules, exercise and disease prevention. Exploring secondary and post-secondary education pathways and career opportunities including apprenticeships and direct-entry work positions.

Lectures, seminar, 3 hours per week.

Restriction: open to students admitted to the Technological Education program with a minimum of 5.0 overall credits.

Prerequisite(s): EDBE 8G17 or equivalent.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

EDBE 8R18

**The Teaching of Hairstyling and Aesthetics II (Grades 9 and 10)**

Further study of hairstyling, make-up and nail care techniques from a salon/spa perspective. Usage of materials, processes and techniques used in the industry. Teaching of fundamental skills in hairstyling, giving manicures and facials, and providing hair/scalp analyses and treatments. Exploring secondary and post-secondary education pathways and career opportunities including apprenticeships and direct-entry work positions.

Lectures, seminar, 3 hours per week.

Restriction: open to students admitted to the Technological Education program with a minimum of 5.0 overall credits.

Prerequisite(s): EDBE 8G18 or equivalent.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

EDBE 8R19

**The Teaching of Transportation Technology II (Grades 9 and 10)**

Further study of required teaching strategies and skills. Topics include servicing and maintenance of vehicles, aircraft, and/or watercraft. Development of knowledge and skills in construction and operation of vehicle/craft systems and maintenance/repairs. Use of practical and theoretical means to demonstrate the knowledge/skills/values needed to consider the impact of vehicles on human/social/environmental systems. Exploration of secondary and post-secondary education pathways and career opportunities.

Lectures, seminar, 3 hours per week.

Restriction: open to students admitted to the Technological Education program with a minimum of 5.0 overall credits.

Prerequisite(s): EDBE 8G19 or equivalent.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

EDBE 8R20

**The Teaching of Computer Technology II (Grades 9 and 10)**

Further study of teaching strategies and skills required, focusing on computer systems, networking, and interfacing, electronics and robotics. Exploration of secondary and post-secondary education pathways and career opportunities.

Lectures, seminar, 3 hours per week.

Restriction: open to students admitted to the Technological Education program with a minimum of 5.0 overall credits.

Prerequisite(s): EDBE 8G20 or equivalent.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

EDBE 8R21

**The Teaching of Green Industries II (Grades 11 and 12)**

Further study of teaching strategies and skills required, focusing on computer systems, networking, and interfacing, electronics and robotics. Exploration of secondary and post-secondary education pathways and career opportunities.

Lectures, seminar, 3 hours per week.

Restriction: open to students admitted to the Technological Education program with a minimum of 5.0 overall credits.

Prerequisite(s): EDBE 8G21.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

EDBE 8R22

**The Teaching of Communications Technology II (Grades 11 and 12)**

Further study of the communication industry; the technical knowledge and skills required to teach component areas such as television/video production, art, broadcasting, photography, web communication, print/graphic production at the senior level. Exploration of secondary and post-secondary education pathways and career opportunities.

Lectures, seminar, 3 hours per week.

Restriction: open to students admitted to the Technological Education program with a minimum of 5.0 overall credits.

Prerequisite(s): EDBE 8G22.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

EDBE 8R23

**The Teaching of Construction Technology II (Grades 11 and 12)**

Further study of extended practical use of tools and materials associated with fine woodworking, furniture and cabinet making. Development of the knowledge and skills related to building construction, zoning regulations, construction techniques, utility systems, sewage and waste disposal and internal and external environmental systems. Exploration of secondary and post-secondary education pathways and career opportunities.

Lectures, seminar, 3 hours per week.

Restriction: open to students admitted to the Technological Education program with a minimum of 5.0 overall credits.

Prerequisite(s): EDBE 8G23.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

EDBE 8R24

**The Teaching of Technological Design II (Grades 11 and 12)**

Further study of the diverse and complex design problems and processes. Variety of design strategies that may be used to solve any technological problem or challenge in areas such as industrial design, mechanical design, architectural design, control system design and/or apparel design. Exploration of secondary and post-secondary education pathways and career opportunities.

Lectures, seminar, 3 hours per week.

Restriction: open to students admitted to the Technological Education program with a minimum of 5.0 overall credits.

Prerequisite(s): EDBE 8G24.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

EDBE 8R25

**The Teaching of Hospitality and Tourism II (Grades 11 and 12)**

Further study of teaching strategies and skills required for planning, operation and development as reflected in the various sectors of the tourism industry, emphasizing food service. Culinary techniques of food handling/preparation, health and safety standards, use of tools/equipment, origins of foods, event planning, and Ontario tourism attractions. Exploration of secondary and post-secondary education pathways and career opportunities.

Lectures, seminar, 3 hours per week.

Restriction: open to students admitted to the Technological Education program with a minimum of 5.0 overall credits.

Prerequisite(s): EDBE 8G25.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

EDBE 8R26

**The Teaching of Manufacturing Technology II (Grades 11 and 12)**

Further study of teaching strategies and skills required in teaching of conventional and production machine tools, materials handling, control systems including hydraulics, pneumatics, PLC's, heat treatment of metals, CAD/CAM systems, flow charts, Program Evaluation and Review Techniques (PERT) systems, statistical quality control and product control procedures. Exploration of secondary and post-secondary education pathways and career opportunities.

Lectures, seminar, 3 hours per week.

Restriction: open to students admitted to the Technological Education program with a minimum of 5.0 overall credits.

Prerequisite(s): EDBE 8G26.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

EDBE 8R27

**The Teaching of Health Care II (Grades 11 and 12)**

Further study of required teaching strategies and skills. Processes of disease, factors contributing to health and well-being, and care skills required for children and older adults. Review legislation governing care of children and older adults, evaluate social programs and recreational activities, development of an awareness of health and safety issues, and environmental/social issues. Exploration of secondary and post-secondary education pathways and career opportunities.

Lectures, seminar, 3 hours per week.

Restriction: open to students admitted to the Technological Education program with a minimum of 5.0 overall credits.

Prerequisite(s): EDBE 8G27.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

EDBE 8R28

**The Teaching of Hairstyling and Aesthetics II (Grades 11 and 12)**

Further study of hair care/styling, make-up, manicures and personal hygiene. Development of instructional strategies for teaching cosmetology. Variety of applications that will equip students to provide services for diverse clientele. Considers environmental and societal issues related to the industry. Exploration of secondary and post-secondary education pathways and career opportunities.

Lectures, seminar, 3 hours per week.

Restriction: open to students admitted to the Technological Education program with a minimum of 5.0 overall credits.

Prerequisite(s): EDBE 8G28.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

EDBE 8R29

**The Teaching of Transportation Technology II (Grades 11 and 12)**

Further study of the teaching strategies and skills required. Expand awareness of environmental and societal issues related to transportation; and apprenticeship and college programs leading to careers in the transportation industry. Use practical and theoretical means to demonstrate the knowledge/skills/values needed to consider the impact of various vehicles on human/social/environmental systems. Exploration of secondary and post-secondary education pathways and career opportunities.

Lectures, seminar, 3 hours per week.

Restriction: open to students admitted to the Technological Education program with a minimum of 5.0 overall credits.

Prerequisite(s): EDBE 8G29.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

EDBE 8R30

**The Teaching of Computer Technology II (Grades 11 and 12)**

Further study of the teaching strategies and skills required. Examination of computer systems and the control of external devices including the assembly of computers and small networks, installing and configuring hardware and software. Function of key computer components and peripherals, logic gates, fundamental programming concepts, internal numbering and character representation systems, operating systems and networks. Exploration of secondary and post-secondary education pathways and career opportunities.

Lectures, seminar, 3 hours per week.

Restriction: open to students admitted to the Technological Education program with a minimum of 5.0 overall credits.

Co-requisite(s): EDBE 8G30.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

EDBE 8R31

**Teaching of Green Industries I (Grades 9 and 10) Part 1**

Examination of Ontario Ministry curriculum documents and resources. Topics may include arboriculture, agriculture, agribusiness, forestry, floristry, horticulture science/management, landscape construction/maintenance, landscaping design and management, LEED construction. Exploration of secondary and post-secondary education pathways and career opportunities.

Lectures, seminar, 3 hours per week.

Restriction: open to students admitted to the Technological Education program.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in EDBE 8G11.

EDBE 8R34

**Teaching Communications Technology I (Grades 9 and 10) Part 1**

Examination of Ontario Ministry, board and school curriculum documents and other resources. Overview of media, including the areas of television/video and movie production, radio and audio production, print and graphic communications, photography, and interactive new media and animation. Exploration of secondary and post-secondary education pathways and career opportunities.

Lectures, seminar, 3 hours per week.

Restriction: open to students admitted to the Technological Education program.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in EDBE 8G12.

EDBE 8R37

**The Teaching of Construction Technology I (Grades 9 and 10) Part 1**

Examination of Ontario Ministry, board and school curriculum documents and other resources. Overview of the practical use of tools and materials associated with fine woodworking, furniture and cabinet making. Creating, reading and understanding working drawings; becoming familiar with common construction materials, components, and processes; perform a variety of fabrication, assembly, and finishing operations. Exploration of secondary and post-secondary education pathways and career opportunities.

Lectures, seminar, 3 hours per week.

Restriction: open to students admitted to the Technological Education program.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in EDBE 8G13.

EDBE 8R43

**The Teaching of Technological Design I (Grades 9 and 10) Part 1**

Examination of Ontario Ministry, board and school curriculum documents and other resources. Overview of a variety of design processes that may be used in solving any technological challenge or problem. Builds on and forms a continuum with the grades seven and eight science and technology program and the grade nine Exploring Technology program. Exploration of secondary and post-secondary education pathways and career opportunities.

Lectures, seminar, 3 hours per week.

Restriction: open to students admitted to the Technological Education program.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in EDBE 8G14.

EDBE 8R46

**The Teaching of Hospitality and Tourism I (Grades 9 and 10) Part 1**

Examination of curriculum documents and resources. Overview of hospitality and tourism areas, as reflected in the various sectors of the tourism industry, emphasizing food service. Culinary techniques of food handling and preparation, health and safety standards, use of tools and equipment, origins of foods, event planning, and Ontario tourism attractions. Exploration of secondary and post-secondary education pathways and career opportunities.

Lectures, seminar, 3 hours per week.

Restriction: open to students admitted to the Technological Education program.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in EDBE 8G15.

EDBE 8R49

**The Teaching of Manufacturing Technology I (Grades 9 and 10) Part 1**

Examination of Ontario Ministry curriculum documents and resources. Introduction to teaching strategies and skills; design and fabricate products using a variety of processes, tools, and equipment. Processes include technical drawing, properties and preparation of materials, and manufacturing techniques. Projects may include a robotic challenge, design challenge or fabrication project involving machining, welding, vacuum forming, injection moulding. Exploration of secondary and post-secondary education pathways and career opportunities.

Lectures, seminar, 3 hours per week.

Restriction: open to students admitted to the Technological Education program .

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in EDBE 8G16.

EDBE 8R52

**The Teaching of Health Care I (Grades 9 and 10) Part 1**

Examination of Ontario Ministry, board and school curriculum documents and other resources. Introduction to teaching strategies and skills required in teaching Health Care. May include health promotion, child/adolescent health concerns, and a variety of medical services, treatments, technologies, biotechnology, home care, dental care, nursing fundamentals, dietary study and rules, exercise and disease prevention. Exploration of secondary and post-secondary education pathways and career opportunities.

Lectures, seminar, 3 hours per week.

Restriction: open to students admitted to the Technological Education program.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in EDBE 8G17.

EDBE 8R55

**The Teaching of Hairstyling and Aesthetics I (Grades 9 and 10) Part 1**

Examination of Ontario Ministry, board and school curriculum documents and other resources. Hairstyling, make-up and nail care techniques from a salon/spa perspective. Usage of materials, processes and techniques used in the industry. Teaching of fundamental skills in hairstyling, giving manicures and facials, and providing hair/scalp analyses and treatments. Exploring secondary and post-secondary education pathways and career opportunities including apprenticeships and direct-entry work positions.

Lectures, seminar, 3 hours per week.

Restriction: open to students admitted to the Technological Education program.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in EDBE 8G18.

EDBE 8R58

**The Teaching of Transportation Technology I (Grades 9 and 10) Part 1**

Examination of Ontario Ministry curriculum documents and resources. Introduction to required teaching strategies and skills. Topics include servicing and maintenance of vehicles, aircraft, and/or watercraft. Development of knowledge and skills in construction and operation of vehicle/craft systems and maintenance/repairs. Use of practical and theoretical means to demonstrate the knowledge/skills/values needed to consider the impact of vehicles on human/social/environmental systems. Exploration of secondary and post-secondary education pathways and career opportunities.

Lectures, seminar, 3 hours per week.

Restriction: open to students admitted to the Technological Education program.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in EDBE 8G19.

EDBE 8R61

**The Teaching of Computer Technology I (Grades 9 and 10) Part 1**

Examination of Ontario Ministry, board and school curriculum documents and other resources. Introduction to the teaching strategies and skills required, focusing on computer systems, networking, and interfacing, electronics and robotics. Exploration of secondary and post-secondary education pathways and career opportunities.

Lectures, seminar, 3 hours per week.

Restriction: open to students admitted to the Technological Education program.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in EDBE 8G20.

EDBE 8R64

**Professionalism, Law and Principles of Teaching Part 1**

Connections between observation and experiences in field-based school placements to theory, practice and reflection.

Foundational method components and strategies of classroom and curriculum as related to the Ontario Curriculum and the Ontario College of Teachers Foundations of Professional Practice. Professional and legal responsibilities of Ontario educators and schools examined through the study of statutes, regulations, professional codes of ethics, and legal cases.

Lectures, seminar, 3 hours per week.

Restriction: open to students admitted to the Technological Education program.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in EDBE 8D01 and 8G91.

EDBE 8R70

**Practicum for Professionalism, Law and Principles of Teaching in Ontario: Technological Education**

Connections between observation and experiences in field-based school placements to theory, practice and reflection.

Observation and practice teaching in field-based school placement.

Practice teaching.

Restriction: open to students admitted to the Technological Education program.

Note: students will be guided in practice teaching ~~for at least 12 weeks throughout the year.~~ Course credit will not be given without the successful completion of the ~~in-school internship and~~ practice teaching ~~as~~ is required. Transportation to school placement is a student responsibility. A practicum fee will be applied. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in EDBE 8P70.

EDBE 8R71

**Student Assessment, Practice and Policy: Technological Education**

Basic concepts, skills, practices, and emerging policies associated with student assessment and evaluation. Traditional and authentic assessment methods appropriate to technological education secondary school settings.

Lectures, seminar, 3 hours per week.

Restriction: open to students admitted to the Technological Education program.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in EDBE 8P71.

EDBE 8R72

**Cognition, Development and the Exceptional Learner: Technological Education**

Integration of curriculum related to human development and exceptional learners. Topics include cognitive development, intellectual exceptionalities, memory, metacognition and learning strategies, behaviour, behavioural exceptionalities, and classroom management.

Lectures, seminar, 3 hours per week.

Restriction: open to students admitted to the Technological Education program.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in EDBE 8P72.

EDBE 8R73

**ICT for Teaching and Learning: Technological Education**

Use of technology focusing on teacher technological, pedagogical and content knowledge (TPACK). Models of teaching for face-to-face, blended, and online environments.

Lectures, seminar, 3 hours per week.

Restriction: open to students admitted to the Technological Education program.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in EDBE 8P73.

EDBE 8R74

**Professional Collaborative Communities: Technological Education**

Small supervised, practicum-based collaborative groups combining goal setting, professional practice, and learning situated within the classroom context.

Lectures, seminar, 3 hours per week.

Restriction: open to students admitted to the Technological Education program.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in EDBE 8P74.

EDBE 8R75

**Practicum for Professional Collaborative Communities I: Technological Education**

Observation and practice teaching in field-based school placement and practice teaching.

Practice teaching.

Restriction: open to students admitted to the Technological Education program with a minimum of 5.0 overall credits.

Prerequisite(s): EDBE 8R70.

Note: students will be guided in practice teaching for at least 12 weeks throughout the year. Course credit will not be given without the successful completion of the in-school internship and practice teaching **asis** required. Transportation to school placement is a student responsibility. A practicum fee will be applied. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in EDBE 8P75.

EDBE 8R76

**Practicum for Professional Collaborative Communities II: Technological Education**

Observation and practice teaching in field-based school placement and practice teaching.

Practice teaching.

Restriction: open to students admitted to the Technological Education program with a minimum of 5.0 overall credits.

Prerequisite(s): EDBE 8R70.

Note: students will be guided in practice teaching for at least 12 weeks throughout the year. Course credit will not be given without the successful completion of the in-school internship and practice teaching **asis** required. Transportation to school placement is a student responsibility. A practicum fee will be applied. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in EDBE 8P66 and 8P76.

EDBE 8R77

**Teacher as Researcher: Technological Education**

Development of teachers as experts who employ educational research in their teaching and actively engage in research.

Developing teacher awareness of and reflection about their own professional knowledge, values and skills as emerging teachers.

Lectures, seminar, 3 hours per week.

Restriction: open to students admitted to the Technological Education program with a minimum of 5.0 overall credits.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in EDBE 8P77.

EDBE 8R78

**School and Society: Technological Education**

Issues related to the complex relationship between schools and the society in Ontario. Key themes include contemporary goals of education, the organization of schools, student diversity and difference, and family and community relationships with schools.

Lectures, seminar, 3 hours per week.

Restriction: open to students admitted to the Technological Education program with a minimum of 5.0 overall credits.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in EDBE 8P78.

EDBE 8R91

**Professionalism, Law and Principles of Teaching in Ontario II: Technological Education**

Connections between observation and experiences in field-based school placements to theory, practice and reflection.

Foundational method components and strategies of classroom and curriculum as related to the Ontario Curriculum and the Ontario College of Teachers Foundations of Professional Practice. Professional and legal responsibilities of Ontario educators and schools examined through the study of statutes, regulations, professional codes of ethics, and legal cases. Sessions divided between instructional methods and field experiences.

Lectures, seminar, 3 hours per week.

Restriction: open to students admitted to the Technological Education program.

Prerequisite(s): EDBE 8G91 or equivalent

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in EDBE 8D01.

EDBE 8Y01

**Assessment, Evaluation and Reporting Primary/Junior/Intermediate**

Basic concepts, skills and practices associated with classroom assessment, evaluation and reporting. Grounded in the purpose and principles of sound assessment, a range of assessment and evaluation methods and practices as explored within the Ontario context.

Lectures, seminar, 3 hours per week.

Restriction: open to BA CHYS (Honours)/BED (Primary/Junior), BA Integrated Studies Honours)/BED (Junior/Intermediate), BA IASC (Honours)/BED (Junior/Intermediate), BSc Integrated Studies (Honours)/BED (Junior/Intermediate) and BPhEd (Honours)/BED (Junior/Intermediate) majors with a minimum of 20.0 overall credits.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

EDBE 8Y02

**Practicum for Teaching in the Ontario Context Primary/Junior/Intermediate**

Concepts, theories and practices explored in Integrating, Teaching, Learning and Assessment are practised and demonstrated in an educational setting in Ontario.

Practice teaching.

Restriction: open to students admitted to the Primary/Junior and Junior/Intermediate programs and to BA CHYS (Honours)/BED (Primary/Junior), BA Integrated Studies Honours)/BED (Junior/Intermediate), BA IASC (Honours)/BED (Junior/Intermediate), BSc Integrated Studies (Honours)/BED (Junior/Intermediate) and BPhEd (Honours)/BED (Junior/Intermediate) majors with a minimum of 20.0 overall credits.

Prerequisite(s): EDBE 8F01.

Note: course credit will not be given without successful completion of practice teaching. Transportation to school placement is a student responsibility. A practicum fee will be applied. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

EDBE 8Y03

**Socioemotional/Physical Processes and the Exceptional Learner Intermediate/Senior**

Addressing and integrating developmental domains, human development, and the characteristics of exceptional learners. Topics include socio-emotional development, mental health, communication exceptionalities, sociocultural diversity, and physical and multiple exceptionalities.

Lectures, seminar, 3 hours per week.

Restriction: open to students admitted to the Intermediate/Senior program with a minimum 5.0 overall credits and to BA (Honours)/BEd (Intermediate/Senior), BPhEd (Honours)/BEd (Intermediate/Senior) and BSc (Honours)/BEd (Intermediate/Senior) majors with a minimum of 26.0 overall credits.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in EDBE 8Y93.

EDBE 8Y04

**Special Topics: Teaching in Middle School (Grades 7 and 8)**

Introduction to the middle school context: being a generalist teacher, the grade 7 and 8 curriculum, the culture of elementary/middle schools, and the transition to secondary school.

Lectures, seminar, 3 hours per week.

Restriction: open to students admitted to the Intermediate/Senior program with a minimum 5.0 overall credits.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

EDBE 8Y05

**Programming for the Inclusive Classroom Intermediate/Senior**

Issues and perspectives in special education and educational psychology. Elements of the *Individual Education Plan, Universal Design for Learning* and *Differentiated Instruction* examined in relation to programming in inclusive environments.

Lectures, seminar, 3 hours per week.

Restriction: open to students admitted to the Intermediate/Senior program with a minimum 5.0 overall credits and to BA (Honours)/BEd (Intermediate/Senior), BPhEd (Honours)/BEd (Intermediate/Senior) and BSc (Honours)/BEd (Intermediate/Senior) majors with a minimum of 26.0 overall credits.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in EDBE 8Y95.

EDBE 8Y06

**Special Topics: Environmental Education in Secondary Schools**

Introduction to environmental education in Secondary Schools. Integrating Environmental Education across all curricular areas and school-wide initiatives (e.g. Ecoschools Ontario).

Lectures, seminar, 3 hours per week.

Restriction: open to students admitted to the Intermediate/Senior program with a minimum 5.0 overall credits.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

EDBE 8Y08

**Teaching Digital Learners in the Digital Age Primary/Junior/Intermediate**

Technology-enhanced teaching of elementary learners emphasizing the connection between content knowledge from the Ontario curriculum and instructional strategies and pedagogical knowledge for teaching digitally-connected learners. Models of teaching for face-to-face, blended and online environments, curriculum-based lesson activities that blend technology into instruction, and the technical skills for implementing digital learning environments.

Lectures, seminar, 3 hours per week.

Restriction: open to students admitted to the Primary/Junior and Junior/Intermediate programs and to BA CHYS (Honours)/BED (Primary/Junior), BA Integrated Studies Honours)/BEd (Junior/Intermediate), BA IASC (Honours)/BEd (Junior/Intermediate), BSc Integrated Studies (Honours)/BEd (Junior/Intermediate) and BPhEd (Honours)/BEd (Junior/Intermediate) majors with a minimum of 20.0 overall credits.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

EDBE 8Y12

**Special Topics: Student Success Programs (Grades 7 to 12)**

Introduction to alternative programming that exists in Secondary Schools: Specialist High Skills Major, alternative credit options, Cooperative education, Dual Credit Programs.

Lectures, seminar, 3 hours per week.

Restriction: open to students admitted to the Intermediate/Senior program with a minimum 5.0 overall credits.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

EDBE 8Y14

**Indigenous Special Topics: Aboriginal Education in Secondary Schools**

Introducing Indigenous perspectives and issues to Secondary students. Integrating Aboriginal content and strategies across the curriculum.

Lectures, seminar, 3 hours per week.

Restriction: open to students admitted to the Intermediate/Senior program with a minimum 5.0 overall credits.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

EDBE 8Y21

**The Arts In and Across the Curriculum: Dance Primary/Junior**

Ontario Primary/Junior curriculum in the Arts discipline of Dance. Theory into practice, instructional strategies and pedagogy.

Lectures, seminar, 3 hours per week.

Restriction: open to students admitted to the Primary/Junior program with a minimum of 5.0 overall credits and to BA CHYS (Honours)/BEd (Primary/Junior) majors with a minimum of 26.0 overall credits.

Prerequisite(s): EDBE 8Y25 and 8Y27 (EDBE 8P12).

Note: materials fee required. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in EDBE 8P48.

EDBE 8Y22

**The Arts In and Across the Curriculum: Dance Junior/Intermediate**

Exploring theory into practice, instructional strategies and pedagogy in the Arts discipline of Dance for teaching in Junior/Intermediate classrooms.

Lectures, seminar, 3 hours per week.

Restriction: open to students admitted to the Junior/Intermediate program with a minimum of 5.0 overall credits and to BA Integrated Studies (Honours)/BEd (Junior/Intermediate), BA IASC (Honours)/BEd (Junior/Intermediate), BSc Integrated Studies (Honours)/BEd (Junior/(Intermediate) and BPhEd (Honours)/BEd (Junior/Intermediate) majors with a minimum of 26.0 overall credits.

Prerequisite(s): EDBE 8Y26 and 8Y28 (EDBE 8P14).

Note: materials fee required. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in EDBE 8P58.

EDBE 8Y23

**The Arts In and Across the Curriculum: Drama Primary/Junior**

Ontario Primary/Junior curriculum in the Arts discipline of Drama. Exploration of theory into practice, instructional strategies and pedagogy.

Lectures, seminar, 3 hours per week

Restriction: open to students admitted to the Primary/Junior program with a minimum of 5.0 overall credits and to BA CHYS (Honours)/BEd (Primary/Junior) majors with a minimum of 26.0 overall credits.

Prerequisite(s): EDBE 8Y25 and 8Y27 (EDBE 8P12).

Note: materials fee required. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in EDBE 8P48.

EDBE 8Y24

**The Arts In and Across the Curriculum: Drama Junior/Intermediate**

Exploring theory into practice, instructional strategies and pedagogy in the Arts discipline of Drama for teaching in the Junior/Intermediate classrooms.

Lectures, seminars, 3 hours per week.

Restriction: open to students admitted to the Junior/Intermediate program with a minimum of 5.0 overall credits and to BA Integrated Studies (Honours)/BEd (Junior/Intermediate), BA IASC (Honours)/BEd (Junior/Intermediate), BSc Integrated Studies (Honours)/BEd (Junior/Intermediate) and BPhEd (Honours)/BEd (Junior/Intermediate) majors with a minimum of 26.0 overall credits.

Prerequisite(s): EDBE 8Y26 and 8Y28 (EDBE 8P14).

Note: materials fee required. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in EDBE 8P58.

EDBE 8Y25

**The Arts In and Across the Curriculum: Music Primary/Junior**

Ontario Primary/Junior curriculum in the Arts discipline of Music. Exploration of theory into practice, instructional strategies and pedagogy.

Lectures, seminar 3 hours per week.

Restriction: open to students admitted to the Primary/Junior program and to BA CHYS (Honours)/BEd (Primary Junior) majors with a minimum of 20.0 overall credits.

Note: materials fee required. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in EDBE 8P12.

EDBE 8Y26

**The Arts In and Across the Curriculum: Music Junior/Intermediate**

Ontario Junior/Intermediate curriculum in the Arts discipline of Music. Exploration of theory into practice, instructional strategies and pedagogy.

Lectures, seminar, 3 hours per week.

Restriction: open to students admitted to the Junior/Intermediate program and to BA Integrated Studies (Honours)/BEd (Junior/Intermediate), BA IASC (Honours)/BEd (Junior/Intermediate), BSc Integrated Studies (Honours)/BEd (Junior/Intermediate) and BPhEd (Honours)/BEd (Junior/Intermediate) majors with a minimum of 20.0 overall credits.

Note: materials fee required. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in EDBE 8P14.

EDBE 8Y27

**The Arts In and Across the Curriculum: Visual Arts Primary/Junior**

Ontario Primary/Junior curriculum in the Arts discipline of Visual Arts. Exploration of theory into practice, instructional strategies and pedagogy.

Lectures, seminar, 3 hours per week.

Restriction: open to students admitted to the Primary/Junior program and to BA CHYS (Honours)/BEd (Primary/Junior) majors with a minimum of 20.0 overall credits.

Note: materials fee required. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in EDBE 8P12.

EDBE 8Y28

**The Arts In and Across the Curriculum: Visual Arts Junior/Intermediate**

Ontario Junior/Intermediate curriculum in the Arts discipline of Visual Arts. Exploration of theory into practice, instructional strategies and pedagogy.

Lectures, seminar, 3 hours per week.

Restriction: open to students admitted to the Junior/Intermediate program and to BA Integrated Studies (Honours)/BEd (Junior/Intermediate), BA IASC (Honours)/BEd (Junior/Intermediate), BSc Integrated Studies (Honours)/BEd (Junior/Intermediate) and BPhEd (Honours)/BEd (Junior/Intermediate) majors with a minimum of 20.0 overall credits.

Note: materials fee required. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in EDBE 8P14.

EDBE 8Y30

**Reflecting on Teaching and Learning: Theory to Practice Primary/Junior/Intermediate**

Using field placement experiences, connections between theory and practice will be emphasized through topics that focus on FNMI, Mental Health and English Language Learning.

Lectures, seminar, 3 hours per week.

Restriction: open to students admitted to BA CHYS (Honours)/BEd (Primary/Junior), BA Integrated Studies (Honours)/BEd (Junior/Intermediate), BA IASC (Honours)/BEd (Junior/Intermediate), BSc Integrated Studies (Honours)/BEd (Junior/Intermediate) and BPhEd (Honours)/BEd (Junior/Intermediate) majors with a minimum of 20.0 credits.

Prerequisite(s): EDBE 8F01 and EDBE 8Y02.

Note: course credit will not be given without the successful completion of the in-school internship and practice teaching. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

EDBE 8Y32

**Teaching of Green Industries I (Grades 9 and 10) Part 2**

Examination of Ontario Ministry curriculum documents and resources. Topics may include arboriculture, agriculture, agribusiness, forestry, floristry, horticulture science/management, landscape construction/maintenance, landscaping design and management, LEED construction. Exploration of secondary and post-secondary education pathways and career opportunities.

Lectures, seminar, 3 hours per week.

Restriction: open to students admitted to the Technological Education program.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in EDBE 8G11.

EDBE 8Y33

**Teaching of Green Industries I (Grades 9 and 10) Part 3**

Examination of Ontario Ministry curriculum documents and resources. Topics may include arboriculture, agriculture, agribusiness, forestry, floristry, horticulture science/management, landscape construction/maintenance, landscaping design and management, LEED construction. Exploration of secondary and post-secondary education pathways and career opportunities..

Lectures, seminar, 3 hours per week.

Restriction: open to students admitted to the Technological Education program.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in EDBE 8G11.

EDBE 8Y35

**Teaching Communications Technology I (Grades 9 and 10) Part 2**

Examination of Ontario Ministry, board and school curriculum documents and other resources. Overview of media, including the areas of television/video and movie production, radio and audio production, print and graphic communications, photography, and interactive new media and animation. Exploration of secondary and post-secondary education pathways and career opportunities.

Lectures, seminar, 3 hours per week.

Restriction: open to students admitted to the Technological Education program.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in EDBE 8G12.

EDBE 8Y36

**Teaching Communications Technology I (Grades 9 and 10) Part 3**

Examination of Ontario Ministry, board and school curriculum documents and other resources. Overview of media, including the areas of television/video and movie production, radio and audio production, print and graphic communications, photography, and interactive new media and animation. Exploration of secondary and post-secondary education pathways and career opportunities.

Lectures, seminar, 3 hours per week.

Restriction: open to students admitted to the Technological Education program.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in EDBE 8G12.

EDBE 8Y38

**The Teaching of Construction Technology I (Grades 9 and 10) Part 2**

Examination of Ontario Ministry, board and school curriculum documents and other resources. Overview of the practical use of tools and materials associated with fine woodworking, furniture and cabinet making. Creating, reading and understanding working drawings; becoming familiar with common construction materials, components, and processes; perform a variety of fabrication, assembly, and finishing operations. Exploration of secondary and post-secondary education pathways and career opportunities.

Lectures, seminar, 3 hours per week.

Restriction: open to students admitted to the Technological Education program.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in EDBE 8G13.

EDBE 8Y39

**The Teaching of Construction Technology I (Grades 9 and 10) Part 3**

Examination of Ontario Ministry, board and school curriculum documents and other resources. Overview of the practical use of tools and materials associated with fine woodworking, furniture and cabinet making. Creating, reading and understanding working drawings; becoming familiar with common construction materials, components, and processes; perform a variety of fabrication, assembly, and finishing operations. Exploration of secondary and post-secondary education pathways and career opportunities.

Lectures, seminar, 3 hours per week.

Restriction: open to students admitted to the Technological Education program.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in EDBE 8G13.

EDBE 8Y40

**Professional Collaborative Communities Primary/Junior/Intermediate**

Practical experiences teaching in schools. Small, supervised, practicum-based collaborative groups that combine goal setting, professional practice and learning situated within the classroom context.

Lectures, seminar, 3 hours per session

Restriction: open to students admitted to the Primary/Junior and Junior/Intermediate programs with a minimum of 5.0 overall credits and to BA CHYS (Honours)/BEd (Primary/Junior), BA Integrated Studies (Honours)/BEd (Junior/Intermediate), BA IASC (Honours)/BEd (Junior/Intermediate), BSc Integrated Studies (Honours)/BEd (Junior Intermediate) and BPhEd (Honours)/BEd (Junior/Intermediate) majors with a minimum of 26.0 overall credits.

Prerequisite(s): EDBE 8F01 or EDBE 8P01, EDBE 8P02 or EDBE 8Y30 and EDBE 8Y02

Note: successful completion of the in-school practice teaching is required. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

EDBE 8Y41

**Professionalism and Law for Educators in Ontario Primary/Junior/Intermediate**

Professional and legal responsibilities of Ontario educators and schools examined through the study of statutes, regulations, professional codes of ethics and legal cases.

Lectures, seminar, 3 hours per week.

Restriction: open to students admitted to the Primary/Junior and Junior/Intermediate programs with a minimum 5.0 overall credits and to BA CHYS (Honours)/BED (Primary/Junior), BA Integrated Studies (Honours)/BEd (Junior/Intermediate), BA IASC (Honours)/BEd (Junior/Intermediate), BSc Integrated Studies (Honours)/BEd (Junior/Intermediate) and BPhEd (Honours)/BEd (Junior/Intermediate) majors with a minimum of 26.0 overall credits.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

EDBE 8Y42

**Programming for Inclusive Classrooms Primary/Junior/Intermediate**

Issues and perspectives in special education and educational psychology. Elements of the *Individual Education Plan, Universal Design for Learning* and *Differentiated Instruction* examined in relation to programming in inclusive environments.

Lectures, seminar, 3 hours per week.

Restriction: open to students admitted to the Primary/Junior and Junior/Intermediate programs with a minimum 5.0 overall credits and to BA CHYS (Honours)/BED (Primary/Junior), BA Integrated Studies (Honours)/BEd (Junior/Intermediate), BA IASC (Honours)/BEd (Junior/Intermediate), BSc Integrated Studies (Honours)/BEd (Junior/Intermediate) and BPhEd (Honours)/BEd (Junior/Intermediate) majors with a minimum of 26.0 overall credits.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

EDBE 8Y43

**Teaching, Research, and Education Inquiry Primary/Junior/Intermediate**

Development of teachers as experts who employ educational research in their teaching and actively engage in research on their practice.

Lectures, seminar, 3 hours per week.

Restriction: open to students admitted to the Primary/Junior and Junior/Intermediate programs with a minimum 5.0 overall credits and to BA CHYS (Honours)/BED (Primary/Junior), BA Integrated Studies (Honours)/BEd (Junior/Intermediate), BA IASC (Honours)/BEd (Junior/Intermediate), BSc Integrated Studies (Honours)/BEd (Junior/Intermediate) and BPhEd (Honours)/BEd (Junior/Intermediate) majors with a minimum of 26.0 overall credits.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

EDBE 8Y44

**The Teaching of Technological Design I (Grades 9 and 10) Part 2**

Examination of Ontario Ministry, board and school curriculum documents and other resources. Overview of a variety of design processes that may be used in solving any technological challenge or problem. Builds on and forms a continuum with the grades seven and eight science and technology program and the grade nine Exploring Technology program. Exploration of secondary and post-secondary education pathways and career opportunities.

Lectures, seminar, 3 hours per week.

Restriction: open to students admitted to the Technological Education program.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in EDBE 8G14.

EDBE 8Y45

**The Teaching of Technological Design I (Grades 9 and 10) Part 3**

Examination of Ontario Ministry, board and school curriculum documents and other resources. Overview of a variety of design processes that may be used in solving any technological challenge or problem. Builds on and forms a continuum with the grades seven and eight science and technology program and the grade nine Exploring Technology program. Exploration of secondary and post-secondary education pathways and career opportunities.

Lectures, seminar, 3 hours per week.

Restriction: open to students admitted to the Technological Education program.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in EDBE 8G14.

EDBE 8Y47

**The Teaching of Hospitality and Tourism I (Grades 9 and 10) Part 2**

Examination of curriculum documents and resources. Overview of hospitality and tourism areas, as reflected in the various sectors of the tourism industry, emphasizing food service. Culinary techniques of food handling and preparation, health and safety standards, use of tools and equipment, origins of foods, event planning, and Ontario tourism attractions. Exploration of secondary and post-secondary education pathways and career opportunities.

Lectures, seminar, 3 hours per week.

Restriction: open to students admitted to the Technological Education program.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in EDBE 8G15.

EDBE 8Y48

**The Teaching of Hospitality and Tourism I (Grades 9 and 10) Part 3**

Examination of curriculum documents and resources. Overview of hospitality and tourism areas, as reflected in the various sectors of the tourism industry, emphasizing food service. Culinary techniques of food handling and preparation, health and safety standards, use of tools and equipment, origins of foods, event planning, and Ontario tourism attractions. Exploration of secondary and post-secondary education pathways and career opportunities.

Lectures, seminar, 3 hours per week.

Restriction: open to students admitted to the Technological Education program.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in EDBE 8G15.

EDBE 8Y50

**The Teaching of Manufacturing Technology I (Grades 9 and 10) Part 2**

Examination of Ontario Ministry curriculum documents and resources. Introduction to teaching strategies and skills; design and fabricate products using a variety of processes, tools, and equipment. Processes include technical drawing, properties and preparation of materials, and manufacturing techniques. Projects may include a robotic challenge, design challenge or fabrication project involving machining, welding, vacuum forming, injection moulding. Exploration of secondary and post-secondary education pathways and career opportunities.

Lectures, seminar, 3 hours per week.

Restriction: open to students admitted to the Technological Education program.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in EDBE 8G16.

EDBE 8Y51

**The Teaching of Manufacturing Technology I (Grades 9 and 10) Part 3**

Examination of Ontario Ministry curriculum documents and resources. Introduction to teaching strategies and skills; design and fabricate products using a variety of processes, tools, and equipment. Processes include technical drawing, properties and preparation of materials, and manufacturing techniques. Projects may include a robotic challenge, design challenge or fabrication project involving machining, welding, vacuum forming, injection moulding. Exploration of secondary and post-secondary education pathways and career opportunities.

Lectures, seminar, 3 hours per week.

Restriction: open to students admitted to the Technological Education program.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in EDBE 8G16.

EDBE 8Y53

**The Teaching of Health Care I (Grades 9 and 10) Part 2**

Examination of Ontario Ministry, board and school curriculum documents and other resources. Introduction to teaching strategies and skills required in teaching Health Care. May include health promotion, child/adolescent health concerns, and a variety of medical services, treatments, technologies, biotechnology, home care, dental care, nursing fundamentals, dietary study and rules, exercise and disease prevention. Exploration of secondary and post-secondary education pathways and career opportunities.

Lectures, seminar, 3 hours per week.

Restriction: open to students admitted to the Technological Education program.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in EDBE 8G17.

EDBE 8Y54

**The Teaching of Health Care I (Grades 9 and 10) Part 3**

Examination of Ontario Ministry, board and school curriculum documents and other resources. Introduction to teaching strategies and skills required in teaching Health Care. May include health promotion, child/adolescent health concerns, and a variety of medical services, treatments, technologies, biotechnology, home care, dental care, nursing fundamentals, dietary study and rules, exercise and disease prevention. Exploration of secondary and post-secondary education pathways and career opportunities..Restriction: .Note: may be or blended.

Lectures, seminar, 3 hours per week.

Restriction: open to students admitted to the Technological Education program.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in EDBE 8G17.

EDBE 8Y56

**The Teaching of Hairstyling and Aesthetics I (Grades 9 and 10) Part 2**

Examination of Ontario Ministry, board and school curriculum documents and other resources. Hairstyling, make-up and nail care techniques from a salon/spa perspective. Usage of materials, processes and techniques used in the industry. Teaching of fundamental skills in hairstyling, giving manicures and facials, and providing hair/scalp analyses and treatments. Exploring secondary and post-secondary education pathways and career opportunities including apprenticeships and direct-entry work positions.

Lectures, seminar, 3 hours per week.

Restriction: open to students admitted to the Technological Education program.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in EDBE 8G18.

EDBE 8Y57

**The Teaching of Hairstyling and Aesthetics I (Grades 9 and 10) Part 3**

Examination of Ontario Ministry, board and school curriculum documents and other resources. Hairstyling, make-up and nail care techniques from a salon/spa perspective. Usage of materials, processes and techniques used in the industry. Teaching of fundamental skills in hairstyling, giving manicures and facials, and providing hair/scalp analyses and treatments. Exploring secondary and post-secondary education pathways and career opportunities including apprenticeships and direct-entry work positions.

Lectures, seminar, 3 hours per week.

Restriction: open to students admitted to the Technological Education program.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in EDBE 8G18.

EDBE 8Y59

**The Teaching of Transportation Technology I (Grades 9 and 10) Part 2**

Examination of Ontario Ministry curriculum documents and resources. Introduction to required teaching strategies and skills. Topics include servicing and maintenance of vehicles, aircraft, and/or watercraft. Development of knowledge and skills in construction and operation of vehicle/craft systems and maintenance/repairs. Use of practical and theoretical means to demonstrate the knowledge/skills/values needed to consider the impact of vehicles on human/social/environmental systems. Exploration of secondary and post-secondary education pathways and career opportunities.

Lectures, seminar, 3 hours per week.

Restriction: open to students admitted to the Technological Education program.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in EDBE 8G19.

EDBE 8Y60

**The Teaching of Transportation Technology I (Grades 9 and 10) Part 3**

Examination of Ontario Ministry curriculum documents and resources. Introduction to required teaching strategies and skills. Topics include servicing and maintenance of vehicles, aircraft, and/or watercraft. Development of knowledge and skills in construction and operation of vehicle/craft systems and maintenance/repairs. Use of practical and theoretical means to demonstrate the knowledge/skills/values needed to consider the impact of vehicles on human/social/environmental systems. Exploration of secondary and post-secondary education pathways and career opportunities.

Lectures, seminar, 3 hours per week.

Restriction: open to students admitted to the Technological Education program.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in EDBE 8G19.

EDBE 8Y62

**The Teaching of Computer Technology I (Grades 9 and 10) Part 2**

Examination of Ontario Ministry, board and school curriculum documents and other resources. Introduction to the teaching strategies and skills required, focusing on computer systems, networking, and interfacing, electronics and robotics. Exploration of secondary and post-secondary education pathways and career opportunities.

Lectures, seminar, 3 hours per week.

Restriction: open to students admitted to the Technological Education program.

Note: completion of this course will replace previous assigned grade and credit obtained in EDBE 8G20. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

EDBE 8Y63

**The Teaching of Computer Technology I (Grades 9 and 10) Part 3**

Examination of Ontario Ministry, board and school curriculum documents and other resources. Introduction to the teaching strategies and skills required, focusing on computer systems, networking, and interfacing, electronics and robotics. Exploration of secondary and post-secondary education pathways and career opportunities.

Lectures, seminar, 3 hours per week.

Restriction: open to students admitted to the Technological Education program.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in EDBE 8G20.

EDBE 8Y65

**Professionalism, Law and Principles of Teaching Part 2**

Connections between observation and experiences in field-based school placements to theory, practice and reflection.

Foundational method components and strategies of classroom and curriculum as related to the Ontario Curriculum and the Ontario College of Teachers Foundations of Professional Practice. Professional and legal responsibilities of Ontario educators and schools examined through the study of statutes, regulations, professional codes of ethics, and legal cases.

Lectures, seminar, 3 hours per week.

Restriction: open to students admitted to the Technological Education program.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in EDBE 8D01 and 8G91.

EDBE 8Y66

**Professionalism, Law and Principles of Teaching Part 3**

Connections between observation and experiences in field-based school placements to theory, practice and reflection.

Foundational method components and strategies of classroom and curriculum as related to the Ontario Curriculum and the Ontario College of Teachers Foundations of Professional Practice. Professional and legal responsibilities of Ontario educators and schools examined through the study of statutes, regulations, professional codes of ethics, and legal cases.

Lectures, seminar, 3 hours per week.

Restriction: open to students admitted to the Technological Education program.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in EDBE 8D01 and 8G91.

EDBE 8Y92

**Professional Collaborative Communities I: Technological Education**

Small supervised, practicum-based collaborative groups combining goal setting, professional practice and learning situated within the classroom context.

Lectures, seminar, 3 hours per week.

Restriction: open to students admitted to Technological Education program.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in EDBE 8P74.

EDBE 8Y93

**Socioemotional/Physical Processes and the Exceptional Learner: Technological Education**

Addressing and integrating developmental domains, human development, and the characteristics of exceptional learners. Topics include socio-emotional development, mental health, communication exceptionalities, sociocultural diversity, physical and multiple exceptionalities.

Lectures, seminar, 3 hours per week.

Restriction: open to students admitted to the Technological Education program ~~with a minimum of 5.0 overall credits.~~

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in EDBE 8Y03.

EDBE 8Y94

**Professional Collaborative Communities II: Technological Education**

Small supervised, practicum-based collaborative groups combining goal setting, professional practice and learning situated within the classroom context.

Lectures, seminar.

Restriction: open to students admitted to the the Technological Education program.

**Prerequisite(s): EDBE 8Y92**

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in EDBE 8P74.

EDBE 8Y95

**Programming for the Inclusive Classroom: Technological Education**

Issues and perspectives in special education and educational psychology. Elements of the *Individual Education Plan, Universal Design for Learning* and *Differentiated Instruction* examined in relation to programming in inclusive environments.

Lectures, seminar, 3 hours per week.

Restriction: open to students admitted to the Technological Education program ~~with a minimum of 5.0 overall credits.~~

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in EDBE 8Y05.

**NON-CREDIT COURSES**

EDBE 8N15

**Environmental/Outdoor Education**

Approaches to and philosophies of outdoor/environmental education and its development. Application of skills and knowledge in curricular decision-making processes.

Restriction: open to students admitted to the Primary/Junior and Junior/Intermediate, and to BA CHYS (Honours)/BEd (Primary/Junior), BA (Honours) Integrated Studies/BEd (Junior/Intermediate), BPhEd (Honours)/BEd (Junior/Intermediate), BA IASC (Honours)/BEd (Junior/Intermediate), BSc (Honours) Integrated Studies/BEd (Junior/Intermediate), BA (Honours)/BEd (Intermediate/Senior), BPhEd (Honours)/BEd (Intermediate/Senior) and BSc (Honours)/BEd (Intermediate/Senior) majors with a minimum of 20.0 overall credits or permission of the department. In Spring Session open to the Primary/Junior, Junior/Intermediate, and to BA CHYS (Honours)/BEd (Primary/Junior), BA (Honours) Integrated Studies/BEd (Junior/Intermediate), BPhEd (Honours)/BEd (Junior/Intermediate), BSc (Honours) Integrated Studies/BEd (Junior/Intermediate), BA (Honours)/BEd (Intermediate/Senior), BPhEd (Honours)/BEd (Intermediate/Senior) and BSc (Honours)/BEd (Intermediate/Senior) majors with a minimum of 17.5 overall credits or permission of the department.

Note: course not required for Outdoor Education teaching placement. An additional fee is levied for this course. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term. Completion of this course will replace previous assigned grade in EDUC 8N15 and 8Y15.

EDBE 8N20

**Invention Literacy: Making and Makerspaces in the P/J/I Classroom**

Effective teaching and learning strategies for integrating makerspaces into elementary school classrooms.

Restriction: open to students admitted to the Primary/Junior and Junior/Intermediate programs and to BA&#8239;CHYS&#8239;(Honours)/BED (Primary/Junior), BA&#8239;Integrated Studies&#8239;(Honours)/BED (Junior/Intermediate), BSc&#8239;Integrated Studies&#8239;(Honours)/BED (Junior/Intermediate) and BPhEd (Honours)/BED (Junior/Intermediate) majors with a minimum of 20.0 overall credits or permission of the department. In Spring Session open to the Primary/Junior, Junior/Intermediate, and to BA&#8239;CHYS&#8239;(Honours)/BED (Primary/Junior), BA (Honours)&#8239;Integrated Studies/BEd (Junior/Intermediate), BPhEd (Honours)/BEd (Junior/Intermediate) and BSc (Honours)&#8239;Integrated Studies/BEd (Junior/Intermediate) majors with a minimum of 17.5 overall credits or permission of the department.

Note: an additional fee is levied for this course. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

EDBE 8N46

**Special Topics-Early Primary Learning in Kindergarten Classrooms**

Developmental experience of the young child and the philosophical and pedagogical foundations of the full-day kindergarten program.

Restriction: open to students admitted to the Primary/Junior program, and to BA CHYS (Honours)/BEd (Primary/Junior) majors with a minimum of 20.0 overall credits or permission of the department. In Spring session open to the Primary/Junior program, and to BA CHYS (Honours)/BEd (Primary/Junior) majors with a minimum of 17.5 overall credits or permission of the department.

Note: this course is not required in order to request a kindergarten practicum placement. this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in EDUC 8P46.

EDBE 8N50

**Religious Education (Roman Catholic) Primary/Junior/Intermediate/Senior**

Introduction to the history of Catholic schools and education in Ontario and the theological and pedagogical underpinnings of religious education programs. Focus on integration of gospel values as foundational throughout the curriculum.

Restriction: open to students admitted to the Primary/Junior, Junior/Intermediate and Intermediate/Senior program and to BA CHYS (Honours)/BEd (Primary/Junior), BA Integrated Studies (Honours)/BEd (Junior/Intermediate), BA IASC (Honours)/BEd (Junior/Intermediate), BSc Integrated Studies (Honours)/BEd (Junior/Intermediate), BPhEd (Honours)/BEd (Junior/Intermediate), BA (Honours)/BEd (Intermediate/Senior), BPhEd (Honours)/BEd (Intermediate/Senior) and BSc (Honours)/BEd (Intermediate/Senior) majors with a minimum of 20.0 overall credits or permission of the department. In Spring Session open to the Primary/Junior, Junior/Intermediate, and to BA CHYS (Honours)/BEd (Primary/Junior), BA (Honours) Integrated Studies/BEd (Junior/Intermediate), BPhEd (Honours)/BEd (Junior/Intermediate), BSc (Honours) Integrated Studies/BEd (Junior/Intermediate), BA (Honours)/BEd (Intermediate/Senior), BPhEd (Honours)/BEd (Intermediate/Senior) and BSc (Honours)/BEd (Intermediate/Senior) majors with a minimum of 17.5 overall credits or permission of the department.

Note: this course is not a substitute for Part I of the OECTA/OCSTA Religious Education course. Designed to implement the *Guidelines in Preparation of Students to Teach Religion in Catholic Schools* approved by the Institute for Catholic Education, the Ontario English Catholic Teachers Association, and the Ontario Separate School Trustees Association. Materials fee required. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

EDBE 8N55

**The Occasional Teacher**

Addresses strategies that occasional teachers can employ to implement effective classroom management techniques, preparing to teach a wide range of subjects and grade levels.

Restriction: open to students admitted to the Primary/Junior, Junior/Intermediate, Intermediate/Senior programs, and to BA CHYS (Honours)/BEd (Primary/Junior), BA (Honours) Integrated Studies/BEd (Junior/Intermediate), BPhEd (Honours)/BEd (Junior/Intermediate), BA IASC (Honours)/BEd (Junior/Intermediate), BSc (Honours) Integrated Studies/BEd (Junior/Intermediate), BA (Honours)/BEd (Intermediate/Senior), BPhEd (Honours)/BEd (Intermediate/Senior) and BSc (Honours)/BEd (Intermediate/Senior) majors with a minimum of 20.0 overall credits or permission of the department. In Spring Session open to the Primary/Junior, Junior/Intermediate, Intermediate/Senior programs, and to BA CHYS (Honours)/BEd (Primary/Junior), BA (Honours) Integrated Studies/BEd (Junior/Intermediate), BPhEd (Honours)/BEd (Junior/Intermediate), BSc (Honours) Integrated Studies/BEd (Junior/Intermediate), BA (Honours)/BEd (Intermediate/Senior), BPhEd (Honours)/BEd (Intermediate/Senior) and BSc (Honours)/BEd (Intermediate/Senior) majors with a minimum of 17.5 overall credits or permission of the department.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

EDBE 8N58

**Coaching School Athletes**

Teacher candidates engage in a critical examination of the structures of coaching pedagogy within the context of the Ontario educational system.

Restriction: open to students admitted to the Primary/Junior, Junior/Intermediate, Intermediate/Senior programs, and to BA CHYS (Honours)/BEd (Primary/Junior), BA (Honours) Integrated Studies/BEd (Junior/Intermediate), BPhEd (Honours)/BEd (Junior/Intermediate), BA IASC (Honours)/BEd (Junior/Intermediate), BSc (Honours) Integrated Studies/BEd (Junior/Intermediate), BA (Honours)/BEd (Intermediate/Senior), BPhEd (Honours)/BEd (Intermediate/Senior) and BSc (Honours)/BEd (Intermediate/Senior) majors with a minimum of 20.0 overall credits. In Spring Session open to the Primary/Junior, Junior/Intermediate, Intermediate/Senior programs, and to BA CHYS (Honours)/BEd (Primary/Junior), BA (Honours) Integrated Studies/BEd (Junior/Intermediate), BPhEd (Honours)/BEd (Junior/Intermediate), BSc (Honours) Integrated Studies/BEd (Junior/Intermediate), BA (Honours)/BEd (Intermediate/Senior), BPhEd (Honours)/BEd (Intermediate/Senior) and BSc (Honours)/BEd (Intermediate/Senior) majors with a minimum of 17.5 overall credits.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

## 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.

**ABTE 8P01 - Principles and Practices for Professional Certification I-Primary/Junior**  
**ABTE 8P03 - Principles and Practices for Professional Certification III-Primary/Junior**  
**ABTE 8Y04 - Current Trends and Issues in Special Education**  
**ABTE 8Y05 - Professionalism, Law and the Ontario Teacher**  
**ABTE 8Y31 - Mathematics Primary/Junior**  
**ABTE 8Y36 - Health and Physical Education Primary/Junior**

#### 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).

**EDBE 8Y14 - Indigenous Education in Secondary Schools**  
**EDBE 8R10 - Special Topics in Technological Education**  
**EDBE 8R11 - The Teaching of Green Industries II (Grades 9 and 10)**  
**EDBE 8R12 - The Teaching of Communications Technology II (Grades 9 and 10)**  
**EDBE 8R13 - The Teaching of Construction Technology II (Grades 9 and 10)**  
**EDBE 8R14 - The Teaching of Technological Design II (Grades 9 and 10)**  
**EDBE 8R15 - The Teaching of Hospitality and Tourism II (Grades 9 and 10)**  
**EDBE 8R16 - The Teaching of Manufacturing Technology II (Grades 9 and 10)**  
**EDBE 8R17 - The Teaching of Health Care II (Grades 9 and 10)**  
**EDBE 8R18 - The Teaching of Hairstyling and Aesthetics II (Grades 9 and 10)**  
**EDBE 8R19 - The Teaching of Transportation Technology II (Grades 9 and 10)**  
**EDBE 8R20 - The Teaching of Computer Technology II (Grades 9 and 10)**  
**EDBE 8R21 - The Teaching of Green Industries II (Grades 11 and 12)**  
**EDBE 8R22 - The Teaching of Communications Technology II (Grades 11 and 12)**  
**EDBE 8R23 - The Teaching of Construction Technology II (Grades 11 and 12)**  
**EDBE 8R24 - The Teaching of Technological Design II (Grades 11 and 12)**  
**EDBE 8R25 - The Teaching of Hospitality and Tourism II (Grades 11 and 12)**  
**EDBE 8R26 - The Teaching of Manufacturing Technology II (Grades 11 and 12)**  
**EDBE 8R27 - The Teaching of Health Care II (Grades 11 and 12)**  
**EDBE 8R28 - The Teaching of Hairstyling and Aesthetics II (Grades 11 and 12)**  
**EDBE 8R29 - The Teaching of Transportation Technology II (Grades 11 and 12)**  
**EDBE 8R30 - The Teaching of Computer Technology II (Grades 11 and 12)**  
**EDBE 8R70 - Practicum for Professionalism, Law and Principles of Teaching in Ontario: Technological Education**  
**EDBE 8R71 - Student Assessment, Practice and Policy: Technological Education**  
**EDBE 8R72 - Cognition, Development and the Exceptional Learner: Technological Education**  
**EDBE 8R73 - ICT for Teaching and Learning: Technological Education**  
**EDBE 8R74 - Professional Collaborative Communities: Technological Education**  
**EDBE 8R77 - Teacher as Researcher: Technological Education**  
**EDBE 8R78 - School and Society: Technological Education**  
**EDBE 8R91 - Professionalism, Law and Principles of Teaching in Ontario II: Technological Education**  
**EDBE 8R75 - Practicum for Professional Collaborative Communities I: Technological Education**  
**EDBE 8R76 - Practicum for Professional Collaborative Communities II: Technological Education**

**EDBE 8Y92 - Professional Collaborative Communities I: Technological Education**  
**EDBE 8Y93 - Socioemotional/Physical Processes and the Exceptional Learner: Technological Education**  
**EDBE 8Y95 - Programming for the Inclusive Classroom: Technological Education**  
**EDBE 8Y94 - Professional Collaborative Communities II: Technological 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, 2021**.

**Submitted by David Hutchison on October 8, 2021 at 12:20:17 PM**

**Submitted by Darlene Ciuffetelli Parker on October 14, 2021 at 11:32:32 AM**

**Submitted by Michael Owen on October 14, 2021 at 02:02:42 PM**

**Submitted by Tricia MacDonald on October 18, 2021 at 01:19:47 PM**

**Edited by Tricia MacDonald (on behalf of Tricia MacDonald) on October 21, 2021 at 08:09:23 AM**  
**Technological Education (Grades 9-12):** Font/Formatting

**Edited by Tricia MacDonald (on behalf of Tricia MacDonald) on October 21, 2021 at 04:05:44 PM**  
**Technological Education (Grades 9-12):** Formatting

**Edited by Tricia MacDonald (on behalf of Tricia MacDonald) on October 21, 2021 at 04:07:22 PM**  
**Program Components and Requirements:** formatting

**Edited by Tricia MacDonald (on behalf of Tricia MacDonald) on October 21, 2021 at 04:08:56 PM**  
**Junior/Intermediate:** Program note 4 was deleted so program note 5 is now program note 4.

**Edited by Tricia MacDonald (on behalf of Tricia MacDonald) on October 21, 2021 at 04:10:24 PM**  
**Intermediate/Senior:** formatting

**Edited by Tricia MacDonald (on behalf of Tricia MacDonald) on October 21, 2021 at 04:33:08 PM**  
**Education - Concurrent BA (Honours)/BEd (Intermediate/Senior):** formatting

**Edited by Tricia MacDonald (on behalf of Tricia MacDonald) on October 21, 2021 at 04:34:01 PM**  
**General Information:** formatting

**Edited by Tricia MacDonald (on behalf of Tricia MacDonald) on October 21, 2021 at 04:35:07 PM**  
**General Information:** formatting

**Edited by Tricia MacDonald (on behalf of Tricia MacDonald) on October 21, 2021 at 04:53:01 PM**  
**Program Notes:** Correcting formatting

# Academic Program Calendar Submission #2022-3239

Department/Centre:

Program(s): Educational Studies

## Program Additions/Terminations

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

Please note: The calendar year runs from May 1, 2022 to April 30, 2023 and begins with the Spring/Summer sessions. All new programs being introduced or the termination of programs will be effective beginning 2022 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. Certificate in Leadership in Community-based Education be introduced.
2. Certificate in Masters Preparation Certificate in Education be terminated.
3. Certificate in Canadian Culture and Education Studies be introduced.

### 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.

1. There exists a need for those trained with the skills of an educationally focused certificate that prepares graduates to succeed in settings outside of the traditional classroom. The new certificate in Leadership in Community-based Education (LCBE) will meet this need. It is a market niche for those international students who do not want to pursue the regulated profession of teacher certification in Ontario, nor want a master's degree.

United States data shows a growing trend, with certificates now that country's second most popular post-secondary award (after bachelor's degrees) because of the lower cost and shorter time investment.i The USA is also seeing an increased interest from international students in certificates, badges and non-degree programs, both for in-person and online studies.ii

An applicant can gain admission to LCBE directly with an IELTS of 6.5, but LCBE will also provide conditional admission to successful graduates of the Canadian Culture and Education Studies (CCES) certificate (formerly the Masters Preparation Certificate in Education [MPCE]). In the 2020 external review of MPCEiii the reviewer's recommendations were to explore internships and student participation in professional organizations as well as temporary incorporation into the work environment. Internships will be part of LCBE 2P61 and extra-circular professional development workshops will be provided to support the classroom experience. Consultations with recruitment agents were favourable: they believe that the two complementary certificates would give students the opportunity to gain work experience in between the programs yet are flexible enough that if a student needed to leave after CCES they would still have completed a resume-worthy credential.

An environmental scan of similar programs shows that LCBE would be uniquely situated both in the college and university markets. While industry-specific training exists for teaching assistants or adult educators, LCBE is a broader certificate that will position students to work in educationally related professions in a variety of community settings. An environmental scan (August 2021) of suitable employment for students with an international Bachelor's degree plus a certificate in the field of education showed that employment opportunities exist as:

- Education consultants and program managers at recruitment agencies
- Admission and enrolment coordinators, academic advisors and administration positions at all levels of education
- Employment advisors, community engagement facilitators, program officers, and settlement workers in non-profit organizations.

Brock's International Marketing Department suggested that future recruitment markets also exist with

internationally educated permanent residents. Retaining the current tuition rate that the MPCE program has been offered at will allow us to compete with college-level certificates yet with the value (and prestige) of a university-level academic focus and setting. LCBE aligns with Brock's International Strategic plan by providing support to recruit students from diverse regions and backgrounds and to ensure personal and academic success.iv

i Georgetown University Center on Education and the Workforce (2020) *The Overlooked Value of Certificates and Associate's Degrees: What Students Need to Know Before They Go to College*.

ii Sunrise International Chinese Recruitment & Marketing Webinar (September 8, 2021) featuring Fordham University's Dean of Graduate Admissions.

iii March 12, 2020 iv Brock University Institutional Strategic Plan (2018-2025) <https://brocku.ca/strategic-plan/wp-content/uploads/sites/192/Brock-University-Strategic-Plan.pdf>, p. 23.

2. MPCE Certificate's name has been changed to Canadian Culture and Education Studies (CCES) Certificate

3. MPCE Certificate's name has been changed to Canadian Culture and Education Studies (CCES) Certificate

### **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.

1. Certificate in Leadership in Community-based Education be introduced.

#### **Program Structure:**

A detailed description of the proposed degree/major.

**Leadership in Community-based Education (LCBE) is a certificate program that prepares international students for leadership positions in community-based and/or work-based educational settings outside of the K-12 classroom. The certificate provides essential knowledge about educational theories and leadership practices. The LCBE program also provides opportunities for students to increase their familiarity with Canadian cultural practices, improve their English language proficiency and develop critical communication, collaboration and other skills required for leadership in community-based settings. The program includes community-based field experiences and provides assistance with resume building and networking. The LCBE is well suited for committed international students who wish to reside, work or continue advanced studies in Canada.**

#### **Admission Requirements**

Students wishing to apply to the LCBE must meet the following minimum qualifications:

A four-year bachelor's degree, or its equivalent from an accredited University, Minimum 70 percent average (Brock University equivalent) over the last two years of full-time undergraduate study. In addition, applicants whose first language is not English must provide evidence of proficiency in English, as demonstrated through one of the following: Minimum proof of English language proficiency: IELTS Academic of 6.5 with no sections below 6.0; TOEFL iBT of 88 with no scores below 21.

See English proficiency requirements – Admissions @ Brock ([brocku.ca](http://brocku.ca)) for additional tests and scores that can be used for admission purposes.

International students who successfully complete (overall GPA 70%) the Canadian Culture and Education Studies (CCES) post-graduate certificate program are provided with conditional admission to the Leadership in Community-based Education (LCBE) without additional requirements for English proficiency.

#### **Leadership in Community-based Education Certificate**

The Leadership in Community-based Education Certificate will be awarded upon completion of the following courses with a minimum of 70 percent overall average:

LCBE 1P91, LCBE 2P60, LCBE 2P61, LCBE 6P12, LCBE 6P14, LCBE 6P15, LCBE 6P16, LCBE 6F99, LCBE 6Q96

#### **Appropriate Nomenclature:**

Is the name of the degree and/or major(s) appropriate? Are there similar degrees/majors offered at other universities?

We believe that the name of the proposed Leadership in Community-based Education (LCBE) certificate program is appropriately titled and one that will appeal to international students. This title has also

received support from the Vice-Provost, Strategic Partnerships and International (Brock International), International Recruitment Agents as well as international students and graduates support from the The LCBE certificate differs from existing programs that typically are brief in duration, target newcomers to Canada including those who hold refugee or permanent resident status, and are industry or profession-specific (e.g., educators, teaching assistants, adult educators).

Environmental scans indicate that several Community Colleges are providing certificates that share some similarities with the proposed LCBE program. For instance, Humber College offers a certificate in International Development, Mohawk College offers a certificate in Community and Social Services Management and Seneca College offers a certificate in Non-Profit and Social Sector Management.

Environmental scans also show that some University-based Continuing Education departments also offer certificates that share minimal similarities with the proposed LCBE certificate program proposed here.

For example, the following universities offer certificate programs with the term “leadership” in the title:

- Certificate in Leadership (University of Guelph) five courses offered by the Gordon S. Lang School of Business and Economics
- Leadership in Organizations (Ryerson University) six courses offered by the Faculty of Business
- Leadership certificates available in Faith-based Community Development, Leadership Essentials, Non-Profit Leadership for Impact, or Strategic Leadership: Advanced (University of Toronto)
- Professional, and Advanced Professional, Certificates in Leadership (Western University): three and five courses respectively offered by the Continuing Studies department.

Several colleges and universities offer Newcomer programs that are targeted towards recent immigrants (refugees and/or permanent residents). These programs are typically field or industry-specific and are often funded by the Government of Ontario or Immigration, Refugees and Citizenship Canada. Examples of such Newcomer programs include:

- Business Edge (University of Toronto): self-paced
- Canadian Business for Internationally Trained Professionals (Brock Goodman School of Business): 3 months
- Employability Skills and Cultural Fluency for the Canadian Workplace (McMaster): one course
- Gateway for International Professionals, with different programs for middle-level managers, engineers, and social workers (Ryerson University): length varies from 4 to 12 months
- Occupation Specific Language Training Courses (Niagara College)
- Professional Communication in the Canadian Workplace (McMaster): two courses

The LCBE differs from these certificate and micro-certificates in its focus on community-based education versus business, technology, health and/or communications respectively. Especially relevant, these certificates and micro-certificates are not designed for international students. These certificates also tend to be shorter in duration than the proposed LCBE, typically consisting of a single-term program of study.

Unlike the proposed LCBE certificate, these programs do not meet the immigration and work eligibility needs of many international students (for additional information see: Student Demand: Evidence that there is a demand for the new certificate on the part of potential students).

#### **Financial Viability:**

The Costing of New or Significantly Revised Programs form must be completed and included as part of the submission.

**As this is a new certificate program and not a new program no formal costing of the program has been done. Having said that, this program is expected to be self-sufficient and revenue-generating as the MPCE program has been.**

#### **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).

Internationally, certificate programs are becoming increasingly popular, with many students electing to enroll in these programs following the completion of their undergraduate/bachelor degree(s). In part, students are attracted to the concentrated and focused nature of certificate programs as well as the typically lower tuition and time-to-completion rates (Georgetown University Center on Education and the Workforce, 2020). Especially relevant to the proposed LCBE certificate program, international student enrolments in certificate programs have increased significantly over the last few years (Sunrise International Chinese Recruitment & Marketing Webinar, September 8, 2021).

LCBE meets the needs of potential students by recognizing that employment outcomes are a priority consideration. During our delivery of the MPCE, we found that many students did not automatically elect

to apply the MEd ISP or other graduate-level program upon graduation. Instead, some students elected to enroll in shorter-duration, college-level diplomas or attempted to seek employment in their preferred profession. In other words, graduates indicated that they prioritized finding employment while at the same time, meeting their immigration goals. The Canadian Bureau for International Education reports that 60% of international students studying in Canada plan to immigrate (CBIE, 2018). These intentions are reiterated in a recent report released by Applyboard, an institutional partner that links international students and recruitment partners to educational opportunities at institutions around the world including Brock University. As part of their report, Applyboard underscores that the majority of international students plan to apply for the post-graduate work program in an effort to stay and work in Canada before applying for permanent residency (October 6, 2021). In the Faculty of Education, an average of 97% of international students enrolled in MPCE and MEd ISP programs (2016, 2017, 2018, 2019) indicated that they intended to remain in Canada to work following graduation, with immigration being a subsequent goal.

The structure and design of the proposed LCBE certificate program addresses the immigration needs of international students by providing an academic, two-term program. Graduates of the LCBE certificate program are eligible to apply for a 1-year post graduate work permit. When completed in combination with the Canadian Culture and Education Studies/CCES (former MPCE certificate program), graduates are eligible to apply for the 3-year post-graduate work permit. In addition, the program will utilize the services of designated staff including the FOE, International Student Services Coordinator and the Manager of International Programs. The latter individual is also a Registered Canadian Immigration Consultant and thus is qualified to address international studies, immigration questions and concerns while in the program.

We anticipate the program will attract 15-30 international students per year initially with the potential for enrollment growth in the future.

#### **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).

An environmental scan of employment opportunities completed in August 2021 indicated that the proposed LCBE certificate program would be uniquely situated within the college and university sectors. The LCBE offers a broad community-based certificate that will position students to work in educationally-related professions and settings. Specifically, this scan revealed that employment opportunities for students who hold an international Bachelor's degree plus a certificate in the field of education exist in multiple sectors including:

- Education consultants and program managers at recruitment agencies
- Admission and enrolment coordinators, academic advisors, and administration positions at all levels of education
- Employment advisors, community engagement facilitators, program officers, and settlement workers in non-profit organizations.

#### **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.

International students who graduate from the LCBE certificate program are anticipated to be well-suited to reside, work and/or continue to pursue advanced postsecondary studies in Canada. Our collective experience with students in MPCE program indicate the graduates increased in their IELTS performance scores while in the program. These improvements, in part, are attributed to their participation in authentic scholarly tasks and activities. Furthermore, statistics acquired from the 2019 MPCE graduating class indicated that 55% of students completed the Master of Education ISP program at Brock University, 18% gained a college-level certificate or diploma program, 15% gained admission to a Master's degree program at another university, 6% gained admission to another Brock University Master's degree program and 6% applied for the post-graduate work permit.

We anticipate that graduates of the LCBE program will experience similar language learning and academic successes upon completion of the proposed certificate program. Especially relevant to the program proposed here, graduates of the LCBE program will have multiple opportunities to develop professional, communication and other workplace literacies that are deemed essential for success in the workplace (Conference Board of Canada, 2021). Accordingly, LCBE graduates are expected to gain entry into their preferred professional fields including international academic consulting, admission and enrolment coordinators, academic advisors and administration positions within education sectors.

**Duplication:**

If the proposed degree/major has duplicative similarities to existing programs in Ontario or Canada, reasons for such duplication.

**We have not identified any duplication of the proposed Leadership in Community-based Education (LCBE) certificate program in Ontario or Canada. The proposed certificate program, to our knowledge, is unique.**

**Library Resources:**

Certification from the Library that adequate Library resources are available to offer the program (please note that Section A of the [Library Support form](#) asks for information about the potential cost of additional Library resources).

Yes

**Information Technology:**

If significant IT resources will be required to offer the new degree/major(s), certification from the Director of Information and Technology Services that adequate resources will be available is required (please note that Section D of the [IT/ET Support form](#) asks for information about IT resources).

Yes

**Decanal/Co-operating Department(s)/Centre(s):**

The Dean of the appropriate Faculty must certify that the new degree/major(s) 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(s).

Yes

**2. Certificate in Masters Preparation Certificate in Education be terminated.****Program Structure:**

A detailed description of the proposed degree/major.

**Appropriate Nomenclature:**

Is the name of the degree and/or major(s) appropriate? Are there similar degrees/majors offered at other universities?

**Financial Viability:**

The Costing of New or Significantly Revised Programs form must be completed and included as part of the submission.

**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).

**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).

**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.

**Duplication:**

If the proposed degree/major has duplicative similarities to existing programs in Ontario or Canada, reasons for such duplication.

**Library Resources:**

Certification from the Library that adequate Library resources are available to offer the program (please note that Section A of the [Library Support form](#) asks for information about the potential cost of additional Library resources).

No

**Information Technology:**

If significant IT resources will be required to offer the new degree/major(s), certification from the Director of Information and Technology Services that adequate resources will be available is required (please note that Section D of the [IT/ET Support form](#) asks for information about IT resources).

No

**Decanal/Co-operating Department(s)/Centre(s):**

The Dean of the appropriate Faculty must certify that the new degree/major(s) 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(s).

No

**3. Certificate in Canadian Culture and Education Studies be introduced.****Program Structure:**

A detailed description of the proposed degree/major.

**Renaming MPCE certificate and using existing structure****Appropriate Nomenclature:**

Is the name of the degree and/or major(s) appropriate? Are there similar degrees/majors offered at other universities?

**Renaming MPCE certificate****Financial Viability:**

The Costing of New or Significantly Revised Programs form must be completed and included as part of the submission.

**Renaming MPCE certificate****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).

**Renaming MPCE certificate****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).

**Renaming MPCE certificate****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.

**Renaming MPCE certificate****Duplication:**

If the proposed degree/major has duplicative similarities to existing programs in Ontario or Canada, reasons for such duplication.

**Renaming MPCE certificate**

**Library Resources:**

Certification from the Library that adequate Library resources are available to offer the program (please note that Section A of the [Library Support form](#) asks for information about the potential cost of additional Library resources).

**No**

**Information Technology:**

If significant IT resources will be required to offer the new degree/major(s), certification from the Director of Information and Technology Services that adequate resources will be available is required (please note that Section D of the [IT/ET Support form](#) asks for information about IT resources).

**No**

**Decanal/Co-operating Department(s)/Centre(s):**

The Dean of the appropriate Faculty must certify that the new degree/major(s) 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(s).

**No**

## Program Changes

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

Please note: The Calendar year runs from May 1, 2022 to April 30, 2023 and begins with the Spring/Summer sessions. All programs being changed will be effective beginning 2022 Spring Session.

List all proposals, to be implemented, numerically in the following order:

1. Officers of Instruction be revised.
2. Bachelor of Early Childhood Education (Honours) (BECE) general information be removed.
3. General Information be revised to reflect new program.
4. Admission Requirements for the MPCE (renamed to the CCES) Certificate Program be added.
5. General Information LCBE Program be added.
6. CCES root code to replace the MPCE root code in order to reflect the new name of the Certificate program.
7. LCBE root code for the new Leadership in Community-Based Education certificate courses. .
8. Bachelor of Early Childhood Education (Honours) program requirements be removed.
9. Program Notes be removed.
10. Masters Preparation Certificate Title and Program Structure be revised to reflect the Certificate's new name.
11. MPCE 6F02, 6F05, 6P00, 6P01, 6P03, 6P07, 6P08, 6P11 be renumbered CCES 6F02, 6F05, 6P00, 6P01, 6P03, 6P07, 6P08, 6P11.
12. Leadership in Community-based Education (LCBE) Program Structure be added.
13. Micro-certificate in Special Needs in ECE be removed and relocated to BECE chapter.
14. EDUC 1P90 Public Pedagogy and Practice, EDUC 1P91 (also offered as LCBE 1P91) Teaching Adult Learners, EDUC 2P60 (also offered as LCBE 2P60) Community Collaboration for Change be added to the course bank.
15. EDUC 2P61 (also offered as LCBE 2P61) Community-based Experiential Learning, EDUC 4P48 Trauma-informed Education, EDUC 4P75 Ethnomathematics, EDUC 4P76 Teaching Financial Literacy be added to the course bank.
16. EDUC 2P65 title be revised .
17. EDUC 2F95, 3P50, 3P51, 3P52, 3P53, 3P54, 3P55, 3P85, 4D50, 4P04, 4P14, 4P52, 4P81, 4P85, 4F50 be removed from the course bank.
18. LCBE 6F99 (Advanced Educational and Career Planning Seminar) added to the course bank.
19. LCBE 6P12 (Education for Professional and Personal Development), LCBE 6P14 (Program and Performance Evaluation), LCBE 6P15 (Relationship Building), LCBE 6P16 (Cultural Fluency and Community Building) added to the course bank.
20. MPCE 6Q96 be renumbered LCBE 6Q96.

### 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. Revised Officers of instruction to reflect retirements, promotions and new faculty hires. Additionally, added in LTAs/ILTAs.
2. The Bachelor of Early Childhood Education (Honours) (BECE) is getting its own page in the Undergraduate Calendar and so all the information related to it must be removed from the Educational Studies page and transferred to the new BECE program page
3. The MPCE Certificate's name has been changed to Canadian Culture and Education Studies (CCES) Certificate and so this was changed under "General Information". The new Leadership in Community-Based Education (LCBE) Certificate was added under "General Information".
4. Changed the acronym from MPCE to the CCES to reflect the new name of the program. Additionally, corrected a mistake in the Admission requirement that stated that no score on the TOEFL could be below 50. It should be no score below 18.
5. The new Leadership in Community-Based Education (LCBE) Certificate description and admission requirements were added so students would have a general understanding of the program and the requirements needed to gain admission to it.
6. In order to reflect the new name of the MPCE certificate program the root code of the courses will need to change from "MPCE" to "CCES". This makes it easier for students, staff, faculty and administration to understand what courses are offered in the renamed program, the Canadian Culture and Education Studies certificate. The new root code also will match the Certificate's new name - as the MPCE root code did with the Certificate's previous name.
7. In order to reflect the name of the certificate program, and maintain the tuition and registration of a post-graduate certificate, the root code LCBE needs to be created for the new proposed Leadership in Community-based Education (LCBE) certificate program. This makes it easier for students, staff, faculty and administration to

understand what courses are offered in the new program.

8. The Bachelor of Early Childhood Education (Honours) (BECE) is getting its own page in the Undergraduate Calendar and so all the information related to it must be removed from the Educational Studies page and transferred to the new BECE program page

9. The Bachelor of Early Childhood Education (Honours) (BECE) is getting its own page in the Undergraduate Calendar and so all the information related to it must be removed from the Educational Studies page and transferred to the new BECE program page

10. The title of the section needs to be changed to the certificate's new name: Canadian Culture and Education Studies. The "MPCE" acronym was changed to the "CCES" acronym.

11. Root course code needs to change to reflect the new name of the certificate

12. The LCBE program Structure needs to be added so students will have a general understanding of the proposed certificate's new overall structure and the courses required to complete the program.

13. The Bachelor of Early Childhood Education (Honours) (BECE) is getting its own page in the Undergraduate Calendar and so all the information related to it must be removed from the Educational Studies page and transferred to the new BECE program page

14. See course additions for rationale for adding these courses to the course bank

15. See course additions for rationale for adding these courses to the course bank

16. The title has been changed to better reflect the course content and the more modern conception of equity, diversion and inclusion which views diversity as something to be celebrated. The old title of the course positioned diversity as a problem that needed to be rectified.

17. These courses are all exclusively in the BECE program which is getting its own root code (BECE) and its own page in the Undergraduate Calendar. So all of these courses need to be removed as they will no longer be offered in their EDUC forms.

18. These are the new courses that make up the new Leadership in Community-Based Education (LCBE) program. We could not add the courses into the APC system as the LCBE root code has not yet been created but all the information has been provided in the supplemental materials submitted to the UPC Teams site to add these courses to the course bank.

19. This is a new course that is part of the new Leadership in Community-Based Education (LCBE) certificate program. We could not add the course into the APC system as the LCBE root code has not yet been created but all the information has been provided in the supplemental materials submitted to the UPC Teams site to add this course to the course bank.

20. This course, which is not currently part of the MPCE program, is being re-purposed as part of the new Leadership in Community-Based Education (LCBE) certificate program. As a result the root code needs to be changed from "MPCE" to "LCBE".

### **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.

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## **Educational Studies**

### *Chair*

David Hutchison

### *Professors Emeriti*

Sharon Abbey, Terrance Boak, Ralph D. Connelly, Anne Elliott, James Heap, Michael Manley-Casimir, Coral Mitchell, Anthony S. Mollica, John Novak, Patrick O'Neil, Merle Richards, Alan R. Wheeler, Sybil E. Wilson

### *Professors*

Denise Armstrong, Sheila M. Bennett, Fiona Blaikie, Sandra Bosacki, Lorenzo Cherubini, Darlene Ciuffetelli Parker, Susan Drake, Xavier Fazio, Candace Figg, Tiffany Gallagher, Debra Harwood, David Hutchison, Kamini Jaipal-Jamani, Julian Kitchen, Chunlei Lu, Michelle McGinn, Ruth McQuirter, Dolana Mogadime, Michael Owen, Lissa Paul, Nancy Taber, Susan Tilley, Mary-Louise Vanderlee, Louis Volante, Kari-Lynn Winters, Vera Woloshyn

*Associate Professors*

Joe Barrett, Hilary Brown, Ann-Marie DiBiase, Tony DiPetra, ~~She~~Diane Collier, Shelley Griffin, Catherine Hands, Stanley Henry, Doug Karrow, ~~René #233amp;e Kuchapski~~, Xiaobin Li, Robert McGray, Francine Menashy, Joyce Mgombelo, Trevor Norris, Michael O'Sullivan #8217-an, Camille Rutherford, Michael Savage, Leanne Taylor, Peter Vietgen, ~~Kari~~

*Assistant Professors*

Mira Bajovic, Sandra Della Porta, Dane Di Cesare, Sally Hooper, Steven Khan, Anjali Khirwadkar, Rahul Kumar, Catherine Longboat, Michael Mindzak, Nicola Simmons ~~Sandra Della Porta~~

*Adjunct Faculty*

Arlene Grierson

*Lecturers*

Joshua Markle, Sherri Vansickle, Shannon Welbourne ~~Stanley Henry~~

*Adjunct Faculty*

Arlene Grierson, Bob Rigas

*Program Directors*

Adult Education, Nancy Taber  
Continuing Teacher Education, Tony DiPetra  
Early Childhood Education, Debra Harwood  
Masters Preparation Certificate in Education, Vera Woloshyn  
Teacher Education, Darlene Ciuffetelli-Parker ~~Kamini Jaipal Jamani~~  
Undergraduate, Michael Savage

*Manager, Academic Advising, Professional and Undergraduate Programs*

Ethna Bernat

## General Information

*Administrative Co-ordinator*

Betty Chambers  
905-688-5550 extension 3082  
Welch Hall 113  
brocku.ca/education

*Manager-International Programs*

Susan Virtue  
905-688-5550 extension 6084  
Welch Hall 9E  
*Administrative Assistant*  
Danielle Larmon

The teaching and research expertise within the Department of Educational Studies covers a wide range of educational topic areas, including early childhood education, elementary education, secondary education, adult education, higher education and non-formal education. The following programs are housed in the department:

Bachelor of Early Childhood Education  
Concurrent BA (Honours)/BEd (Intermediate/Senior)  
Concurrent BA CHYS (Honours)/BEd (Primary/Junior)  
Concurrent BA Integrated Studies (Honours)/BEd (Junior/Intermediate)  
Concurrent BA Interactive Arts and Science (Honours)/BEd (Junior Intermediate)  
Concurrent BPhEd (Honours)/BEd (Intermediate/Senior)  
Concurrent BPhEd (Honours)/BEd (Junior/Intermediate)  
Concurrent BSc (Honours)/BEd (Intermediate/Senior)  
Concurrent BSc Integrated Studies (Honours)/BEd (Junior/Intermediate)  
Teacher Education  
Continuing Teacher Education

Adult Education

Canadian Culture and Education Studies (CCES) Masters Preparation Certificate in Education

Leadership in Community-Based Education (LCBE) Certificate

Masters of Education

Joint PhD in Educational Studies

## Bachelor of Early Childhood Education (Honours) (BECE)

Program offered online:

Building on the foundation of a two-year Early Childhood Education Diploma program or equivalent, graduates of the Bachelor of Early Childhood Education (honours) program will have a comprehensive understanding of the issues and trends in early care and education for children from birth to 8 years old and be well prepared for further studies or work in the field of care and education for young children. This program on its own will not provide graduates with an Ontario Teacher Certificate. Rather, graduates of the Bachelor of Early Childhood Education (Honours) program are expected to take on positions that require a strong foundation in early care and education or apply to graduate studies or to teacher education programs that lead to an Ontario Teaching Certificate.

Admission Requirements:

Applicants who have successfully completed an Early Child Education diploma or equivalent as part of a degree completion pathway, will be considered with a minimum of 7.0 university level courses at the time of application for the Primary/Junior BEd Division. In these cases, the overall diploma average will be calculated and used in place of the missing credits toward the weighted average calculation.

## Canadian Culture and Education Studies (CCES) Certificate

The Masters Preparation Certificate in Education (MPCE) is a postgraduate program designed to provide skills and content to international students who wish to pursue graduate studies in Education in Canada. The program provides a background in educational theory, the Canadian Culture and educational context (higher and adult education), and Canadian culture. Crucial skills required to be successful in Canadian graduate programs in Education Studies (CCES) Certificate, such as research skills, critical thinking skills, academic communication skills and problem solving skills, are provided through an educational studies context. Opportunities for international students to improve their English language proficiency, increase their familiarity with Canadian cultural practices, and engage in Canadian communities are also integrated into the program. Assistance with applying to graduate programs in education in Canada is also provided. After completing the program international students will be well prepared to be accepted into, and succeed in, a graduate program in the field of Education in a Canadian university.

The Canadian Culture and Education Studies (CCES) certificate is a program that prepares international students for the rigours of advanced post-secondary studies in the broad field of education and related disciplines. The program provides a background in educational theory, Canadian educational context, and Canadian culture. Crucial skills required to be successful in Canadian post-secondary programs such as research skills, critical thinking skills, academic communication skills and problem-solving skills, are provided through an educational studies context. Opportunities for international students to improve their English language proficiency, increase their familiarity with Canadian cultural practices, and engage in Canadian communities are integrated into the program. Assistance with applying to advanced post-secondary programs is provided. The international student will be well-prepared to apply to, and succeed in, an academic program in a Canadian post-secondary program.

## Admission Requirements

Students wishing to apply to the CCES/MPCE must meet the following minimum qualifications:

A four-year bachelor's degree, or its equivalent from an accredited University; Minimum 70-75 percent average (Brock University equivalent) over the last two years of full-time undergraduate study. In addition, applicants whose first language is not English must provide evidence of proficiency in English, as demonstrated through one of the following: Minimum proof of English language proficiency: IELTS Academic of 6.0 with no sections below 5.5; TOEFL iBT of 70 with no scores below 18. Refer to 50: brocku.ca/education/programs/certificate-programs/ccesmpce/ for additional tests and scores that can be used for admission purposes.

## Leadership in Community-Based Education (LCBE) Certificate

The Leadership in Community-Based Education (LCBE) certificate program prepares international students for leadership positions in community-based and/or work-based educational settings outside of the K-12 classroom. The certificate provides essential knowledge about educational theories and leadership practices. The LCBE program also provides opportunities for students to increase their familiarity with Canadian cultural practices, improve their English language proficiency and develop critical communication, collaboration and other skills required for leadership in community-based settings. The program includes community-based field placements and provides assistance with resume building and networking. The LCBE is well suited for committed international students who wish to reside, work or continue advanced studies in Canada.

## Admission Requirements

Students wishing to apply to the LCBE program must meet the following minimum qualifications: a four-year bachelor's degree, or its equivalent, from an accredited University. Minimum 70 percent average (Brock University equivalent) over the last two years of full-time undergraduate study. In addition, applicants whose first language is not English must provide evidence of proficiency in English, as demonstrated through one of the following: IELTS Academic of 6.5 with no bands below 6.0; TOEFL iBT of 88 with no scores below 21. See <https://brocku.ca/admissions/english-proficiency/> for additional tests and scores that can be used for admission purposes. International students who successfully complete the Canadian Culture and Education Studies (CCES) certificate with an overall average of 70% are provided with conditional admission to the Leadership in Community-based Education (LCBE) program without additional requirements for English proficiency.

## Program Notes

1. Students are encouraged to book an academic advising appointment once per term.
2. Students given transfer credit for the Social Sciences context credit take 1.0 elective credit.
3. The Bachelor of Early Childhood Education program does not lead to an Ontario Teacher Certificate.
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)00 or above; at least three credits must be numbered 3(alpha)00 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

[Please remove these program notes as they all relate to the BECE Program which now has its own page]

## Bachelor of Early Childhood Education (Honours only)

[Please remove this entire section and the Section Heading as this program does now has its own page] ~~It lead to an Ontario Teacher Certificate.~~

~~Years 1 and 2 taken at College~~

- ~~• Completion of Early Childhood Education diploma or equivalent~~

~~Year 3~~

- ~~• EDUC 2F95~~
- ~~• EDUC 3P50, 3P51, 3P53, 3P54, 3P55 and 3P85~~
- ~~• one credit from EDUC 2P65, 3F01, 3P06, 3P40, 3P45, 3P70, 3P91, 3P97, 4P03, 4P46, 4P62, 4P70, ABED 2F90, 2F91, 3P12, 3P41, 3F90~~

~~Spring/Summer Sessions:~~

- ~~• one Humanities context credit~~
- ~~• one Sciences context credit~~
- ~~• one Social Sciences context credit (see program note 2)~~

~~Year 4~~

- ~~• EDUC 4D50, 4P14, 4P24, 4P35, 4P52, 4P81 and 4P85~~
- ~~• one half elective credit~~

Under exceptional circumstances, the Department may require the substitution of other relevant courses for those usually required

## Certificate and Micro-certificate Programs

### Canadian Culture and Education Studies Certificate

The Canadian Culture and Education Studies Certificate will be awarded upon completion of the following courses with a minimum 70 percent overall average:

- CCES, MPE 6F02, 6F05, 6P00, 6P01, 6P03, 6P07, 6P08 and 6P11

### Leadership in Community-Based Education Certificate

The Leadership in Community-based Education Certificate will be awarded upon completion of the following courses with a minimum 70 percent overall average:

- LCBE 1P91, 2P60, 2P61, 6P12, 6P14, 6P15, 6P16, 6F99 and 6Q96

### Micro-certificate in Literacy Development and Education

This Micro-certificate allows individuals who are interested in learning more about literacy and the role of education in its development to gain a microcredential in this area.

The Micro-certificate Literacy Development and Education is awarded upon completion of the following courses with a minimum overall average of 60 percent:

- EDUC 3P40 and 3P45

### Micro-certificate in Special Needs in ECE

The Micro-certificate Special Needs in ECE is awarded upon completion of the following courses with a minimum overall average of 60 percent:

- EDUC 3P55 and 4P52

[Please remove this entire section and the Section Heading as this Microcertificate will be located on the BECE Program page]

## Minor in Educational Studies

Students in other disciplines can obtain a Minor in Educational Studies within their degree program by completing the following courses with a minimum 60 percent overall average:

- EDUC 1F90 or 1F95
- EDUC 2P65
- EDUC 3P95 or 3P96
- one credit from EDUC 3P00, 3P40, 3P45, 3P60, 3P70, 3P91
- one credit from EDUC 4P15, 4P46, 4P47, 4P62, 4P70, 4P80

## 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.

## CANADIAN CULTURE AND EDUCATION STUDIES COURSES

CCES 6F02

**Canadian Cultural Practices**

Acculturation process experienced by international students studying in Canada. Introduction to the academic and social expectations of study-life within Canadian post-secondary programs.

Lectures, discussion, 3 hours per week.

Restriction: open to Canadian Culture and Education Studies students.

Note: activities include field trips to local landmarks and participation in Canadian cultural celebrations. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in MPCE 6P02 and 6F02.

CCES 6F05

**Introduction to Research**

Qualitative, quantitative and mixed research methods undertaken for research within Education and related disciplines. Deeper understanding of the nature and processes of research, and skills to critically read, conduct and evaluate research.

Lectures, discussion, 3 hours per week.

Restriction: open to Canadian Culture and Education Studies students.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in MPCE 6F05, 6P05, 6P09, and 6P10.

CCES 6P00

**Introduction to Educational Studies**

Introduction to the broad field of education including the field's historical, philosophical, sociological and psychological foundations with a focus on the Canadian context.

Lectures, discussion, 3 hours per week.

Restriction: open to Canadian Culture and Education Studies students.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in MPCE 6P00.

CCES 6P01

**Graduate Study Preparation Seminar**

Academic and social skills needed to successfully transition to graduate study in Canada. Topics include identifying appropriate graduate programs, securing referees, understanding application protocols, writing statements of intent, and succeeding in interviews.

Lectures, discussion, 3 hours per week; offered in selected weeks over two terms.

Restriction: open to Canadian Culture and Education Studies students.

Note: activities may include attending university open-houses, peer-mentoring and graduate student shadowing. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in MPCE 6P01.

CCES 6P03

**Critical Pedagogy and Social Justice**

Exploration of Paulo Freire, Henry Giroux, bell hooks, and others writing within critical pedagogy as the basis for the connection between 'education' and social justice projects. Topics include oppressive regimes of power/knowledge, indigenous knowledges, and critical pedagogy as a social movement, as revolutionary and transformative.

Lectures, discussion, 3 hours per week.

Restriction: open to Canadian Culture and Education Studies students.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in MPCE 6P03.

CCES 6P07

**In/Equity, Diversity and Change in Education**

Critical understanding of social in/equity through the intersecting discourses of gender, race, class, sexuality, age, ability, and language, and how this discursive matrix frames educational experiences. Institutional and individual strategies developed to re/situate, re/visit, and re/claim the politics of meaning and experience.

Lectures, discussion, 3 hours per week.

Restriction: open to Canadian Culture and Education Studies students.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in MPCE 6P07.

CCES 6P08

**The Organization of Canadian Higher Education**

Post-secondary education work that supports students' development and learning. Topics include knowledge creation, distribution, and maintenance; academic freedom; dissenting opinion; academic integrity; student agency and accountability; the teacher-student dynamic and regulatory structures within higher education. Emphasis on interconnectedness of issues and acculturation for international students.

Lectures, discussion, 3 hours per week.

Restriction: open to Canadian Culture and Education Studies students.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in MPCE 6P08.

CCES 6P11

**Wellness in Canadian Higher Education**

Promotion of wellness and self-care through a variety of theoretical perspectives.

Lectures, discussion, 3 hours per week.

Restriction: open to Canadian Culture and Education Studies students.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in MPCE 6P11.

**EDUCATION SCIENCE COURSE**

ESCI 3P91

**Science for Elementary School Teachers**

Focus on teaching the foundations of the science curriculum at the elementary level (grades 4-8). Selected issues in contemporary science education, as well as the application of computer software in the science classroom.

Lectures, seminar, practicum, 3 hours per week.

Restriction: open to BSc Integrated Studies (Honours)/BEd (Junior/Intermediate) majors with a minimum of 9.0 overall credits.

Note: students must have a Police Record Check deemed appropriate by the Faculty of Education. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

**EDUCATIONAL STUDIES COURSES**

EDUC 1F90

**Introduction to Education Studies**

The broad field of educational studies from a variety of theoretical perspectives.

Lectures/seminar, 3 hours per week.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

EDUC 1F95

**Introduction to Foundations of Education**

Historical, philosophical, sociological and psychological dimensions of formal schooling within a Canadian context.

Lectures, seminar, 3 hours per week.

Restriction: open to BA (Honours)/BEd (Intermediate/Senior), BSc (Honours)/BEd (Intermediate/Senior) and BPhEd (Honours)/BEd (Intermediate/Senior) majors with a minimum of 3.0 overall credits, and BA CHYS (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 until date specified in Registration guide.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

EDUC 1P90

**Public Pedagogy in Practice**

Examination of out-of-school spaces and experiences to expand understanding of what counts as education.

Lectures, seminar, 3 hours per week.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

\* EDUC 1P91

**Teaching Adult Learners**

(also offered as LCBE 1P91)

Introduction to the core principles and theories related to teaching adults.

Lectures, seminar, 3 hours per week.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

\* EDUC 2F95

**Indigenous Culture and Early Childhood Education**

(also offered as INDG 2F95)

Introduction of the culture of a selected Indigenous Society to early childhood educators.

Lectures, seminar, 3 hours per week.

Restriction: open to BECE majors.

Note: offered online.

Completion of this course will replace previous assigned grade and credit obtained in ABST 2F96.

\* EDUC 2P60

**Community Collaboration for Change**

(also offered as LCBE 2P60)

Examination of the social contexts impacting collaborative initiatives as well as strategies for developing relationships to support education and community growth.

Lectures, seminar, 3 hours per week.

Restriction: open to students with a minimum of 3.0 overall credits and LCBE students

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

\* EDUC 2P61

**Community-based Experiential Learning**

(also offered as LCBE 2P61)

Community-based field experience enabling students to explore the work of educators in community settings.

Lecture, Field Placement, 3 hours per week.

Restriction: open to students with a minimum of 3.0 overall credits and LCBE students.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

EDUC 2P65

**Teaching for Change: Equity, diversity and inclusion in education** ~~Diversity Issues in Schooling~~

Issues and directions in a diverse society and their impact in the classroom; includes classism, racism, multiculturalism, ableism and sexism; roles and strategies leading to the goal of equity.

Lectures, seminar, 3 hours per week.

Restriction: open to BA Integrated Studies (Honours)/BEd (Junior/Intermediate), BA Interactive Arts and Science (Honours)/BEd (Junior Intermediate), BSc Integrated Studies (Honours)/BEd (Junior/Intermediate) and BPhEd (Honours)/BEd (Junior/Intermediate) and BECE majors until date specified in Registration guide. Students must have a minimum of 3.0 overall credits.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in EDUC 8P02.

\* EDUC 2Q91

**Indigenous Ways of Knowing**

(also offered as CANA 2Q91 and PHIL 2Q91)

Exploration of philosophical and practical applications of Indigenous epistemologies and ontologies in the context of education and civilization.

Lectures, seminar, 3 hours per week.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in PHIL 2Q90.

EDUC 3F01

**The Process of Teaching**

Introduction to the study of teacher behaviour through a systematic exploration of the assumptions, educational purposes, teaching strategies, curricular designs and materials and the social and psychological theory underlying selected models of teaching. The alternative patterns by which teachers may model their behaviour.

Lectures, seminar, 3 hours per week.

Restriction: open to BECE students until date specified in Registration guide.

Note: offered online. Students will be required to familiarize themselves with current educational concepts and recent literature in the field.

\* EDUC 3F02

**Cognition and Learning**

(also offered as CHYS 3F02)

Psychological approaches to cognitive, behavioural and social development. Cognitive processes in learning and instruction (assisting students to use appropriate cognitive processes on specific academic tasks). Cognitive theories applied to school subject areas including reading, writing, mathematics and science.

Lectures, seminar, 3 hours per week.

Restriction: open to BA CHYS (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 with a minimum of 8.0 overall credits until date specified in Registration guide.

Prerequisite(s): CHYS 1F90 or permission of the Department.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

EDUC 3F90

**Independent Study**

Topic, readings and methods of evaluation chosen in consultation with a faculty member willing to supervise the student.

Restriction: permission of the Chair.

Note: consultation is done prior to enrolment. A written agreement is signed by the Chair and filed with the department. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

EDUC 3P00

**Foundations of Curriculum**

Explores models of curriculum from historical, philosophical and pedagogical perspectives.

Lectures, seminar, 3 hours per week.

Restriction: open to BA CHYS (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) and BPhEd (Honours)/BEd (Junior/Intermediate) majors with a minimum of 8.0 overall credits or to BECE majors until date specified in Registration guide.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

EDUC 3P40

**Family, Schools and Literacy**

Research and issues in family literacy and parental involvement in education. Strategies for intervention and home-school collaboration in literacy development.

Lectures, seminar, 3 hours per week.

Restriction: open to BA CHYS (Honours)/BEd (Primary/Junior) majors with a minimum of 6.0 overall credits and to BECE students until date specified in Registration guide.

Note: optional practicum may be available. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

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) and BSc Integrated Studies (Honours)/BEd (Junior/Intermediate) 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. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

\* EDUC 3P50

**Early Childhood Education I**

(also offered as CHYS 3P50)

Early childhood education programs for children from birth to age eight. Topics include the historical and societal influences on early childhood education, program models derived from theories of learning and child development and research on the effectiveness of these programs.

Lectures, seminar, 3 hours per week.

Restriction: open to BA CHYS majors with a minimum of 9.0 overall credits and to BECE students until date specified in Registration guide.

Note: offered online.

EDUC 3P51

**Early Childhood Education for Sustainability**

Theoretical and foundational concepts and principles of sustainability. Early childhood education's importance in promoting transformative change in curriculum and pedagogy, and movement toward experiential, constructivist and participatory learning and teaching.

Lectures/seminar, 3 hours per week.

Restriction: open to BECE students and ENSU minors.

Note: offered online.

EDUC 3P52

**Early Childhood Education II**

Methods in early childhood education programs for children from birth to age eight. Topics include curricula, instructional strategies and evaluative techniques.

Lectures/seminar, 3 hours per week.

Restriction: open to BECE students.

Prerequisite(s): EDUC 3P50.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in CHYS 3P52.

EDUC 3P53

**Ethics, Policies and Care in Early Childhood Education**

Diverse perspectives on ethics, policy and care in early childhood education through local and global contexts. Policies that govern ECE practices from a socio-political-cultural perspective.

Lectures/seminar, 3 hours per week.

Restriction: open to BECE students.

Note: offered online.

EDUC 3P54

**Evaluating the Science Behind the Developing Child**

Critiquing the science and theories of early human development and the role of experiences during the prenatal and early childhood periods as key influences on health, education, behaviour and the general well-being of children.

Seminar, 3 hours per week.

Restriction: open to BECE students.

Note: offered online.

Completion of this course will replace previously assigned grade and credit obtained in EDUC 3F02.

EDUC 3P55

**Young Children with Exceptionalities**

Learning and developmental aspects of young children with exceptional needs. Topics may include exceptionalities with social cognition, executive function, learning disabilities, behavioural, sensory, motor/physical challenges, and/or pervasive disabilities.

Seminar, 3 hours per week.

Restriction: open to BECE and micro-certificate Special Needs in ECE students.

Note: offered online.

Completion of this course will replace previously assigned grade and credit obtained in EDUC 3F02.

# EDUC 3P60

**Gender Issues in Teaching and Learning**

(also offered as WGST 3P60)

Theoretical and practical aspects of feminist engagement with pedagogic processes within/against both traditional and alternative educational contexts; examination of levels and components of education from a variety of feminist theoretical perspectives; pedagogic and political consequences of ideology critique and alternative practices.

Lectures, seminar, 3 hours per week.

Restriction: students must have a minimum of 6.0 overall credits.

Prerequisite(s): WGST 1F90, 2P00 or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

EDUC 3P65

**Education for Social Change**

Introduction to educational theories and best practices that support social justice. Topics include social activism, sustainability education and inclusive education.

Lecture/seminar, 3 hours per week.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

EDUC 3P66

**Education for Personal Change**

Introduction to educational theories and best practices that support personal change. Topics include positive education, socio-emotional learning and growth mindset.

Lecture/seminar, 3 hours per week.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

EDUC 3P70

**Schooling, Education and Society**

Experience the difference between "being schooled" and "being educated". Impact on society of schooling versus education.

Lectures, seminar, 3 hours per week.

Restriction: open to BECE majors and students with a minimum of 6.0 overall credits.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

EDUC 3P90

**Directed Studies**

Guided reading on a topic chosen in consultation with a faculty member willing to supervise the student.

Restriction: permission of the Chair.

Note: consultation is done prior to enrolment. A written agreement is signed by the Chair and filed with the department. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

EDUC 3P91

**Pedagogy of Indigenous Arts**

Diverse representations and expressions of North American Indigenous knowledge systems and cultures through multidisciplinary arts in both local and global contexts.

Lectures/seminar, 3 hours per week.

Restriction: open to BA (Honours)/BEd (Intermediate/Senior), BA Integrated Studies (Honours)/BEd (Junior/Intermediate), BA Interactive Arts and Science (Honours)/BEd (Junior/Intermediate), CHYS BA (Honours)/BEd (Primary/Junior), BPhEd (Honours)/BEd (Intermediate/Senior) BPhEd (Honours)/BEd (Junior/Intermediate), BSc (Honours)/BEd (Intermediate/Senior) and BSc Integrated Studies (Honours)/BEd (Junior/Intermediate) majors, BECE majors until date specified in Registration guide or to students with a minimum of 12.0 overall credits.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

EDUC 3P97

**Supporting Language Learners**

Preparation for future educators to understand, work with, and support language learners.

Restriction: open to BA (Honours)/BEd (Intermediate/Senior), BA Integrated Studies (Honours)/BEd (Junior/Intermediate), BA Interactive Arts and Science (Honours)/BEd (Junior/Intermediate), CHYS BA (Honours)/BEd (Primary/Junior), BPhEd (Honours)/BEd (Intermediate/Senior), BPhEd (Honours)/BEd (Junior/Intermediate), BSc (Honours)/BEd (Intermediate/Senior) and BSc Integrated Studies (Honours)/BEd (Junior/Intermediate) majors and BECE students, until date specified in Registration guide. Students must have a minimum of 9.0 overall credits.

Note: students require a current police record check, with a vulnerable sector screening. Students are expected to cover all expenses associated with acquiring the police check. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

EDUC 4D50

**Early Childhood Education Honours Thesis**

Research project carried out under the supervision of a faculty adviser.

Seminar, 3 hours per week.

Restriction: open to BECE students or permission of the instructor.

Note: offered online.

Completion of this course will replace previous assigned grade and credit obtained in EDUC 4F50.

EDUC 4F50

**Early Childhood Education Honours Thesis**

Research project carried out under the supervision of a faculty adviser.

Seminar, 3 hours per week.

Restriction: open to BECE students or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in EDUC 4D50.

EDUC 4P01

**Higher Level Thinking in the Sciences and Mathematics**

Perspectives on thinking that inform science and mathematics curriculum and teaching including cognitive science, socio-cultural perspectives, and complexity science. Topics include cognitive processes, developmental perspectives on children's thinking, the role of language, tools, and information technology in students' thinking and assessment.

Seminar, 3 hours per week.

Note: background in science and/or mathematics required. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

EDUC 4P03

**Reflection on Practice**

Classroom interactions in relation to beliefs, values and pedagogy. Students will plan classroom actions, act, observe their plans in action and reflect on the results before using the experience to replan. The reflective process will include both group interactions and individual responses.

Seminar, 3 hours per week.

Restriction: open to BECE majors and to students with a minimum of 12.0 overall credits.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

EDUC 4P04

**Observation and Evaluation for the Early Years**

Assessment of learning (summative), assessment for learning (formative and diagnostic) and assessment as learning (self-assessment). Assessment tasks and tools to enhance student learning and assessment situated in curriculum design.

Seminar, 3 hours per week.

Restriction: open to BECE students until date specified in Registration guide.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

EDUC 4P14

**Mathematics in the Early Years**

Theories of early mathematical understanding and best practices in mathematics education for young children.

Seminar, 3 hours per week.

Restriction: open to BECE students.

Note: offered online.

EDUC 4P15

**Research on Teaching**

How educational research has contributed to the development of teaching.

Seminar, 3 hours per week.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

EDUC 4P17

**Integrating Curriculum and Assessment - Primary/Junior**

Explores current research and emerging issues related to assessment 'of', 'for' and 'as' learning and their seamless integration into curriculum.

Seminar, 3 hours per week.

Restriction: open to BA CHYS (Honours)/BEd (Primary/Junior) majors with a minimum of 12.0 overall credits until date specified in Registration guide.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in EDUC 4P18 and 4P19.

EDUC 4P18

**Integrating Curriculum and Assessment - Junior/Intermediate**

Explores current research and emerging issues related to assessment 'of', 'for' and 'as' learning and their seamless integration into curriculum.

Seminar, 3 hours per week.

Restriction: open to BA Integrated Studies (Honours)/BEd (Junior/Intermediate), BA Interactive Arts and Science (Honours)/BEd (Junior Intermediate), BSc Integrated Studies (Honours)/BEd (Junior/Intermediate) and BPhEd (Honours)/BEd (Junior/Intermediate) majors until date specified in Registration guide. Students must have a minimum of 12.0 overall credits.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in EDUC 4P17 and 4P19.

EDUC 4P19

**Foundations of Curriculum and Assessment - Intermediate/Senior**

Explores the integration of curriculum and assessment 'of', 'for' and 'as' learning from philosophical, pedagogical, and historical foundations.

Seminar, 3 hours per week.

Restriction: open to BA (Honours)/BEd (Intermediate/Senior), BSc (Honours)/BEd (Intermediate/Senior) and BPhEd (Honours)/BEd (Intermediate/Senior) majors with a minimum of 12.0 overall credits until date specified in Registration guide.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in EDUC 4P17 and 4P18.

EDUC 4P24

**Literacy in the Early Years**

Theoretical foundations of early literacies. Focus on multiliteracies, digital literacies, and culturally relevant and responsive literacies.

Seminar, 3 hours per week.

Restriction: open to BECE students until date specified in Registration guide.

Note: offered online.

EDUC 4P27

**Twenty-First-Century Literacies Across the Primary/Junior Curriculum**

Explores multiliteracy across the curriculum including critical, technological, media and financial literacies.

Seminar, 3 hours per week.

Restriction: open to BA CHYS (Honours)/BEd (Primary/Junior) majors with a minimum of 12.0 overall credits until date specified in Registration guide.

Prerequisite(s): EDUC 4P17.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in EDUC 4P28 and 4P29.

EDUC 4P28

**Twenty-First-Century Literacies Across the Junior-Intermediate Curriculum**

Explores multiliteracy across the curriculum including critical, technological, media and financial literacies.

Seminar, 3 hours per week.

Restriction: open to BA Integrated Studies (Honours)/BEd (Junior/Intermediate), BA Interactive Arts and Science (Honours)/BEd (Junior Intermediate), BPhEd (Honours)/BEd (Junior/Intermediate) and BSc Integrated Studies (Honours)/BEd (Junior/Intermediate) majors with a minimum of 12.0 overall credits until date specified in Registration guide.

Prerequisite(s): EDUC 4P18.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in EDUC 4P27 and 4P29.

EDUC 4P29

**Twenty-First-Century Literacies Across the Intermediate/Senior Curriculum**

Explores multiliteracy across the curriculum including critical, technological, media and financial literacies.

Seminar, 3 hours per week.

Restriction: open to BA (Honours)/BEd (Intermediate/Senior), BPhEd (Honours)/BEd (Intermediate/Senior) and BSc (Honours)/BEd (Intermediate/Senior) majors with a minimum of 12.0 overall credits until date specified in Registration guide.

Prerequisite(s): EDUC 4P19.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in EDUC 4P27 and 4P28.

EDUC 4P35

**Global Education: A Cross-Curricular Approach**

Theory and practice of teaching from a global perspective within the framework of the Ontario curriculum. New challenges in requiring the values, skills and knowledge necessary to be world-minded citizens capable of linking the local and the global.

Seminar, 3 hours per week.

Restriction: open to BECE students until date specified in Registration guide. After that date open to BA (Honours)/BEd (Intermediate/Senior), BA Integrated Studies (Honours)/BEd (Junior/Intermediate), BA Interactive Arts and Science (Honours)/BEd (Junior Intermediate), CHYS BA (Honours)/BEd (Primary/Junior), BPhEd (Honours)/BEd (Junior/Intermediate), BPhEd (Honours)/BEd (Intermediate/Senior), BSc (Honours)/BEd (Intermediate/Senior), BSc Integrated Studies (Honours)/BEd (Junior/Intermediate) majors, and BECE students until date specified in Registration guide. Students must have a minimum of 9.0 overall credits.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

EDUC 4P36

**Global Education: Field Experience**

Global issues (i.e., development, culture, gender, ecology, human rights, social justice) from the perspective of individuals within a particular geographical context.

Restriction: students must have a minimum of 12.0 overall credits and permission of the instructor.

Note: consult the Department prior to registration. Students are expected to cover all their own expenses. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

EDUC 4P46

**Mental Health and Wellness**

Promotion of mental health and wellness health through a variety of theoretical perspectives.

Seminar, 3 hours per week.

Restriction: open to BECE majors and students with a minimum of 12.0 overall credits.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

EDUC 4P47

**Wellness and Resilience for Educators**

Current research related to theories, practices and emerging issues related to wellness and resilience in educators, focusing on what it means to be well.

Seminar, 3 hours per week.

Restriction: student must have a minimum of 12.0 overall credits.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

EDUC 4P48

**Trauma-informed Education**

Exploration of trauma in its contemporary sense and how trauma-informed practice is implemented in educational settings.

Lecture, seminar, 3 hours per week.

Restriction: students must have a minimum of 12.0 overall credits.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

EDUC 4P52

**Inclusive Programming in Early Childhood Education**

Theories and best practices for the education of young children across the disabilities spectrum.

Seminar, 3 hours per week.

Restriction: open to BECE and micro-certificate Special Needs in ECE students.

Note: offered online.

\* EDUC 4P62

**Video Games in the Classroom**

(also offered as IASC 4P62)

Research and current issues related to the integration of video games and other interactive new media technologies into the elementary and secondary school instructional program.

Lectures/seminar, 3 hours per week.

Restriction: open to BA (Honours)/BEd (Intermediate/Senior), BA Integrated Studies (Honours)/BEd (Junior/Intermediate), BA Interactive Arts and Science (Honours)/BEd (Junior/Intermediate), CHYS BA (Honours)/BEd (Primary/Junior), BPhEd (Honours)/BEd (Intermediate/Senior), BPhEd (Honours)/BEd (Junior/Intermediate), BSc (Honours)/BEd (Intermediate/Senior) and BSc Integrated Studies (Honours)/BEd (Junior/Intermediate) majors and BECE students, until date specified in Registration guide. Students must have a minimum of 9.0 overall credits.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in EDUC (IASC) 3P62.

EDUC 4P67

**Issues and Trends in Canadian Post-Secondary Education**

Examination of the higher/post-secondary education sector in Canada from the colonial period to present day. Issues and trends, including access, financing, research and international competition, are examined from historical, sociological and policy perspectives.

Lecture, seminar, 3 hours per week.

Restriction: open to students with a minimum of 12.0 overall credits

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

EDUC 4P70

**Education as a Socio-Political System**

Concepts and controversies related to legal, ethical, professional, organizational, political and administrative aspects of education in Canada.

Seminar, 3 hours per week.

Restriction: open to BECE majors or to students with a minimum of 12.0 overall credits.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

EDUC 4P75

**Ethnomathematics**

Critical and comprehensive introduction to the field of ethnomathematics. The field's foundations, evolution, critiques and partners are discussed.

Lecture, seminar, 3 hours per week.

Restriction: students must have a minimum of 12.0 overall credits.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

EDUC 4P76

**Teaching Financial Literacy**

Methods of effective teaching of financial literacy. Consideration of the intersection of financial literacy with social justice.

Restriction: students must have a minimum of 12.0 overall credits.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

EDUC 4P80

**Research Methods in Education**

Trends in research design, ethics and data analysis.

Seminar, 3 hours per week.

Restriction: students must have a minimum of 12.0 overall credits.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

EDUC 4P81

**Research Methods in Early Childhood Education**

Trends in methodologies and research design in early childhood education.

Seminar, 3 hours per week.

Restriction: open to BECE students.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace assigned grade and credit in EDUC 4P80.

**LEADERSHIP IN COMMUNITY-BASED EDUCATION COURSES**

# LCBE 1P91

**Teaching Adult Learners**

(also offered as EDUC 1P91)

Introduction to the core principles and theories related to teaching adults.

Lectures, seminar, 3 hours per week.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

# LCBE 2P60

**Community Collaboration for Change**

(also offered as EDUC 2P60)

Examination of the social contexts impacting collaborative initiatives as well as strategies for developing relationships to support education and community growth.

Lectures, seminar, 3 hours per week.

Restriction: open to students with a minimum of 3.0 overall credits and LCBE students

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

# LCBE 2P61

**Community-based Experiential Learning**

(also offered as EDUC 2P61)

Community-based field experience enabling students to explore the work of educators in community settings.

Lecture, Field Placement, 3 hours per week.

Restriction: open to students with a minimum of 3.0 overall credits and LCBE students.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

LCBE 6F99

**Advanced Educational and Career Planning Seminar**

Development of transferable skills based on professional learning, personal interests and community needs. Includes resume preparation, networking, and developing critical soft skills.

Lecture, seminar, 3 hours per week.

Restriction: open to LCBE students.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

LCBE 6P12

**Education for Professional and Personal Development**

Introduction to educational theories and programming that support professional and personal development in educational, workplace and community settings. Topics include positive education, socio-emotional learning, and growth mindset.

Lecture, seminar, 3 hours per week.

Restriction: open to LCBE students.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

LCBE 6P14

**Program and Performance Evaluation**

Exploration of current research and emerging issues related to the assessment and evaluation of performance and learning in educational, workplace and community contexts.

Lecture, seminar, 3 hours per week.

Restriction: open to LCBE students.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

LCBE 6P15

**Relationship Building**

Introduction to theories and practices related to intrapersonal and interpersonal relationship development in educational, workplace and community settings. Topics include effective communication, conflict resolution and positive learning communities.

Lecture, seminar, 3 hours per week.

Restriction: open to LCBE students.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

LCBE 6P16

**Cultural Fluency and Community Building**

Introduction to cultural issues and cultural competencies for promoting professional skills and well-being in educational, workplace and community settings.

Lecture, seminar, 3 hours per week.

Restriction: open to LCBE students.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

**LCBE 6Q96**

**Experiential Learning in Education**

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. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in MPCE 6Q96.

**MPCE 6F02**

**Canadian Cultural Practices**

Acculturation process experienced by international students studying in Canada. Introduction to the academic and social expectations of study-life within Canadian post-secondary programs.

Lectures, discussion, 3 hours per week.

Restriction: open to Masters Preparation Certificate in Education students.

Note: activities include field trips to local landmarks and participation in Canadian cultural celebrations. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in MPCE 6P02.

**MPCE 6F05**

**Introduction to Research**

Qualitative, quantitative and mixed research methods undertaken for research within Education and related disciplines. Deeper understanding of the nature and processes of research, and skills to critically read, conduct and evaluate research.

Lectures, discussion, 3 hours per week.

Restriction: open to Masters Preparation Certificate in Education students.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in MPCE 6P05, 6P09 and 6P10.

**MPCE 6P00**

**Introduction to Educational Studies**

Introduction to the broad field of education including the field's historical, philosophical, sociological and psychological foundations with a focus on the Canadian context.

Lectures, discussion, 3 hours per week.

Restriction: open to Masters Preparation Certificate in Education students.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

**MPCE 6P01**

**Graduate Study Preparation Seminar**

Academic and social skills needed to successfully transition to graduate study in Canada. Topics include identifying appropriate graduate programs, securing referees, understanding application protocols, writing statements of intent, and succeeding in interviews.

Lectures, discussion, 3 hours per week; offered in selected weeks over two terms.

Restriction: open to Master Preparation Certificate in Education students.

Note: activities may include attending university open-houses, peer-mentoring and graduate student shadowing. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

**MPCE 6P03**

**Critical Pedagogy and Social Justice**

Exploration of Paulo Freire, Henry Giroux, bell hooks, and others writing within critical pedagogy as the basis for the connection between 'education' and social justice projects. Topics include oppressive regimes of power/knowledge, indigenous knowledges, and critical pedagogy as a social movement, as revolutionary and transformative.

Lectures, discussion, 3 hours per week.

Restriction: open to Master Preparation Certificate in Education students.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

MPCE 6P07

**In/Equity, Diversity and Change in Education**

Critical understanding of social in/equity through the intersecting discourses of gender, race, class, sexuality, age, ability, and language, and how this discursive matrix frames educational experiences. Institutional and individual strategies developed to re/situate, re/visit, and re/claim the politics of meaning and experience.

Lectures, discussion, 3 hours per week.

Restriction: open to Master Preparation Certificate in Education students.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

MPCE 6P08

**The Organization of Canadian Higher Education**

Post-secondary education work that supports students' development and learning. Topics include knowledge creation, distribution, and maintenance; academic freedom; dissenting opinion; academic integrity; student agency and accountability; the teacher-student dynamic and regulatory structures within higher education. Emphasis on interconnectedness of issues and acculturation for international students.

Lectures, discussion, 3 hours per week.

Restriction: open to Master Preparation Certificate in Education students.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

MPCE 6P11

**Wellness in Canadian Higher Education**

Promotion of wellness and self-care through a variety of theoretical perspectives.

Lectures, discussion, 3 hours per week.

Restriction: open to Masters Preparation Certificate in Education students.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

MPCE 6Q96

**Experiential Learning in Education**

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. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

**INTERNSHIP COURSES**

EDUC 3P85

**Internship I**

Community or school-based placement. Examining the process and theory of teaching in relation to curriculum development, observation, documentation and evaluation.

Restriction: open to BECE students.

Note: students are responsible for their own transportation and require a current police record check, with a vulnerable sector screening. May be available on-site, online or blended.

#### EDUC 3P95

##### **Advanced School-Based Internship**

School-based field experiences enabling students to explore the Ontario College of Teachers Standards of Practice in relation to a beginning teacher's lived experiences.

Restriction: open to BA (Honours)/BEd (Intermediate/Senior), BA Integrated Studies (Honours)/BEd (Junior/Intermediate), BA Interactive Arts and Science (Honours)/BEd (Junior Intermediate), CHYS BA (Honours)/BEd (Primary/Junior), BPhEd (Honours)/BEd (Intermediate/Senior) BPhEd (Honours)/BEd (Junior/Intermediate), BSc (Honours)/BEd (Intermediate/Senior) and BSc Integrated Studies (Honours)/BEd (Junior/Intermediate) majors until date specified in Registration guide. Students must have a minimum of 12.0 overall credits.

Note: students require a current police record check with a vulnerable sector screening. Students are expected to cover all expenses associated with the internship and to have reliable transportation throughout the Greater Niagara region. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in EDUC 3P96 and 4P95.

#### EDUC 3P96

##### **Advanced Community-Based Internship**

Field experiences enabling students to explore the work of educators employed in settings outside of traditional schools.

Restriction: open to BA (Honours)/BEd (Intermediate/Senior), BA Integrated Studies (Honours)/BEd (Junior/Intermediate), BA Interactive Arts and Science (Honours)/BEd (Junior Intermediate), CHYS BA (Honours)/BEd (Primary/Junior), BPhEd (Honours)/BEd (Intermediate/Senior), BPhEd (Honours)/BEd (Junior/Intermediate), BSc (Honours)/BEd (Intermediate/Senior) and BSc Integrated Studies (Honours)/BEd (Junior/Intermediate) majors until date specified in Registration guide. Students must have a minimum of 9.0 overall credits.

Note: students require a current police record check, with a vulnerable sector screening. Students are expected to cover all expenses associated with the internship and to have reliable transportation throughout the Greater Niagara region. Field experiences exploring the work of educators employed in settings outside the traditional school. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in EDUC 3P95 or 4P95.

#### EDUC 4P85

##### **Internship II**

Students will be placed in a community or school based placed placement. Developing a foundation for and skills in developmental programming.

Restriction: open to BECE students.

Note: students are responsible for their own transportation and require a current police record check, with a vulnerable sector screening. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

#### EDUC 4P95

##### **International Advanced Internship**

School or Community-based field experiences in international settings analysed in relation to transnational pedagogy which may include notions of concentric storying, social justice, human rights, and standards of practice.

Restriction: open to BA (Honours)/BEd (Intermediate/Senior), BA Integrated Studies (Honours)/BEd (Junior/Intermediate), BA Interactive Arts and Science (Honours)/BEd (Junior Intermediate), CHYS BA (Honours)/BEd (Primary/Junior), BPhEd (Honours)/BEd (Intermediate/Senior) BPhEd (Honours)/BEd (Junior/Intermediate), BSc (Honours)/BEd (Intermediate/Senior) and BSc Integrated Studies (Honours)/BEd (Junior/Intermediate) majors until date specified in Registration guide. Students must have a minimum of 12.0 overall credits.

Note: complete online application prior to registration. Students are expected to cover all expenses associated with the internship. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in EDUC 3P95 and 3P96.

## 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):

#### CCES 6F02 - Canadian Cultural Practices

1. Course classification: **Regular**
2. Which department will be financially responsible as the Home department?  
**Educational 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: **No**
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? **MPCE 6F02**

#### CCES 6F05 - Introduction to Research

1. Course classification: **Regular**
2. Which department will be financially responsible as the Home department?  
**Educational 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: **No**
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? **MPCE 6F05**

#### CCES 6P00 - Introduction to Educational Studies

1. Course classification: **Regular**
2. Which department will be financially responsible as the Home department?  
**Educational 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: **No**
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? **MPCE 6P00**

#### CCES 6P01 - Graduate Study Preparation Seminar

1. Course classification: **Regular**
2. Which department will be financially responsible as the Home department?  
**Educational 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: **No**
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? **MPCE 6P01**

#### **CCES 6P03 - Critical Pedagogy and Social Justice**

1. Course classification: **Regular**
2. Which department will be financially responsible as the Home department?  
**Educational 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: **No**
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? **MPCE 6P03**

#### **CCES 6P07 - In/Equity, Diversity and Change in Education**

1. Course classification: **Regular**
2. Which department will be financially responsible as the Home department?  
**Educational 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: **No**
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? **MPCE 6P07**

#### **CCES 6P08 - The Organization of Canadian Higher Education**

1. Course classification: **Regular**
2. Which department will be financially responsible as the Home department?  
**Educational 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: **No**
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? **MPCE 6P08**

#### **CCES 6P11 - Wellness in Canadian Higher Education**

1. Course classification: **Regular**
2. Which department will be financially responsible as the Home department?  
**Educational 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: **No**
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? **MPCE 6P11**

#### **EDUC 1P90 - Public Pedagogy in Practice**

1. Course classification: **Regular**
2. Which department will be financially responsible as the Home department?  
**Educational 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? **NA**
8. If this course results from the joining of course(s) currently or formerly in the course bank, identify the course(s):  
**NA**
9. Does this course result from the renumbering of another (current or previously offered) course? **NA**

#### **EDUC 1P91 - Teaching Adult Learners**

1. Course classification: **Regular**
2. Which department will be financially responsible as the Home department?  
**Educational 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**

#### **EDUC 2P60 - Community Collaboration for Change**

1. Course classification: **Regular**
2. Which department will be financially responsible as the Home department?  
**Educational 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**

#### **EDUC 2P61 - Community-based Experiential Learning**

1. Course classification: **Regular**
2. Which department will be financially responsible as the Home department?  
**Educational 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**

#### **EDUC 4P48 - Trauma-informed Education**

1. Course classification: **Regular**
2. Which department will be financially responsible as the Home department?  
**Educational 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**

#### **EDUC 4P75 - Ethnomathematics**

1. Course classification: **Regular**
2. Which department will be financially responsible as the Home department?  
**Educational 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**

#### **EDUC 4P76 - Teaching Financial Literacy**

1. Course classification: **Regular**
2. Which department will be financially responsible as the Home department?  
**Educational 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**

#### **LCBE 1P91 - Teaching Adult Learners**

1. Course classification: **Regular**
2. Which department will be financially responsible as the Home department?  
**Educational 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: **No**
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**

#### **LCBE 2P60 - Community Collaboration for Change**

1. Course classification: **Regular**
2. Which department will be financially responsible as the Home department?  
**Educational 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: **No**
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**

#### **LCBE 2P61 - Community-based Experiential Learning**

1. Course classification: **Regular**
2. Which department will be financially responsible as the Home department?  
**Educational 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: **No**
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**

#### **LCBE 6F99 - Advanced Educational and Career Planning Seminar**

1. Course classification: **Regular**
2. Which department will be financially responsible as the Home department?  
**Educational 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: **No**
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**

#### **LCBE 6P12 - Education for Professional and Personal Development**

1. Course classification: **Regular**
2. Which department will be financially responsible as the Home department?  
**Educational 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: **No**
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**

#### **LCBE 6P14 - Program and Performance Evaluation**

1. Course classification: **Regular**
2. Which department will be financially responsible as the Home department?  
**Educational 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: **No**
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**

#### **LCBE 6P15 - Relationship Building**

1. Course classification: **Regular**
2. Which department will be financially responsible as the Home department?  
**Educational 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: **No**
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**

#### **LCBE 6P16 - Cultural Fluency and Community Building**

1. Course classification: **Regular**
2. Which department will be financially responsible as the Home department?  
**Educational 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: **No**
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**

#### **LCBE 6Q96 - Experiential Learning in Education**

1. Course classification: **Regular**
2. Which department will be financially responsible as the Home department?  
**Educational 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: **No**
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? **MPCE 6Q96**

## **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 2F95 - Indigenous Culture and Early Childhood Education**  
**EDUC 3P50 - Early Childhood Education I**  
**EDUC 3P51 - Early Childhood Education for Sustainability**  
**EDUC 3P52 - Early Childhood Education II**  
**EDUC 3P53 - Ethics, Policies and Care in Early Childhood Education**  
**EDUC 3P54 - Evaluating the Science Behind the Developing Child**  
**EDUC 3P55 - Young Children with Exceptionalities**  
**EDUC 3P85 - Internship I**  
**EDUC 4D50 - Early Childhood Education Honours Thesis**  
**EDUC 4P04 - Observation and Evaluation for the Early Years**  
**EDUC 4P14 - Mathematics in the Early Years**  
**EDUC 4P24 - Literacy in the Early Years**  
**EDUC 4P52 - Inclusive Programming in Early Childhood Education**  
**EDUC 4P81 - Research Methods in Early Childhood Education**  
**EDUC 4P85 - Internship II**  
**EDUC 4F50 - Early Childhood Education Honours Thesis**  
**MPCE 6F02 - Canadian Cultural Practices**  
**MPCE 6F05 - Introduction to Research**  
**MPCE 6P00 - Introduction to Educational Studies**

**MPCE 6P01 - Graduate Study Preparation Seminar**  
**MPCE 6P03 - Critical Pedagogy and Social Justice**  
**MPCE 6P07 - In/Equity, Diversity and Change in Education**  
**MPCE 6P08 - The Organization of Canadian Higher Education**  
**MPCE 6P11 - Wellness in Canadian Higher Education**  
**MPCE 6Q96 - Experiential Learning in Education**

**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 2P65 - Teaching for Change: Equity, diversity and inclusion 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, 2021**.

**Submitted by Michael Savage on October 15, 2021 at 07:48:43 AM**

**Rejected by David Hutchison on October 15, 2021 at 01:18:10 PM**  
Per my email.

**Submitted by Michael Savage on October 15, 2021 at 04:02:33 PM**

**Rejected by David Hutchison on October 15, 2021 at 04:14:14 PM**  
per email

**Submitted by Michael Savage on October 15, 2021 at 04:23:22 PM**

**Submitted by David Hutchison on October 15, 2021 at 04:24:21 PM**

**Rejected by Amanda DiFonzo (on behalf of Michael Owen) on October 21, 2021 at 01:57:11 PM**  
as per department request

**Submitted by Michael Savage on November 22, 2021 at 09:54:25 AM**

**Submitted by David Hutchison on November 22, 2021 at 11:56:43 AM**

**Submitted by Michael Owen on November 22, 2021 at 12:07:44 PM**

**Submitted by Tricia MacDonald on November 22, 2021 at 12:33:01 PM**

**Edited by Tricia MacDonald (on behalf of Tricia MacDonald) on November 22, 2021 at 12:40:12 PM**  
**Leadership in Community-Based Education Certificate:** formatting

**Edited by Tricia MacDonald (on behalf of Tricia MacDonald) on November 22, 2021 at 02:23:23 PM**  
**Department of Organizational Behaviour, Human Resource Management, Entrepreneurship and Ethics:** formatting

**Edited by Tricia MacDonald (on behalf of Tricia MacDonald) on November 22, 2021 at 02:24:47 PM**  
**Re-Admission and Transfer Eligibility:** MATH has been deleted.

**Edited by Tricia MacDonald (on behalf of Tricia MacDonald) on November 22, 2021 at 02:27:30 PM**  
**European Business School (EBS):** formatting

**Edited by Tricia MacDonald (on behalf of Tricia MacDonald) on November 22, 2021 at 03:18:34 PM**  
**Program Notes:** formatting

**Edited by Tricia MacDonald (on behalf of Tricia MacDonald) on November 22, 2021 at 03:23:48 PM**  
**Mathematics:** formatting

**Edited by Tricia MacDonald (on behalf of Tricia MacDonald) on November 22, 2021 at 03:25:41 PM**  
**Program Notes:** no change

**Edited by Tricia MacDonald (on behalf of Tricia MacDonald) on November 22, 2021 at 04:06:41 PM**  
**BA (honours) Computer Science and Geography:** adding note as per COSC/UPC Subcommittee

# Academic Program Calendar Submission #2022-3279

**Department/Centre:** Tecumseh Centre for Aboriginal Research and Education

**Program(s):** Indigenous Studies

## Program Additions/Terminations

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

**Please note: The calendar year runs from May 1, 2022 to April 30, 2023 and begins with the Spring/Summer sessions. All new programs being introduced or the termination of programs will be effective beginning 2022 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. Proposal(s) and Effective Date(s)

**Please note: The Calendar year runs from May 1, 2022 to April 30, 2023 and begins with the Spring/Summer sessions. All programs being changed will be effective beginning 2022 Spring Session.**

List all proposals, to be implemented, numerically in the following order:

1. Officers of Instruction be revised.
2. General information 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. update list
2. References to Tecumseh Centre have to be removed and fall under the Department of Educational Studies. Editorial revisions.

### 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.

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## Indigenous Studies

*Director*

TBA Peter Vietgen

### General Information

*Administrative Co-ordinator*

Sarah McGean

905-688-5550, extension 3530

Welch Hall 68

**The Indigenous Educational Studies Programs focus** The Tecumseh Centre for Aboriginal Research and Education focuses on Turtle Island Indigenous Cultures and Issues and offers an opportunity to study Indigenous languages, culture and society from a variety of disciplinary perspectives. It includes courses in Indigenous Studies and cross-listed courses from co-operating faculty in other departments/centres: Dramatic Arts, Sociology, and Women's and Gender Studies.

**The Indigenous Educational Studies Programs offers** The Centre offers a program leading to a Certificate in Indigenous Language. The **certificate program** provides an in-depth study of an Indigenous language and culture from beginner to advanced level.

The Centre also offers the Gidayaamin Indigenous Certificate Program, ~~designed to be a first-year certificate that~~ allows students to transition into an undergraduate degree program of their choice. Embedded **with** in the program design is a holistic system of support that will assist Indigenous **peoples women** in meeting their full academic potential **that aims to be balanced in balance** with cultural traditions and spirituality.

The requirements for admission to the certificate programs are the same as admission to a degree program. See "Certificate Requirements" under Academic Regulations.

Indigenous Studies courses may be taken for credit as electives in any degree program or as a minor within their degree program.

## Certificate Program

### Certificate in Indigenous Language

The Certificate is awarded upon completion of the following courses with a minimum 60 percent overall average:

- INDG 1F01, 2F01 and 3F01
- two credits from INDG 2F91, 2F97, 4F01

### Gidayaamin Indigenous Certificate

The Certificate is awarded upon completion of the following courses with a minimum 60 percent overall average:

- INDG 1F90, 1F94, 1P22, 2F80, 2P50, 2P51 and 2P90

### Minor in Indigenous Studies

Students in other disciplines can obtain a Minor in Indigenous Studies within their degree program by completing the following courses with a minimum 60 percent overall average:

- Two INDG credits numbered 1(*alpha*)00 or above
- two INDG credits numbered 2(*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.

INDG 1F01

### **Introduction to Mohawk**

Common sentence forms and vocabulary taught by audio-lingual methods. Listening, reading and writing of words and language recorded by Mohawk speakers. Extended dialogues to increase fluency in speech and reading.

Lectures/seminar, 3 hours per week.

Note: one-third of class time is devoted to the study of Mohawk culture. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in ABST 1F01, 1P01 and 1P02.

INDG 1F03

### **Introduction to Cayuga**

Common sentence forms and vocabulary taught by audio-lingual methods. Listening to, reading and writing stories recorded by native speakers are used. Materials are chosen for cultural and linguistic content. Extended dialogues and storytelling to increase fluency in speech and reading. Transcription of and response to recorded language samples to extend writing in the Cayuga language.

Lectures, 3 hours per week.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in INDG (ABST) 1P03 and 1P04.

INDG 1F20

**Introduction to Nishnawbe Languages**

Common sentence forms and vocabulary taught by audio-lingual methods. Listening, reading and writing of stories recorded by native speakers. Extended dialogues and storytelling to increase fluency in speech and reading.

Lectures/seminar, 3 hours per week.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in ABST 1F20.

INDG 1F90

**Introduction to Indigenous Studies**

Indigenous cultures in contemporary North America. Diverse and common features of different nations; effects of geography, politics, history and language use.

Lectures/seminar, 3 hours per week.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in ABST 1F90.

INDG 1F94

**The Traditional Indigenous Family**

The traditional Indigenous family from pre-contact to the contemporary. Topics include commonalities among cultures, dynamics of family change and development, traditional family planning and parenting as well as individual, family and community relationships and roles.

Lectures/seminar, 3 hours per week.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in ABST 1F94.

INDG 1P22

**Technology in Indigenous Community**

Topics include representation of information, Microsoft applications, internet searching and library database instruction.

Lectures/seminar, 3 hours per week.

Restriction: open to ABWC certificate students until date specified in Registration guide.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in ABST 1P22.

INDG 2F01

**Intermediate Mohawk**

Development of communication abilities and acquisition of the punctual, indefinite and perfect verb forms; transitive pronouns, noun incorporation and locative. Extension of literacy and oral skills through taped and written traditional stories.

Lectures, lab, 3 hours per week.

Prerequisite(s): INDG (ABST) 1F01 (1P02).

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in ABST 2F01.

\* INDG 2F14

**Decolonizing Indigenous Women's Identities**

(also offered as SOCI 2F14 and WGST 2F14)

Indigenous women's identities from social, cultural and political perspectives emphasizing culture, tradition and spirituality.

Lectures/seminar, 3 hours per week.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in ABST 2F14.

INDG 2F20

**Intermediate Nishnawbe Languages**

Development of communication abilities and acquisition of the punctual, indefinite and perfect verb forms; transitive pronouns, noun incorporation and locatives. Extension of literacy and oral skills through taped and written traditional stories.

Lectures/seminar, 3 hours per week.

Prerequisite(s): INDG (ABST) 1F20 or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in ABST 2F20.

INDG 2F40

**Indigenous Creative Arts**

Historical and contemporary Indigenous creative expression from various traditions and cultures.

Lectures, seminar, 3 hours per week.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in ABST 2F40.

INDG 2F70

**Sharing Our Stories as an Approach to History**

The traditional Anishnawbeg Story of the Seven Fires forms as organizational framework for the study of community histories of the Nishnawbe Aski territory.

Lectures/seminar, 6 hours per week.

Restriction: open to BEd-Primary/Junior (Aboriginal) majors.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in ABST 2F70.

INDG 2F80

**Introduction to Indigenous Education in Canada**

Overview of First Nation, Metis and Inuit education in Canada. Examination of various Indigenous traditions, philosophies and culturally-based models from both historical and contemporary Indigenous perspectives. Indigenous perspectives on the current state and future direction of teaching and research.

Seminar, 3 hours per week.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in ABST 2F80.

INDG 2F91

**Studies in Haudenosaunee History**

History of a selected Haudenosaunee society emphasizing the historical perceptions, developments and interpretations of that society.

Lectures, seminar, 3 hours per week.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in ABST 2F91.

# INDG 2F95

**Indigenous Culture and Early Childhood Education**

(also offered as EDUC 2F95)

Introduction of the culture of a selected Indigenous Society to early childhood educators.

Lectures, seminar, 3 hours per week.

Restriction: open to students admitted to the BECE program.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Students will not receive earned credit in INDG 2F95 if ABST 2F96 has been successfully completed.

INDG 2F96

**Studies in Indigenous Culture I**

Culture of a selected Indigenous society emphasizing the cultural perceptions, developments and interpretations of that society.

Lectures, seminar, 3 hours per week.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in ABST 2F96.

INDG 2F97

**Studies in Haudenosaunee Culture**

Culture of a selected Haudenosaunee society emphasizing the cultural perceptions, developments and interpretations of that society.

Lectures, seminar, 3 hours per week.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in ABST 2F97.

INDG 2F98

**Studies in Indigenous Culture II**

Independent study in an area of mutual interest to the student and the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in ABST 2F98.

INDG 2M90-2M95

**Studies in Indigenous History**

Variable topics course that surveys the history of a selected Indigenous society emphasizing the historical perceptions, developments and interpretations of that society.

Lectures, seminar, 3 hours per week.

Completion of this course will replace previous assigned grade and credit obtained in ABST 2M90-2M95.

INDG 2M96-2M99

**Studies in Indigenous Culture**

Variable topics course that surveys the culture of a selected Indigenous society emphasizing the cultural perceptions, developments and interpretations of that society.

Lectures, seminar, 3 hours per week.

Completion of this course will replace previous assigned grade and credit obtained in ABST 2M96-2M99.

INDG 2P03

**Intermediate Cayuga I**

Application of literacy skills and extension of vocabulary and listening skills by reading taped stories and legends and responding orally to audio-taped exercises and in writing to printed exercises.

Lectures, lab, 3 hours per week.

Prerequisite(s): INDG (ABST) 1P04.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in ABST 2P03.

INDG 2P04

**Intermediate Cayuga II**

Development of communication abilities and acquisition of the grammatical forms of future, aorist, indefinite and perfect tenses; transitive pronouns, noun incorporation and locatives.

Lectures, lab, 3 hours per week.

Prerequisite(s): INDG (ABST) 2P03.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in ABST 2P04.

\* INDG 2P17

**Reclaiming Indigenous Women's Literary Traditions**

(also offered as WGST 2P17)

Indigenous women's literature and the stories embedded within the literature as they apply to Indigenous women's histories. Emphasis on decolonizing, reclaiming and strategies of resistance through writing.

Lectures/seminar, 3 hours per week.

Restriction: open to ABWC students until date specified in Registration guide.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in ABST 2P17.

INDG 2P50

**Indigenous Spirituality I**

Comparative survey of Indigenous spiritual traditions and the influence on contemporary lifestyle and thought of peoples residing in Canada and the United States.

Lectures/seminar, 3 hours per week.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in ABST 1P50.

INDG 2P51

**Indigenous Spirituality II**

Study of the similarities and differences in Haudenosaunee and Anishinabe spiritual tradition and belief system.

Lectures/seminar, 3 hours per week.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in ABST 1P51.

INDG 2P90

**Pre-Confederation Indigenous History**

Impact of colonialism on Indigenous peoples from contact to Confederation. Social, economic, and cultural impact on various First Nations, Metis and Inuit peoples of Canada.

Seminar, 3 hours per week.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in ABST 1P90.

INDG 2P91

**Post-Confederation Indigenous History**

Impact of colonialism on Indigenous peoples from Confederation to present day. Social, economic, and cultural impact on various First Nation, Metis and Inuit peoples of Canada.

Seminar, 3 hours per week.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in ABST 1P91.

INDG 2P94

**Introduction to Grammar for Teaching Indigenous Languages**

Rudiments of Indigenous grammar and the way it is taught in a school setting emphasizing pronoun and verb morphologies.

Lectures, seminar, 36 hours.

Restriction: open to students admitted to the Primary and Junior (Aboriginal) program.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in ABST 2P94 and ABTE 8P91.

# INDG 2P96

**Indigenous Theatre**

(also offered as CANA 2P96 and DART 2P96)

Theatrical, dramatic and performative representation of Indigenous peoples in the Canadian experience.

Lectures, lab, 3 hours per week.

Prerequisite(s): DART 1P91 and 1P92 (1F91/1F93) or permission of the Department of Dramatic Arts.

Note: materials fee and field trip fee may be required. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in ABST 2P96.

INDG 3F01

**Advanced Mohawk**

Advanced studies in reading, writing and speaking in the Mohawk Language in a cultural context.

Lectures, lab, 3 hours per week.

Prerequisite(s): INDG (ABST) 2F01.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in ABST 3F01.

INDG 3F03

**Advanced Cayuga**

Focus on the Great Law and the Code of Handsome Lake. Study of the elevated language and contemporary significance of these works from a Cayuga perspective.

Lectures, lab, 3 hours per week.

Prerequisite(s): INDG (ABST) 2P04.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in ABST 3F03.

INDG 3F90

**Studies in Indigenous History I**

History of a selected Indigenous society emphasizing the historical perceptions, developments and interpretations of that society.

Lectures/seminar, 3 hours per week.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in ABST 2F90.

INDG 3F91

**Studies in Indigenous History II**

Independent study in an area of mutual interest to the student and the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in ABST 2F92.

# INDG 3P25

**Land, Body, and Sovereignty & Indigenous Perspectives**

(also offered as WGST 3P25)

Indigenous understanding of the interconnections between land, Indigenous sovereignty, and the ability to exercise sovereignty over one's body. Taught in accordance with Indigenous ways of knowing and doing, this course involves land-based learning that require students to be outside and/or visiting community sites.

Seminar, 3 hours per week.

Prerequisite(s): one of WGST 1F90, one INDG (ABST) credit or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

\* INDG 3P47

**Indigenous Women's Literature: Activism and Empowerment**

(also offered as WGST 3P47)

Stories embedded within the literature as they apply to contemporary settings. Exploration of the power of Indigenous women's writing as a political and educational tool.

Seminar, 3 hours per week.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in ABST 3P47.

# INDG 3P69

**Critical Perspectives in Indigenous Criminalization**

(also offered as CRIM 3P69 and SOCI 3P69)

Sociological approaches to Indigenous criminalization. Topics may include imprisonment, gendered violence, state crimes, the policing of protest, and Indigenous law and self-governance.

Lectures, seminar, 3 hours per week.

Restriction: students must have a minimum of 7.0 overall credits or 2.0 SOCI credits above SOCI 1F90.

Prerequisite(s): one INDG (ABST) credit or SOCI 1F90.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in ABST 3P69.

\* INDG 3P81

**Indigenous Mothering and Motherhood: Historical and Contemporary Realities**

(also offered as SOCI 3P81 and WGST 3P81)

Indigenous ideologies of mothering and motherhood from a variety of perspectives. Historical mothering practices and family structures highlighting unique roles of Indigenous women in many communities. Contemporary understandings of Indigenous ideologies of motherhood.

Lectures/seminar, 3 hours per week.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in ABST 3P80.

INDG 3P84

**Indigenous Human Rights**

Historical and contemporary topics may include the Indian Act, Residential Schools, Child Welfare, Treaty relationships, the United Nations Declaration on the Rights of Indigenous Peoples and violence against Indigenous women. Development and application of and implications for future directions.

Lectures/seminar, 3 hours per week.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

INDG 3P85

**Indigenous Perspectives in the Media**

Historic and contemporary portrayals of women, land, spirituality, politics, education and Indigenous people in the media from an Indigenous perspective.

Lectures/seminar, 3 hours per week.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

# INDG 3P86

**Indigenous Peoples in Global Perspective**

(also offered as CRIM 3P86, SOCI 3P86 and WGST 3P86)

Contemporary debates in global Indigenous movements, including the legacy of colonization, land dispossession, cultural appropriation and new developments in the areas of environmental justice, cultural revival and political sovereignty.

Lectures, seminar, 3 hours per week.

Restriction: students must have a minimum of 7.0 overall credits or 2.0 SOCI credits above SOCI 1F90.

Prerequisite(s): one of, one INDG (ABST) credit, SOCI 1F90, WGST 1F90, 2P00 or permission of the Department of Sociology Administrator.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in INDG (SOCI) 3P46 and ABST 3P86.

INDG 3P95

**Materials Development for Language Teaching**

Teaching materials suitable to career settings and consistent with language methods taught in the program.

Lectures, seminar, 36 hours.

Restriction: open to students admitted to the Primary and Junior (Aboriginal) program.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in ABST 3P95 and ABTE 8P94.

# INDG 3Q90

**Indigenous Cultural Production and Activism**

(also offered as COMM 3Q90, DART 3Q90, INDG 3Q90, PCUL 3Q90, SOCI 3Q90 and WGST 3Q90)

Draws on cultural, experiential and theoretical texts to better understand Indigenous epistemologies. Examples include ImagineNative and community arts projects.

Lectures, field work, 3 hours per week.

Restriction: students must have a minimum of 7.0 overall credits.

Prerequisite(s): one of, one INDG (ABST) credit, COMM 1F90, PCUL 1F92, SOCI 1F90, WGST 1F90, 2P00 or permission of the instructor.

Note: students are expected to pay their own expenses. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

# INDG 3Q97

**Indigenous Feminisms**

(also offered as SOCI 3Q97 and WGST 3Q97)

Re-conceptualizes feminisms within a transnational Indigenous framework. Topics include debates within Indigenous knowledge production, analyses of genders and sexualities, violence, poverty, the politics of reproduction, cultural identities, media, and environmental and social justice.

Lectures, 3 hours per week.

Prerequisite(s): one of, one INDG (ABST) credit, SOCI 1F90, WGST 1F90 or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in INDG (SOCI/WGST) 2P97.

# INDG 3Q98

**Indigenous Peoples in North America**

(also offered as SOCI 3Q98 and WGST 3Q98)

Contemporary struggles for cultural survival, land, self-determination and rights in the context of colonialism in North America. Diversity of Indigenous peoples, including their internal debates and divides.

Lectures, 3 hours per week.

Restriction: students must have a minimum of 7.0 overall credits or 2.0 SOCI credits above SOCI 1F90.

Prerequisite(s): one of, one INDG (ABST) credit, SOCI 1F90, WGST 1F90, 2P00 or permission of the Department of Sociology Administrator.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in ABST 3Q98, INDG (SOCI) 3P46 and INDG (SOCI/WGST) 3P76.

INDG 4F01

**The Haudenosaunee Spirit**

Three main cultural traditions of contemporary and traditional Haudenosaunee: the Teharonhyawkoh - The Myth of the Earth Grasper (an extensive treatise on Iroquoian Cosmology), the Kaya-nere'kowa - Constitution of the Great Law and the Kariwiyo - the Code of Handsome Lake.

Lectures, lab, 3 hours per week.

Prerequisite(s): INDG (ABST) 3F01 or 3F03.

Note: this course will be conducted partially in the Mohawk language and utilize guest speakers who are recognized experts on the Iroquoian tradition. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in ABST 4F01.

# INDG 4P76

**Indigenous Social and Political Thought**

(also offered as CRIM 4P76, SOCI 4P76 and WGST 4P76)

History and contemporary literatures on Indigenous epistemologies, the political philosophy of movements for decolonization, environmental sustainability, and Indigenous writing on gendered justice and cultural resurgence in a globalizing world emphasizing writings by Indigenous scholars.

Seminar, 3 hours per week.

Restriction: open to SOCI (single or combined), CRIM and WGST (single or combined) majors until date specified in Registration guide. Students must have approval to year 4 (honours).

Prerequisite(s): one of, one INDG (ABST) credit, two SOCI credits, two WGST credits or permission of the Department of Sociology Administrator.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in ABST 4P76.

INDG 4P84

**Indigenous Peoples and Social Justice: Contemporary Issues**

Critical analysis of social justice issues that impact Indigenous communities with respect to land, politics, children, governance and women.

Lectures, seminar, 3 hours per week.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

INDG 4P91

**Contemporary Indigenous Performance I**

Advanced exploration of North American Indigenous cultures and representations through multimedia and interdisciplinary performance.

Lectures/seminar, 3 hours per week.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

INDG 4P92

**Contemporary Indigenous Performance II**

Creation and production of original works dealing with North American Indigenous topics and issues.

Lectures/seminar, 3 hours per week.

Prerequisite(s): INDG 4P91.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

## 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, 2021**.

**Submitted by Sarah McGean on October 5, 2021 at 12:44:09 PM**

**Submitted by Amanda DiFonzo (on behalf of Peter Vietgen) on October 22, 2021 at 01:47:06 PM**

**Submitted by Michael Owen on October 25, 2021 at 08:45:27 AM**

**Submitted by Tricia MacDonald on October 26, 2021 at 03:24:59 PM**

# Goodman School of Business

UPC Subcommittee for the Faculty of Education

Meeting: November 26, 2021

Members: Don Cyr (Chair), Tim Murphy, Shuai Yuan

# Academic Program Calendar Submission #2022-3251

Department/Centre: Business

Program(s): Business

## Program Additions/Terminations

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

**Please note: The calendar year runs from May 1, 2022 to April 30, 2023 and begins with the Spring/Summer sessions. All new programs being introduced or the termination of programs will be effective beginning 2022 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. Proposal(s) and Effective Date(s)

Please note: The Calendar year runs from May 1, 2022 to April 30, 2023 and begins with the Spring/Summer sessions. All programs being changed will be effective beginning 2022 Spring Session.

List all proposals, to be implemented, numerically in the following order:

1. Officers of Instruction be revised.
2. Program requirements in the BBA Public Administration concentration and Co-op concentration be revised .
3. Program requirements in the International Double Degree programs be revised.
4. OPER 3P92, 3P93 course restriction be revised.
5. OPER 3P94 course note be revised .
6. MKTG 2P52 course prerequisite be revised.
7. MATH 1P98 be replaced by STAT 1P98 in all programs and courses for which MATH 1P98 is a prerequisite (FNCE 2P91, ITIS 3P91, OPER 2P91, 3P93, 3P94, 4P31).

### 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. updates to the Officers of instruction
2. For the BBA concentration in Public Administration, POLI 2Q98 and 3P98 will be deleted from the POLI calendar. Other courses are being revised to incorporate content. POLI 3P98 and 4P01 will be replaced with POLI 3P11, 3P99, 4P10, 4P12  
For the BA Politics and Business, POLI will be deleting POLI 2P93, 2Q98, 3P92, 3P98, and will split POLI 2F12. New courses to be added are POLI 3P19, 3P99.  
Only changes to the BBA Concentration in Public Administration affect the Business section of the calendar as the BA Politics and Business program is only listed in the Politics section.
3. Program changes to three of the five Double degree programs (EBS, Neoma, ESB Reutlingen) as initiated by the partner schools due to adjustments in their curriculum/module. Some of these changes were made over the last few years and adjusted on program plans but not in the calendar. Partner schools were either adding or removing courses which subsequently affects program requirements and sequencing on both sides. Any new courses added would have been vetted in consultation with the Department. No foreseeable impact. The proposal reflects the anticipated adjustments to the program and the only available time to complete the courses to remain compliant with Brock graduation requirements.
4. These courses regularly filled up very quickly for a number of years, and in 2021-22 two sections are completely full. There are always additional students wanting to get in. Add priority registration to ensure the students that need this course for their concentration can be sure to get it.
5. Housekeeping item. OPER 3P94 has been offered now since 2013 but was previously offered as OPER 3P91 - Advanced Operations Management. The Department may consider offering OPER 3P91 in the near future for a different topic so this forfeit note should have been removed.
6. Housekeeping item. When the notation in MKTG 2P91 was revised to removed 2P52 as a forfeit credit to allow students with MKTG 2P91 to proceed to take 2P52, the prerequisite on MKTG 2P52 should have been revised accordingly to allow those with 2P91 to take 2P52 towards minor or other degree requirements.
7. The Department of Mathematics and Statistics cross-listed a number of MATH courses with the new STAT code in the 2021-2022 calendar to transition those MATH courses into using the STAT code. One of those courses is MATH 1P98 which is a requirement and prerequisite in Goodman programs. In the 2022-2023 Academic Calendar, the MATH 1P98 code will be deleted and only the STAT 1P98 code will remain in the calendar. Department/Centres impacted by this change were notified that once the APC System opens in the Fall of 2021, it will be important to update the 2022-2023 Academic Calendar to reflect this change.

### 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

## Department of Accounting

### *Chair*

Fayez A. Elayan

### *Professor Emeritus*

A. William Richardson

### *Professors*

Darlene Bay, Fayez A. Elayan, Hemantha Herath, Jingyu (Jennifer) Li, Alex Nikitkov, Tanya Tang, Samir Trabelsi

### *Associate Professors*

Ian Adamson, Kareen E. Brown, Louis Culumovic, Sohyung Kim, Pascale Lapointe-Antunes, Michelle Lau, Zhefeng Frank Liu, Parunchana Pacharn, Barbara Sainty, Paul Scarbrough, Anamitra Shome, Tashfeen Sohail, Linda Stillabower, Tanya Tang, Allister W. Young

### *Assistant Professors*

Dan (Sabrina) Gong, Nam Ho, Mengtian L, Michelle Lau, Simon Suwanyangyuan

### *Lecturers*

Norman Chasse, Sangeeta Hollo, Glenn Skrubbeltrang, Celine Zhang

### *Director, Co-op, Career and Experiential Education*

Cara Krezek

### *Undergraduate Advisers*

Steve Argiropoulos, Stephanie Domanico, Stella Han, Amanda Khan, Kevin Leung, Lainie Wagner

## Department of Finance, Operations and Information Systems

### *Chair*

Kenneth J. Klassen

### *Professors Emeriti*

Thomas H. Barnes, J. Robert Hanrahan

### *Professors*

Mohamed Ayadi, Anteneh Ayanso, Ernest N. Biktimirov, Danny Cho, Don Cyr, Zhongzhi (Lawrence) He, Tejaswini Herath, Princely Ifinedo, Eugene Kaciak, Kenneth J. Klassen, Martin I. Kusy, Skandar Lazrak, Robert Welch, Reena Yoogalingam

### *Associate Professors*

Michael Armstrong, Dipanjan Chatterjee, Jin Lei, Tejaswini Herath, Princely Ifinedo, Walid Ben Omrane, Onem Ozocak, Unyong (Howard) Pyo, Tatyana Sokolyk, Francine Vachon, -Yan Wang

### *Assistant Professors*

Osman Aktas, Jin Lei, Nigussie Mengesha, Susan Sproule, Ali Vaezi, Shuai Yuan

### *Lecturer*

Geoffrey Hoover

### *Director, Co-op, Career and Experiential Education*

Cara Krezek

### *Undergraduate Advisers*

Steve Argiropoulos, Stephanie Domanico, Stella Han, Amanda Khan, Kevin Leung, Lainie Wagner

## **Department of Marketing, International Business and Strategy**

### *Chair*

Kai-Yu Wang

### *Professors Emeriti*

Barbara J. Austin, Tansu Barker, Kenneth E. Loucks, Peter Yannopoulos

### *Professors*

Sheng Deng, Shibing (Marshall) Jiang, Antonia Mantonakis, Narongsak (Tek) Thongpapanl, Kai-Yu Wang, Lianxi Zhou

### *Associate Professors*

Abdul Ashraf, Eric Dolansky, Todd Green, Wesley Helms, Francis Sun

### *Assistant Professors*

Filippo Dall'Aglio, Olio, Magnus Hultman, Sylvia Grewatsch, Waqar Nadeem, Paulo Palombo, Joachim Scholz, Asma Zafar

### *Lecturers*

Jacqueline Glenney, Mark Parker

### *Director, Co-op, Career and Experiential Education*

Cara Krezek

### *Undergraduate Advisers*

Steve Argiropoulos, Stephanie Domanico, Stella Han, ~~Amanda Khan~~, Kevin Leung, Lainie Wagner

## **Department of Organizational Behaviour, Human Resource Management, Entrepreneurship and Ethics**

### *Chair*

Deborah McPhee

### *Professor Emeriti*

Carol A. Sales

### *Professors*

Dave Bouckennooghe, Dirk De Clercq, Paul Dunn, Andrew Gaudes, Mark Julien, Deborah M. McPhee, Teresa V. Menzies, Usman Raja, Kojo Saffu

### *Associate Professors*

~~Dave Bouckennooghe~~, H. Shawna Chen, Adam Kanar, Diane Miller, Robert Steinbauer, Barry Wright

### *Assistant Professors*

Francois Cote-Vaillancourt, Kemi S. Anazodo, Raymond B. Chiu, Sadia Jahanzeb, Yasanthi Perera

### *Lecturers*

Huda Masood

### *Director, Co-op, Career and Experiential Education*

Cara Krezek

### *Undergraduate Advisors*

Steve Argiropoulos, Stephanie Domanico, Stella Han, ~~Amanda Khan~~, Kevin Leung, Lainie Wagner

## **General Information**

### *Administrative Assistants*

**Department of Accounting**

Hilary Derreck ~~Hania Halwani~~  
905-688-5550, extension 5599 ~~3918~~  
GSB 226 ~~GSB 244~~

**Department of Finance, Operations and Information Systems**

Val DeSimone  
905-688-5550, extension 4426  
GSB 475D

**Department of Marketing, International Business and Strategy**

Katherine Johnston ~~Cindy Curtis~~  
905-688-5550, extension 3944  
GSB 455

**Department of Organizational Behaviour, Human Resource Management, Entrepreneurship and Ethics**

Melissa Ingoldsby ~~TBD~~, obhree@brocku.ca  
905-688-5550, extension 5072  
GSB 418

*brocku.ca/business*

The Goodman School of Business offers 20 credit programs in Accounting and Business Administration. A subsequent degree is available in the Bachelor of Accounting program for students holding an undergraduate degree in another discipline. A four credit Minor in Business is open to Brock students pursuing degrees in other Faculties.

Normally students cannot take courses for which they lack the prerequisites or for which they do not meet course restrictions. Exceptions may be allowed only in extraordinary circumstances and with permission of the instructor. Exceptions that would result in a violation of university regulations and exceptions for students refused admission into the Goodman School of Business or who have been adjudicated out of any Goodman School of Business program will also require Dean's approval. Students should submit override requests on-line at [portal.bus.brocku.ca](http://portal.bus.brocku.ca)

## **Bachelor of Accounting (BAcc)**

The program in Accounting is designed for students pursuing careers in the Accounting profession. The program is professionally oriented and combines a high degree of specialization in Accounting along with studies in Business, the Social Sciences, Humanities, and Mathematics and Science. The BAcc program is fully accredited by the Chartered Professional Accountants (CPA) of Ontario. The BAcc program is offered as an Honours program. This is a limited enrolment program. On successful completion of the program, the degree Bachelor of Accounting (BAcc) is awarded.

## **Bachelor of Accounting (BAcc) Co-operative (Co-op)**

The BAcc Co-op program is fully accredited by the Chartered Professional Accountants (CPA) of Ontario. The program scheduling combines academic and work terms over a four and one-half year period. Students work in a wide variety of locations throughout Ontario. Students must register with CPA Ontario on a conditional basis at the beginning of the first work period. In addition to the current fees for courses in academic study terms, Bachelor of Accounting Co-op students are assessed an annual administrative fee (see the Schedule of Fees). Students awarded more than 5.0 transfer credits normally are not considered for the BAcc Co-op program.

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](http://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 Programs Office.

## **Bachelor of Business Administration (BBA)**

The BBA is designed for students pursuing careers in business and government. The program is professionally oriented and combines studies in the Business disciplines with studies in the Social Sciences, Humanities, and Mathematics and Science.

The BBA program is offered as a regular four-year 20 credit program. This is a limited enrolment program. On successful completion of the program, the degree Bachelor of Business Administration (BBA) is awarded.

The requirement for graduation with a BBA (Honours) is a minimum 70 percent major average and a minimum 60 percent non-major average. The requirement for graduation with a BBA is a minimum 60 percent major average and a minimum 60 percent overall average.

All BBA students are required to take a number of core courses. At the end of Year 2 students may apply for admission to an area of concentration. Only those students admitted to a concentration who graduate with a BBA (Honours) will have their concentration recognized on their diploma and official transcript.

### **Bachelor of Business Administration (BBA) Co-operative (Co-op)**

The BBA Co-op program is a limited enrolment program combining academic and work terms over a four and one-half year period. Students spend two years in an academic setting studying the functional areas of business as well as the Canadian and global business environments prior to the first work term. The exposure to courses in the core areas of business provides the necessary academic background for the work experience. In addition to the current fees for courses in academic study terms, BBA Co-op students are assessed an annual administrative fee (see the Schedule of Fees). Students awarded more than 5.0 transfer credits normally are not considered for the BBA Co-op program.

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](http://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 degree Bachelor of Business Administration (Co-op option) will be awarded to those students who have Honours standing and who have successfully completed the program and a minimum of twelve months of Co-op work experience.

### **Bachelor of Business Administration (BBA) Co-op International Double Degree**

The Business Administration Co-op International Double Degree program is a limited enrolment program that allows undergraduate business students to earn a BBA from Brock University, in addition to a second degree from a leading business school overseas while gaining International and Canadian co-op work experience. Students admitted to this program will have the opportunity after admission to transfer into one of five double degree tracks: the German track at the European Business School, International University Schloss Reichartshausen (EBS) or ESB Business School, Reutlingen University (Reutlingen) in Germany; the French track at NEOMA Business School (Neoma) in France; the Irish track at Dublin City University (DCU) in Ireland and the UK track at Lancaster University (LU) in England.

Upon successful completion of the course of studies for any of the five double degree tracks, students will receive an Honours Bachelor of Business Administration degree from Brock and a Bachelor of Science in Business Studies from EBS; a Bachelor of Science in International Management from Reutlingen; a Diplôme du Centre d'Etudes Supérieures Européennes de Management (CESEM) from Neoma; a Bachelor of Arts in Global Business from DCU or a BBA (Hons) in International Business Management from LU.

Students admitted to the Double Degree program may apply for admission to an area of concentration. While this is normally done at end of Year 2, inbound Double Degree students may apply during Year 3. Only those students who meet all program requirements will have their concentration recognized on their diploma and official transcript.

### **Periodic Review of Eligibility to Continue**

#### **Bachelor of Accounting (BAcc) Co-op**

Students admitted to the Bachelor of Accounting Co-op program must follow the Co-op program schedule. The eligibility of each student to continue is based on the student's major average and non-major average and will be reviewed following

completion of a Session.

A student with a minimum 70 percent major average, a minimum 60 percent non-major average will be permitted to continue in the BAcc Co-op program.

A student who does not meet a minimum 70 percent major average and a minimum 60 percent non-major average will not be permitted to continue in the BAcc Co-op program yet will be permitted to continue in the BBA program provided that they hold a minimum 60 percent major average and a minimum 60 percent overall average.

Students admitted to the BAcc Co-op program must follow the BAcc Co-op program schedule. Failure to adhere to the schedule, without the permission of the Co-op Programs Director, may result in removal from the BAcc Co-op program.

A student who fails a major course more than once will not be permitted to continue in the BAcc Co-op Program.

A student must complete FNCE 2P91 by 12.5 credits to be eligible to continue in the BAcc Co-op program. A student who does not meet this requirement will not be permitted to continue in the program.

~~Students admitted to the BAcc Co-op program must follow the BAcc Co-op program schedule. Failure to adhere to the schedule, without the permission of the Co-op Programs Director, may result in removal from the BAcc Co-op program.~~

### **Bachelor of Accounting (BAcc)**

Eligibility to continue is based on the student's major average and non-major average and will be reviewed following completion of a Session.

A student with a minimum 70 percent major average and a minimum 60 percent non-major average will be permitted to continue in the BAcc program.

A student who does not meet a minimum 70 percent major average and a minimum 60 percent non-major average will not be permitted to continue in the BAcc program yet will be permitted to continue in the BBA program provided that they hold a minimum 60 percent major average and a minimum 60 percent overall average.

A student who fails a major course more than once will not be permitted to continue in the BAcc Program.

A student must complete FNCE 2P91 by 12.5 credits to be eligible to continue in the BAcc program. A student who does not meet this requirement will not be permitted to continue in the program.

### **Bachelor of Business Administration (BBA) Co-op**

Students admitted to the Bachelor of Business Administration Co-op program must follow the BBA Co-op program schedule. Eligibility to continue is based on the student's major average and non-major average and will be reviewed following completion of a Session.

A student with a minimum 70 percent major average and a minimum 60 percent non-major average will be permitted to continue in the BBA Co-op program.

A student who does not meet a minimum 70 percent major average and a minimum 60 percent non-major average will not be permitted to continue in the BBA Co-op program, but may continue in the BBA program. If a student subsequently raises his/her major average to 70 percent, the student may be readmitted to the Co-op program only if approved by the Co-op Admissions Committee.

Students admitted to the BBA Co-op program must follow the BBA Co-op program schedule. Failure to adhere to the schedule, without the permission of the Co-op Programs Director, may result in removal from the BBA Co-op program.

A student who fails a major course more than once will not be permitted to continue in the BBA Co-op Program.

~~Students admitted to the BBA Co-op program must follow the BBA Co-op program schedule. Failure to adhere to the schedule, without the permission of the Co-op Programs Director, may result in removal from the BBA Co-op program.~~

A student must complete MGMT 1P93 and FNCE 2P91 by 12.5 credits to be eligible to continue in the BBA Co-op program. A student who does not meet this requirement will not be permitted to continue in the program.

## **Bachelor of Business Administration (BBA)**

Eligibility to continue is based on the student's major average and non-major average and will be reviewed following completion of a Session.

A student with a minimum 70 percent major average and a minimum 60 percent non-major average will be permitted to continue in the BBA Honours with a concentration program, as outlined in the concentrations below.

A student with a minimum 60 percent major average and a minimum 60 percent overall average will be permitted to continue in the BBA program.

A student who does not meet a minimum 60 percent major average and a minimum percent overall average will not be permitted to continue in the BBA program.

A student who fails a course more than once will not be permitted to continue in the BBA Program.

A student must complete MGMT 1P93 and FNCE 2P91 by 12.5 credits to be eligible to continue in the BBA program. A student who does not meet the requirements will not be permitted to continue in the program.

## **Bachelor of Business Administration (BBA) Co-op International Double Degree**

Students admitted to the Bachelor of Business Administration Co-op International Double Degree program must follow the Double Degree program schedule. Eligibility to continue is based on the student's major average and non-major average and will be reviewed following completion of a Session.

A student with a minimum 70 percent major average and a minimum 60 percent non-major average will be permitted to continue in the Double Degree program.

An outbound Double Degree student who does not meet a minimum 70 percent major average and a minimum 60 percent non-major average will not be permitted to continue in the Double Degree program, but may continue in the BBA program. If a student subsequently raises his/her major average to 70 percent, the student may be readmitted to the Double Degree program only if approved by the Goodman School of Business and the Co-op Admissions Committee.

An inbound Double Degree student who does not meet a minimum 70 percent major average and a minimum 60 percent non-major average will have one term to increase grades back to Honours. If the student remains below Honours, the student will be removed from the Double Degree program and will need to apply for admission to Brock, should they wish to continue studies here (as either a visiting non-degree seeking student taking courses on Letter of Permission or a degree-seeking student in an another program). Previous status in the Double Degree program does not guarantee admission to another program at Brock.

Students admitted to the Double Degree program must follow the Double Degree program schedule. Failure to adhere to the schedule, without the permission of the Goodman School of Business and Co-op Programs Director, may result in removal from the Double Degree program.

A student who fails a major course more than once will not be permitted to continue in the BBA Co-op Double Degree program.

A student must complete MGMT 1P93 and FNCE 2P91 by 12.5 credits to be eligible to continue in the BBA Co-op Double Degree program. A student who does not meet this requirement will not be permitted to continue in the program.

## **Re-Admission and Transfer Eligibility**

The application form for re-admission or to transfer into the BAcc or BBA (*Declare or Change Major* Application form) is available online at [brocku.ca/webfm\\_send/1400](http://brocku.ca/webfm_send/1400) or at the Office of the Registrar. The *Declare or Change Major* Application form to transfer into the BAcc or BBA program must be completed and returned to the Office of the Registrar by June 1 or August 1 to be considered for admission to the program for the beginning of the subsequent Fall/Winter Session. The BAcc and BBA are limited enrolment programs. Admission is not guaranteed by attainment of the minimum requirements outlined below.

To be eligible for readmission to the BAcc program (or to transfer from the BBA or a combined major program), a student must meet all of the following requirements:

- Completion of at least two and one-half credits required in the BAcc program, including either ACTG 1P91 and 2P12 or ACTG 1P01 and 1P02.

- A minimum 70 percent average in BAcc major courses, 60 percent non-major average, a minimum 75 percent ACTG average and permission of the Chair.

To be eligible for readmission to the BBA program (or to transfer from another program), a student must meet all of the following requirements:

- Completion of ECON 1P91, ECON 1P92, MATH 1P97 and **STAT (MATH) 1P98** with a minimum 65 percent average.
- A minimum 65 percent average in all BBA major courses taken to date.
- A minimum 70 percent overall average.

## Program Notes

1. For BBA and BBA Co-op students, a minimum of one elective credit must be a non-business elective credit. For BAcc and BAcc Co-op students, one and one-half electives must be non-business elective credits.
2. There is a one-half credit overload for BBA Co-op students during the Winter Term of Year 3.
3. Students wishing to obtain a Minor, within a degree program may not use the same course(s) to satisfy both the major requirements and the minor requirements. SPMA majors are not eligible for the Minor in Business.
4. A maximum of one-half ITIS credit numbered 3(*alpha*)90 or above may be taken by Operations Management concentration students. A maximum of one-half OPER credit numbered 3(*alpha*)90 or above may be taken by Information Systems concentration students.
5. Students in the BBA Co-op General Management concentration may opt to take MKTG 3P96 in the Winter term of Year 3. One of FNCE 3P96, 4P03, 4P05 would be taken in Fall of Year 4.
6. The program of study at EBS will consist of regularly offered courses taught in English and by regular EBS faculty. Brock students will be required to study the German language as part of the EBS Double Degree program. The program of study at Reutlingen will consist of regularly offered courses taught primarily in German and by regular Reutlingen faculty. Brock students will be required to study the German language as part of the Reutlingen Double Degree program. Students are required to complete 2.0 German credits for both programs from the following:

Students who have not completed Ontario 4U/M German language or equivalent will take GERM 1F00 and 1F90.

Students who have completed Ontario 4U/M German language or equivalent will take GERM 1F90 and 1.0 other German Language credit and may not take GERM 1F00 without permission of the instructor. Permission is granted only in the most exceptional cases.

7. The Program of study at NEOMA will consist of regularly offered courses taught primarily in French and by regular NEOMA faculty. Students are required to complete 2.0 French credits from the following:

Students should have completed a minimum of Ontario grade 10/11 French language or equivalent and will take FREN 1F50 and 1F90.

Students with Ontario 4U/M standing or equivalent in French take FREN 1F90 in Year 1 and FREN 2F00 in Year 2.

Immersion students may take FREN 2F00 in Year 1, with permission of the Department; normally, they take FREN 1F90.

Français student take FREN 2F00 in Year 1 and 1.0 additional French credit in Year 2.

8. 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 some circumstances, in order to meet university degree and program requirements, more than 20 credits may be taken.

## Bachelor of Accounting (Honours only)

### Year 1

- ACTG 1P01, 1P02 and 2P40
- ECON 1P91 and 1P92
- ITIS 1P97
- MATH 1P97 ~~and 1P98~~
- **STAT 1P98**
- one Sciences context credit

*Year 2*

- ACTG 2P21, 2P31 and 2P32
- ECON 2P91
- FNCE 2P91 and 3P93
- MKTG 2P91
- OBHR 2P91
- OPER 2P91
- one-half elective credit (see program note 1)

*Year 3*

- ACTG 3P11, 3P23, 3P33, 3P41 and 3P97
- ETHC 3P82
- one Humanities context credit
- one elective credit (see program note 1)

*Year 4*

- ACTG 4P11, 4P12, 4P34, 4P41, 4P42, 4P61 and 4P62
- MGMT 4P90
- one elective credit (see program note 1)

## **Bachelor of Accounting Co-op (Honours only)**

*Year 1*

- ACCC 0N90
- ACTG 1P01, 1P02 and 2P40
- ECON 1P91 and 1P92
- ITIS 1P97
- MATH 1P97 and 1P98
- **STAT 1P98**
- one Humanities context credit

*Year 2*

Fall Term:

- ACTG 2P31, 3P41 and 3P97
- ECON 2P91
- FNCE 2P91

Winter Term:

- ACCC 0N01 and 2C01

Spring/Summer Sessions:

- ACTG 2P21, 2P32, 3P11 and 4P41
- one Sciences context credit
- one-half elective credit (see program note 1)

*Year 3*

Fall Term:

- ACCC 0N02 and 2C02

Winter Term:

- ACCC 0N03 and 2C03

Spring/Summer Sessions:

- ACTG 3P23 and 3P33
- ETHC 3P82
- FNCE 3P93

#### *Year 4*

##### Fall Term:

- OPER 2P91
- MKTG 2P91
- one and one-half elective credits (see program note 1)

##### Winter Term:

- ACCC 0N04 and 2C04

##### Spring/Summer Sessions:

- ACTG 4P34, 4P42 and 4P61
- OBHR 2P91

#### *Year 5*

##### Fall Term:

- ACTG 4P11, 4P12 and 4P62
- MGMT 4P90
- one-half elective credit (see program note 1)

## **Bachelor of Accounting for Students Holding Other Degrees**

Students holding a university degree in which the major area of study is other than a Business discipline and with a minimum 70 percent overall average may be admitted and receive a maximum of 10 credits towards a Bachelor of Accounting degree (offered as an Honours program only). Students who have been granted fewer than 10 advanced standing credits will require more than 10 Brock credits to complete the requirements.

## **Bachelor of Business Administration**

Students who have successfully completed Year 1 and 2 required BBA courses may apply for admission to an area of concentration provided they meet the specific requirements of the concentration as outlined below. Students must submit a *Declare or Change Major Application* form ([brocku.ca/webfm\\_send/1400](http://brocku.ca/webfm_send/1400)) to the Office of the Registrar to apply to a concentration. The deadline to submit a concentration application is **June 1 and August 1** ~~May 15~~.

## **Concentration in Accounting**

To concentrate in Accounting, students must have a minimum 70 percent major average, a minimum 60 percent non-major average, a minimum 70 percent average in either ACTG 1P91 and 2P12 or ACTG 1P01 and 1P02, and a minimum 70 percent ACTG average.

#### *Year 1*

- ACTG 1P91
- ECON 1P91 and 1P92
- ITIS 1P97
- MGMT 1P93 and 1P96
- MATH 1P97 ~~and 1P98~~
- **STAT 1P98**
- one Humanities context credit or Sciences context credit

#### *Year 2*

- ACTG 2P12 and 2P40
- ECON 2P23 and 2P91
- ENTR 2P91
- FNCE 2P91
- ITIS 2P91
- MKTG 2P91

- 
- OBHR 2P91
- OPER 2P91

*Year 3*

- ACTG 2P21, 2P31, 2P32 and 3P97
- FNCE 3P93
- ETHC 3P82
- MKTG 3P24
- OBHR 3P97
- the Humanities context credit or Sciences context credit not taken in Year 1

*Year 4*

- ACTG 3P11 and 4P40
- MGMT 3P98 and 4P90
- three elective credits (see program note 1)

## Concentration in Entrepreneurship

To concentrate in Entrepreneurship, students must have a minimum 70 percent major average and a minimum 60 percent non-major average.

*Year 1*

- ACTG 1P91
- ECON 1P91 and 1P92
- ITIS 1P97
- MGMT 1P93 and 1P96
- MATH 1P97 and 1P98
- **STAT 1P98**
- one Humanities context credit or Sciences context credit

*Year 2*

- ACTG 2P12 and 2P40
- ECON 2P23 and 2P91
- ENTR 2P91
- FNCE 2P91
- ITIS 2P91
- MKTG 2P91
- OBHR 2P91
- OPER 2P91

*Year 3*

- One-half ENTR credit numbered 3(alpha)90 or above
- ETHC 3P82
- FNCE 3P93
- MGMT 3P98
- MKTG 3P24
- OBHR 3P97
- the Humanities context credit or Sciences context credit not taken in Year 1
- one elective credit (see program note 1)

*Year 4*

- MGMT 4P90
- one and one-half ENTR credits numbered 3(alpha)90 or above
- one credit from ACTG 4P40, ENTR 3(alpha)90 or above, OBHR 3P96, 4P65
- one-half credit from ACTG, ENTR, FNCE, ITIS, MGMT, MKTG, OBHR, OPER

- one and one-half elective credits (see program note 1)

## Concentration in Finance

To concentrate in Finance, students must have a minimum 70 percent major average, a minimum 60 percent non-major average, a minimum 70 percent grade in FNCE 2P91 and a minimum 70 percent FNCE average.

### Year 1

- ACTG 1P91
- ECON 1P91 and 1P92
- ITIS 1P97
- MGMT 1P93 and 1P96
- MATH 1P97 and 1P98
- **STAT 1P98**
- one Humanities context credit or Sciences context credit

### Year 2

- ACTG 2P12 and 2P40
- ECON 2P23 and 2P91
- ENTR 2P91
- FNCE 2P91
- ITIS 2P91
- MKTG 2P91
- OBHR 2P91
- OPER 2P91

### Year 3

- ETHC 3P82
- FNCE 3P93 and 3P96
- MGMT 3P98
- MKTG 3P24
- OBHR 3P97
- the Humanities context credit or Sciences context credit not taken in Year 1
- one elective credit (see program note 1)

### Year 4

- FNCE 4P04 and 4P16
- MGMT 4P90
- one-half credit from ACTG, ENTR, FNCE, ITIS, MGMT, MKTG, OBHR, OPER numbered 3(alpha)90 or above
- two FNCE credits numbered 4(alpha)00 or above
- one elective credit (see program note 1)

## Concentration in General Management

To concentrate in General Management, students must have a minimum 70 percent major average, a minimum 60 percent non-major average, and a minimum 70 percent average in FNCE 2P91, MKTG 2P91, OBHR 2P91 and OPER 2P91.

### Year 1

- ACTG 1P91
- ECON 1P91 and 1P92
- ITIS 1P97
- MGMT 1P93 and 1P96
- MATH 1P97 and 1P98
- **STAT 1P98**
- one Humanities context credit or Sciences context credit

#### *Year 2*

- ACTG 2P12 and 2P40
- ECON 2P23 and 2P91
- ENTR 2P91
- FNCE 2P91
- ITIS 2P91
- MKTG 2P91
- OBHR 2P91
- OPER 2P91

#### *Year 3*

- ETHC 3P82
- FNCE 3P93
- MGMT 3P98
- MKTG 3P24
- OBHR 3P97
- one-half credit from ACTG, ENTR, FNCE, ITIS, MGMT, MKTG, OBHR, OPER
- the Humanities context credit or Sciences context credit not taken in Year 1
- one elective credit (see program note 1)

#### *Year 4*

- One of FNCE 3P96, 4P03, 4P05
- MGMT 4P90
- MKTG 3P96
- one-half OBHR credit numbered 3(*alpha*) 90 or above
- one and one-half credits from ACTG, ENTR, FNCE, ITIS, MGMT, MKTG, OBHR, OPER, POLI 4P54
- one and one-half elective credits (see program note 1)

## **Concentration in Human Resource Management**

To concentrate in Human Resource Management, students must have a minimum 70 percent major average, a minimum 60 percent non-major average, either a minimum 70 percent grade in OBHR 2P91 or a minimum 70 percent average in OBHR 2P91 and 3P97, and a minimum 70 percent OBHR average.

Note: The following courses are recognized by the Human Resources Professionals Association (HRPA) as education requirements towards the Certified Human Resource Professional (CHRP) designation: ACTG 1P91, 2P12, OBHR 2P91, 3P42, 3P96, 3P97, 3P98, 4P66, 4P67, 4P69, 4P94

#### *Year 1*

- ACTG 1P91
- ECON 1P91 and 1P92
- ITIS 1P97
- MGMT 1P93 and 1P96
- MATH 1P97 and 1P98
- **STAT 1P98**
- one Humanities context credit or Sciences context credit

#### *Year 2*

- ACTG 2P12 and 2P40
- ECON 2P23 and 2P91
- ENTR 2P91
- FNCE 2P91
- ITIS 2P91
- MKTG 2P91

- 
- OBHR 2P91
- OPER 2P91

*Year 3*

- ETHC 3P82
- FNCE 3P93
- MGMT 3P98
- MKTG 3P24
- OBHR 3P42 and 3P97
- the Humanities context credit or Sciences context credit not taken in Year 1
- one elective credit (see program note 1)

*Year 4*

- MGMT 4P90
- OBHR 3P96
- two and one-half OBHR credits numbered 3(alpha)90 or above
- one and one-half elective credits (see program note 1)

## **Concentration in Information Systems**

To concentrate in Information Systems, students must have a minimum 70 percent major average, a minimum 60 percent non-major average, a minimum 70 percent grade in ITIS 2P91 and a minimum 70 percent ITIS average.

*Year 1*

- ACTG 1P91
- ECON 1P91 and 1P92
- ITIS 1P97
- MGMT 1P93 and 1P96
- MATH 1P97 ~~and 1P98~~
- **STAT 1P98**
- one Humanities context credit or Sciences context credit

*Year 2*

- ACTG 2P12 and 2P40
- ECON 2P23 and 2P91
- ENTR 2P91
- FNCE 2P91
- ITIS 2P91
- MKTG 2P91
- OBHR 2P91
- OPER 2P91

*Year 3*

- ETHC 3P82
- FNCE 3P93
- ITIS 3P98
- MGMT 3P98
- MKTG 3P24
- OBHR 3P97
- the Humanities context credit or Sciences context credit not taken in Year 1
- one elective credit (see program note 1)

*Year 4*

- ITIS 4P22 and 4P25
- MGMT 4P90

- one credit numbered 3(*alpha*)90 or above from ACTG, ENTR, FNCE, ITIS, MGMT, MKTG, OBHR, OPER
- one and one-half credits from ITIS 3(*alpha*)90 or above, OPER 3(*alpha*)90 or above (see program note 4)
- one elective credit (see program note 1)

## Concentration in International Business

To concentrate in International Business, students must have a minimum 70 percent major average and a minimum 60 percent non-major average.

### Year 1

- ACTG 1P91
- ECON 1P91 and 1P92
- ITIS 1P97
- MGMT 1P93 and 1P96
- MATH 1P97 ~~and 1P98~~
- **STAT 1P98**
- one Humanities context credit or Sciences context credit

### Year 2

- ACTG 2P12 and 2P40
- ECON 2P23 and 2P91
- ENTR 2P91
- FNCE 2P91
- ITIS 2P91
- MKTG 2P91
- OBHR 2P91
- OPER 2P91

### Year 3

- ETHC 3P82
- FNCE 3P93
- MGMT 3P98
- MKTG 3P24
- OBHR 3P97
- the Humanities context credit or Sciences context credit not taken in Year 1
- one and one-half elective credits (see program note 1)

### Year 4

- MGMT 4P90
- one credit numbered 3(*alpha*)90 or above from ACTG, ENTR, FNCE, ITIS, MGMT, MKTG, OBHR, OPER
- two credits from ECON 3P13, 3P93, ENTR 4P93, FNCE 3P96, 4P05, MGMT 4P35, 4P36, 4P94, MKTG 4P33, 4P34, OBHR 4P90
- one elective credit or one language credit other than English numbered 1(*alpha*)90 or above (see program note 1)
- one-half elective credit (see program note 1)

## Concentration in Marketing

To concentrate in Marketing, students must have a minimum 70 percent major average, a minimum 60 percent non-major average, either a minimum 70 percent grade in MKTG 2P91 or a minimum 70 percent average in MKTG 2P91 and 3P24, and a minimum 70 percent MKTG average.

### Year 1

- ACTG 1P91
- ECON 1P91 and 1P92
- ITIS 1P97

- 
- MGMT 1P93 and 1P96
- MATH 1P97 ~~and 1P98~~
- **STAT 1P98**
- one Humanities context credit or Sciences context credit

*Year 2*

- ACTG 2P12 and 2P40
- ECON 2P23 and 2P91
- ENTR 2P91
- FNCE 2P91
- ITIS 2P91
- MKTG 2P91
- OBHR 2P91
- OPER 2P91

*Year 3*

- ETHC 3P82
- FNCE 3P93
- MGMT 3P98
- MKTG 3P24
- MKTG 3P96 or 3P98
- OBHR 3P97
- the Humanities context credit or Sciences context credit not taken in Year 1
- one elective credit (see program note 1)

*Year 4*

- MGMT 4P90
- MKTG 4P25
- MKTG 4P31 or 4P29
- one-half credit from ACTG, ENTR, FNCE, ITIS, MGMT, MKTG, OBHR, OPER, POLI 4P54
- one and one-half MKTG credits numbered 3(alpha)90 or above
- one and one-half elective credits (see program note 1)

## **Concentration in Operations Management**

To concentrate in Operations Management, students must have a minimum 70 percent major average, a minimum 60 percent non-major average, a minimum 70 percent grade in OPER 2P91 and a minimum 70 percent OPER average.

*Year 1*

- ACTG 1P91
- ECON 1P91 and 1P92
- ITIS 1P97
- MGMT 1P93 and 1P96
- MATH 1P97 ~~and 1P98~~
- **STAT 1P98**
- one Humanities context credit or Sciences context credit

*Year 2*

- ACTG 2P12 and 2P40
- ECON 2P23 and 2P91
- ENTR 2P91
- FNCE 2P91
- ITIS 2P91
- MKTG 2P91

- 
- OBHR 2P91
- OPER 2P91

*Year 3*

- ETHC 3P82
- FNCE 3P93
- MGMT 3P98
- MKTG 3P24
- OBHR 3P97
- one-half ITIS or OPER 3(alpha)90 or above credit (see program note 4)
- the Humanities context credit or Sciences context credit not taken in Year 1
- one elective credit (see program note 1)

*Year 4*

- MGMT 4P90
- one-half credit from ACTG, ENTR, FNCE, ITIS, MGMT, MKTG, OBHR, OPER
- two and one-half ITIS or OPER 3(alpha)90 or above credit (see program note 4)
- one and one-half elective credits (see program note 1)

## **Concentration in Public Administration**

To concentrate in Public Administration, students must have a minimum 70 percent major average and a minimum 60 percent non-major average.

*Year 1*

- ACTG 1P91
- ECON 1P91 and 1P92
- ITIS 1P97
- MGMT 1P93 and 1P96
- MATH 1P97 and 1P98
- one Humanities context credit or Sciences context credit

*Year 2*

- ACTG 2P12 and 2P40
- ECON 2P23 and 2P91
- ENTR 2P91
- FNCE 2P91
- ITIS 2P91
- MKTG 2P91
- OBHR 2P91
- OPER 2P91

*Year 3*

- FNCE 3P93
- MGMT 3P98
- MKTG 3P24
- OBHR 3P97
- POLI 2P99 and 3P67 ~~POLI 2P99 and 2Q98~~
- the Humanities context credit or Sciences context credit not taken in Year 1
- one elective credit (see program note 1)

*Year 4*

- ETHC 3P82
- MGMT 4P90
- POLI 4P50 and 4P54

- one and one-half credits from POLI 3P11, 3P99-3P98, 3Q97, 4P10, 4P12-4P01, 4P14, 4P67
- one and one-half elective credits (see program note 1)

## Students Not in an Area of Concentration

### Year 1

- ACTG 1P91
- ECON 1P91 and 1P92
- ITIS 1P97
- MGMT 1P93 and 1P96
- MATH 1P97-~~and 1P98~~
- **STAT 1P98**
- one Humanities context credit or Sciences context credit

### Year 2

- ACTG 2P12 and 2P40
- ECON 2P23 and 2P91
- ENTR 2P91
- FNCE 2P91
- ITIS 2P91
- MKTG 2P91
- OBHR 2P91
- OPER 2P91

### Year 3

- ETHC 3P82
- FNCE 3P93
- MGMT 3P98
- MKTG 3P24
- OBHR 3P97
- one-half credit from ACTG, ENTR, FNCE, ITIS, MGMT, MKTG, OBHR, OPER
- the Humanities context credit or Sciences context credit not taken in Year 1
- one elective credit (see program note 1)

### Year 4

- MGMT 4P90
- two credits from ACTG, ENTR, FNCE, ITIS, MGMT, MKTG, OBHR, OPER numbered 3(alpha)90 or above, POLI 4P54
- two and one-half elective credits (see program note 1)

## Students Not in an Area of Concentration in Co-op (Honours Only)

### Year 1

- ACTG 1P91
- ECON 1P91 and 1P92
- ITIS 1P97
- MGMT 1P93 and 1P96
- MATH 1P97-~~and 1P98~~
- **STAT 1P98**
- one Sciences context credit

### Year 2

- ACTG 2P12
- ADMI 0N90
- ECON 2P91
- ITIS 2P91
- FNCE 2P91 and 3P93

- MKTG 2P91 and 3P24
- OBHR 2P91 and 3P97
- OPER 2P91

### **Year 3**

Fall Term:

- ADMI 0N11 and 2C01

Winter Term:

- ECON 2P23
- ENTR 2P91
- one credit from ACTG, ENTR, FNCE, MGMT, ITIS, MKTG, OBHR, OPER, POLI 4P54
- one-half Humanities context credit
- one-half elective credit (see program notes 1 and 2)

Spring/Summer Sessions:

- ADMI 0N12 and 2C02

### **Year 4**

Fall Term:

- MGMT 3P98
- one credit from ACTG, ENTR, FNCE, MGMT, ITIS, MKTG, OBHR, OPER, POLI 4P54
- one-half Humanities context credit
- one-half elective credit (see program note 1)

Winter Term:

- ADMI 0N13 and 2C03

Spring/Summer Sessions:

- ACTG 2P40
- ETHC 3P82
- one elective credit (see program note 1)

### **Year 5**

Fall Term:

- MGMT 4P90
- one and one-half credits ACTG, ENTR, FNCE, MGMT, ITIS, MKTG, OBHR, OPER, POLI 4P54
- one-half elective credit (see program note 1)

## **Concentration in Accounting Co-op (Honours only)**

To concentrate in Accounting, students must have a minimum 70 percent major average, a minimum 60 percent non-major average, a minimum 70 percent average in either ACTG 1P91 and 2P12 or ACTG 1P01 and 1P02, and a minimum 70 percent ACTG average.

*Year 1*

- ACTG 1P91
- ECON 1P91 and 1P92
- ITIS 1P97
- MGMT 1P93 and 1P96
- MATH 1P97 ~~and 1P98~~
- **STAT 1P98**
- one Sciences context credit

*Year 2*

- ACTG 2P12
- ADMI 0N90
- ECON 2P91

- 
- ITIS 2P91
- FNCE 2P91 and 3P93
- MKTG 2P91 and 3P24
- OBHR 2P91 and 3P97
- OPER 2P91

*Year 3*

Fall Term:

- ADMI 0N11 and 2C01

Winter Term:

- ACTG 2P21 and 2P40
- ECON 2P23
- ETHC 3P82
- one-half Humanities context credit
- one-half elective credit (see program notes 1 and 2)

Spring/Summer Sessions:

- ADMI 0N12 and 2C02

*Year 4*

Fall Term:

- ACTG 2P31 and 3P97
- ENTR 2P91
- MGMT 3P98
- one-half Humanities context credit

Winter Term:

- ADMI 0N13 and 2C03

Spring/Summer Sessions:

- ACTG 2P32 and 3P11
- one elective credit (see program note 1)

*Year 5*

Fall Term:

- ACTG 4P40
- MGMT 4P90
- one and one-half elective credits (see program note 1)

## **Concentration in Entrepreneurship Co-op (Honours only)**

To concentrate in Entrepreneurship, students must have a minimum 70 percent major average and a minimum 60 percent non-major average.

*Year 1*

- ACTG 1P91
- ECON 1P91 and 1P92
- ITIS 1P97
- MGMT 1P93 and 1P96
- MATH 1P97 and 1P98
- **STAT 1P98**
- one Sciences context credit

*Year 2*

- ACTG 2P12

- 
- ADMI 0N90
- ECON 2P91
- FNCE 2P91 and 3P93
- ITIS 2P91
- MKTG 2P91 and 3P24
- OBHR 2P91 and 3P97
- OPER 2P91

#### *Year 3*

##### Fall Term:

- ADMI 0N11 and 2C01

##### Winter Term:

- ECON 2P23
- ENTR 2P91
- one-half credit from ACTG, ENTR, FNCE, ITIS, MGMT, MKTG, OBHR, OPER
- one-half Humanities context credit
- one elective credit (see program notes 1 and 2)

##### Spring/Summer Sessions:

- ADMI 0N12 and 2C02

#### *Year 4*

##### Fall Term:

- MGMT 3P98
- one credit from ACTG 4P40, ENTR 3(alpha)90 or above, OBHR 3P96, 4P65
- one-half Humanities context credit
- one-half elective credit (see program note 1)

##### Winter Term:

- ADMI 0N13 and 2C03

##### Spring/Summer Sessions:

- ACTG 2P40
- ETHC 3P82
- one elective credit (see program note 1)

#### *Year 5*

##### Fall Term:

- MGMT 4P90
- two ENTR credits numbered 3(alpha)90 or above

### **Concentration in Finance Co-op (Honours only)**

To concentrate in Finance, students must have a minimum 70 percent major average, a minimum 60 percent non-major average, a minimum 70 percent grade in FNCE 2P91 and a minimum 70 percent FNCE average.

#### *Year 1*

- ACTG 1P91
- ECON 1P91 and 1P92
- ITIS 1P97
- MGMT 1P93 and 1P96
- MATH 1P97 ~~and 1P98~~
- **STAT 1P98**
- one Sciences context credit

*Year 2*

- ACTG 2P12
- ADMI 0N90
- ECON 2P91
- ITIS 2P91
- FNCE 2P91 and 3P93
- MKTG 2P91 and 3P24
- OBHR 2P91 and 3P97
- OPER 2P91

*Year 3*

Fall Term:

- ADMI 0N11 and 2C01

Winter Term:

- ECON 2P23
- ENTR 2P91
- FNCE 3P96
- one-half Humanities context credit
- one elective credit (see program notes 1 and 2)

Spring/Summer Sessions:

- ADMI 0N12 and 2C02

*Year 4*

Fall Term:

- FNCE 4P04 and 4P16
- MGMT 3P98
- one-half Humanities context credit
- one-half FNCE credit numbered 4(*alpha*)00 or above

Winter Term:

- ADMI 0N13 and 2C03

Spring/Summer Sessions:

- ACTG 2P40
- ETHC 3P82
- one elective credit (see program note 1)

*Year 5*

Fall Term:

- MGMT 4P90
- one-half credit numbered 3(*alpha*)90 or above from ACTG, ENTR, FNCE, IT IS, MGMT, MKTG, OBHR, OPER, or POLI 4P54
- one and one-half FNCE credits numbered 4(*alpha*)00 or above

### **Concentration in General Management Co-op (Honours only)**

To concentrate in General Management, students must have a minimum 70 percent major average, a minimum 60 percent non-major average, and a minimum 70 percent average in FNCE 2P91, MKTG 2P91, OBHR 2P91 and OPER 2P91.

*Year 1*

- ACTG 1P91
- ECON 1P91 and 1P92
- ITIS 1P97
- MGMT 1P93 and 1P96

- MATH 1P97 ~~and 1P98~~
- **STAT 1P98**
- one Sciences context credit

*Year 2*

- ACTG 2P12
- ADMI 0N90
- ECON 2P91
- ITIS 2P91
- FNCE 2P91 and 3P93
- MKTG 2P91 and 3P24
- OBHR 2P91 and 3P97
- OPER 2P91

*Year 3*

Fall Term:

- ADMI 0N11 and 2C01

Winter Term:

- ECON 2P23
- ENTR 2P91
- one of FNCE 3P96, 4P03, 4P05 (see program note 6)
- one-half Humanities context credit
- one elective credit (see program notes 1 and 2)

Spring/Summer Sessions:

- ADMI 0N12 and 2C02

*Year 4*

Fall Term:

- MGMT 3P98
- MKTG 3P96 (see program note 6)
- one-half credit from ACTG, ENTR, FNCE, ITIS, MGMT, MKTG, OBHR, OPER
- one-half Humanities context credit
- one-half elective credits (see program note 1)

Winter Term:

- ADMI 0N13 and 2C03

Spring/Summer Sessions:

- ACTG 2P40
- ETHC 3P82
- one elective credit (see program note 1)

*Year 5*

Fall Term:

- MGMT 4P90
- one-half OBHR credit numbered 3(alpha)90 or above
- one and one-half credits from ACTG, ENTR, FNCE, ITIS, MGMT, MKTG, OBHR, OPER

### **Concentration in Human Resource Management Co-op (Honours only)**

To concentrate in Human Resource Management, students must have a minimum 70 percent major average, a minimum 60 percent non-major average, either a minimum 70 percent grade in OBHR 2P91 or a minimum 70 percent average in OBHR 2P91 and 3P97, and a minimum 70 percent OBHR average.

Note: The following courses are recognized by the Human Resources Professionals Association (HRPA) as education requirements towards the Certified Human Resource Professional (CHRP) designation: ACTG 1P91, 2P12, OBHR 2P91, 3P42, 3P96, 3P97, 3P98, 4P66, 4P67, 4P69, 4P94

*Year 1*

- ACTG 1P91
- ECON 1P91 and 1P92
- ITIS 1P97
- MGMT 1P93 and 1P96
- MATH 1P97 ~~and 1P98~~
- **STAT 1P98**
- one Sciences context credit

*Year 2*

- ACTG 2P12
- ADMI 0N90
- ECON 2P91
- ITIS 2P91
- FNCE 2P91 and 3P93
- MKTG 2P91 and 3P24
- OBHR 2P91 and 3P97
- OPER 2P91

*Year 3*

Fall Term:

- ADMI 0N11 and 2C01

Winter Term

- ECON 2P23
- ENTR 2P91
- one OBHR credit numbered 3(*alpha*)90 or above
- one-half Humanities context credit
- one-half elective credit (see program notes 1 and 2)

Spring/Summer Sessions:

- ADMI 0N12 and 2C02

*Year 4*

Fall Term:

- MGMT 3P98
- OBHR 3P42 and 3P96
- one-half Humanities context credit
- one-half elective credit (see program note 1)

Winter Term:

- ADMI 0N13 and 2C03

Spring/Summer Sessions:

- ACTG 2P40
- ETHC 3P82
- one elective credit (see program note 1)

*Year 5*

Fall Term:

- MGMT 4P90
- one and one-half OBHR credits numbered 3(*alpha*)90 or above

- one-half elective credit (see program note 1)

### **Concentration in Information Systems Co-op (Honours only)**

To concentrate in Information Systems, students must have a minimum 70 percent major average, a minimum 60 percent non-major average, a minimum 70 percent grade in ITIS 2P91 and a minimum 70 percent ITIS average.

#### *Year 1*

- ACTG 1P91
- ECON 1P91 and 1P92
- ITIS 1P97
- MGMT 1P93 and 1P96
- MATH 1P97 and 1P98
- **STAT 1P98**
- one Sciences context credit

#### *Year 2*

- ACTG 2P12
- ADMI 0N90
- ECON 2P91
- ITIS 2P91
- FNCE 2P91 and 3P93
- MKTG 2P91 and 3P24
- OBHR 2P91 and 3P97
- OPER 2P91

#### *Year 3*

##### Fall Term:

- ADMI 0N11 and 2C01

##### Winter Term:

- ECON 2P23
- ENTR 2P91
- ITIS 3P98
- one-half credit from ITIS 3(alpha)90 or above, OPER 3(alpha)90 or above (see program note 4)
- one-half Humanities context credit
- one-half elective credit (see program notes 1 and 2)

##### Spring/Summer Sessions:

- ADMI 0N12 and 2C02

#### *Year 4*

##### Fall Term:

- ITIS 4P22 and 4P25
- MGMT 3P98
- one-half Humanities context credit
- one-half elective (see program note 1)

##### Winter Term:

- ADMI 0N13 and 2C03

##### Spring/Summer Sessions:

- ACTG 2P40
- ETHC 3P82
- one elective credit (see program note 1)

*Year 5*

Fall Term:

- MGMT 4P90
- one-half credit numbered 3(alpha)90 or above from ACTG, ENTR, FNCE, ITIS, MGMT, MKTG, OBHR, OPER
- one credit from ITIS 3(alpha)90 or above, OPER 3(alpha)90 or above (see program note 4)
- one-half elective (see program note 1)

## **Concentration in International Business Co-op (Honours only)**

To concentrate in International Business, students must have a minimum 70 percent major average and a minimum 60 percent non-major average.

*Year 1*

- ACTG 1P91
- ECON 1P91 and 1P92
- ITIS 1P97
- MGMT 1P93 and 1P96
- MATH 1P97 and 1P98
- **STAT 1P98**
- one Sciences context credit

*Year 2*

- ACTG 2P12
- ADMI 0N90
- ECON 2P91
- ITIS 2P91
- FNCE 2P91 and 3P93
- MKTG 2P91 and 3P24
- OBHR 2P91 and 3P97
- OPER 2P91

*Year 3*

Fall Term:

- ADMI 0N11 and 2C01

Winter Term

- ECON 2P23
- ENTR 2P91
- one-half credit numbered 3(alpha)90 or above from ACTG, ENTR, FNCE, ITIS, MGMT, MKTG, OBHR, OPER
- one of ECON 3P13, 3P93, ENTR 4P93, FNCE 3P96, 4P05, MGMT 4P35, 4P36, 4P94, MKTG 4P33, 4P34, OBHR 4P90
- one-half Humanities context credit
- one-half elective credit (see program notes 1 and 2)

Spring/Summer Sessions:

- ADMI 0N12 and 2C02

*Year 4*

Fall Term:

- MGMT 3P98
- one-half credit numbered 3(alpha)90 or above from ACTG, ENTR, FNCE, ITIS, MGMT, MKTG, OBHR
- one of ECON 3P13, 3P93, ENTR 4P93, FNCE 3P96, 4P05, MGMT 4P35, MKTG 4P33, 4P34, OBHR 4P90
- one-half Humanities context credit
- one-half elective (see program note 1)

Winter Term:

- ADMI 0N13 and 2C03

Spring/Summer Sessions:

- ACTG 2P40
- ETHC 3P82
- one elective credit or one language credit other than English numbered 1(*alpha*)90 or above (see program note 1)

*Year 5*

Fall Term:

- MGMT 4P90
- one credit from ECON 3P13, 3P93, FNCE 3P96, 4P05, MGMT 4P35, MKTG 4P33, 4P34, OBHR 4P90
- one elective credit (see program note 1)

## Concentration in Marketing Co-op (Honours only)

To concentrate in Marketing, students must have a minimum 70 percent major average, a minimum 60 percent non-major average, either a minimum 70 percent grade in MKTG 2P91 or a minimum 70 percent average in MKTG 2P91 and 3P24 and a minimum 70 percent MKTG average.

*Year 1*

- ACTG 1P91
- ECON 1P91 and 1P92
- ITIS 1P97
- MGMT 1P93 and 1P96
- MATH 1P97 and 1P98
- **STAT 1P98**
- one Sciences context credit

*Year 2*

- ACTG 2P12
- ADMI 0N90
- ECON 2P91
- ITIS 2P91
- FNCE 2P91 and 3P93
- MKTG 2P91 and 3P24
- OBHR 2P91 and 3P97
- OPER 2P91

*Year 3*

Fall Term:

- ADMI 0N11 and 2C01

Winter Term:

- ECON 2P23
- ENTR 2P91
- MKTG 3P96 or 3P98
- one-half credit from ACTG, ENTR, FNCE, MGMT, ITIS, MKTG, OBHR, OPER, POLI 4P54
- one-half Humanities context credit
- one-half elective credit (see program notes 1 and 2)

Spring/Summer Sessions:

- ADMI 0N12 and 2C02

*Year 4*

Fall Term:

- MGMT 3P98

- MKTG 4P25
- MKTG 4P31 or 4P29
- one-half Humanities context credit
- one-half elective credit (see program note 1)

Winter Term:

- ADMI 0N13 and 2C03

Spring/Summer Sessions:

- ACTG 2P40
- ETHC 3P82
- one elective credit (see program note 1)

*Year 5*

Fall Term:

- MGMT 4P90
- one and one-half MKTG credits numbered 3(alpha)90 or above
- one-half elective credit (see program note 1)

## **Concentration in Operations Management Co-op (Honours only)**

To concentrate in Operations Management, students must have a minimum 70 percent major average, a minimum 60 percent non-major average, a minimum 70 percent grade in OPER 2P91 and a minimum 70 percent OPER average.

*Year 1*

- ACTG 1P91
- ECON 1P91 and 1P92
- ITIS 1P97
- MGMT 1P93 and 1P96
- MATH 1P97 ~~and 1P98~~
- **STAT 1P98**
- one Sciences context credit

*Year 2*

- ACTG 2P12
- ADMI 0N90
- ECON 2P91
- ITIS 2P91
- FNCE 2P91 and 3P93
- MKTG 2P91 and 3P24
- OBHR 2P91 and 3P97
- OPER 2P91

*Year 3*

Fall Term:

- ADMI 0N11 and 2C01

Winter Term:

- ECON 2P23
- ENTR 2P91
- one ITIS or OPER 3(alpha)90 or above credit (see program note 4)
- one-half Humanities context credit
- one-half elective credit (see program notes 1 and 2)

Spring/Summer Sessions:

- ADMI 0N12 and 2C02

*Year 4*

Fall Term:

- MGMT 3P98
- one ITIS or OPER 3(*alpha*)90 or above credit (see program note 4)
- one-half Humanities context credit
- one-half elective credit (see program note 1)

Winter Term:

- ADMI 0N13 and 2C03

Spring/Summer Sessions:

- ACTG 2P40
- ETHC 3P82
- one elective credit (see program note 1)

*Year 5*

Fall Term:

- MGMT 4P90
- one-half credit from ACTG, ENTR, FNCE, MGMT, ITIS, MKTG, OBHR, OPER
- one ITIS or OPER 3(*alpha*)90 or above credit (see program note 4)
- one-half elective credit (see program note 1)

### **Concentration in Public Administration Co-op (Honours only)**

To concentrate in Public Administration, students must have a minimum 70 percent major average and a minimum 60 percent non-major average.

*Year 1*

- ACTG 1P91
- ECON 1P91 and 1P92
- ITIS 1P97
- MGMT 1P93 and 1P96
- MATH 1P97 and 1P98
- **STAT 1P98**
- one Humanities context credit or Sciences context credit

*Year 2*

- ACTG 2P12
- ADMI 0N90
- ECON 2P91
- ITIS 2P91
- FNCE 2P91 and 3P93
- MKTG 2P91 and 3P24
- OBHR 2P91 and 3P97
- OPER 2P91

*Year 3, 4 and 5:*

Contact the Goodman School of Business and Department of Political Science for Co-op program sequencing

- ADMI 0N11 and 2C01
- ADMI 0N12 and 2C02
- ADMI 0N13 and 2C03
- ACTG 2P40
- ECON 2P23
- ENTR 2P91

- 
- ETHC 3P82
- MGMT 3P98 and 4P90
- POLI 2P99 and 3P67
- POLI 4P50 and 4P54
- one and one-half credits from POLI 3P11, 3P99, 3P98, 3Q97, 4P10, 4P12, 4P01, 4P14, 4P67
- one Humanities or Science context credit not taken in Year 1
- two and one-half elective credits (see program note 1)

## Combined Honours Program

Combined Honours programs leading to a Bachelor of Arts (Honours) degree are available in Business and Economics, and Business and Political Science.

### Business and Economics

See the Economics entry for a listing of course requirements.

### Business and Political Science

See the Political Science entry for a listing of course requirements.

Also reference, Business Economics, Business Communication, and Computing and Business.

## Certificate in Administrative Studies

The Goodman School of Business offers a Certificate in Administrative Studies. This program is designed to prepare mature students who have completed undergraduate degrees to successfully pursue studies in business at the graduate level.

Eligibility requirements:

- Proficiency in English language as required for admission to an undergraduate degree program;
- Undergraduate degree or equivalent with minimum C standing;
- At least one year of full-time work experience (or permission of the Associate Dean, Goodman School of Business Undergraduate Programs)

Students wishing to pursue conditional admission to graduate programs at the point of application to the Certificate must also submit a full graduate application package for their program of interest.

Under exceptional circumstances, a student may be permitted to substitute other relevant course for those that form the usual program with permission of the Associate Dean, Goodman School of Business Undergraduate Programs.

See "Certificate Requirements" under Academic Regulations.

Students must maintain a minimum 70 percent average in the required courses listed below to continue in the certificate program.

The Certificate in Administrative Studies will be awarded upon completion of the following courses with a minimum 70 percent overall average:

- ACTG 1P01
- ECON 1P91
- FNCE 2P51
- STAT 1P98
- MATH 1P98
- MGMT 1P93 and 1P96
- MKTG 2P51
- OBHR 2P51
- one elective credit (see program note 8)

## Professional Masters Preparation Certificate

The Goodman School of Business offers a Professional Masters Preparation Certificate in Business (PMPC-Business). This

program is designed to prepare international students who have completed undergraduate degrees to successfully pursue studies in business at the graduate level.

Eligibility requirements:

Undergraduate degree or equivalent with minimum B standing, as required for admission to a graduate Certificate applicants whose first language is not English must provide evidence of proficiency in English as demonstrated through one of the following:

TOEFL IBT (Internet-based Test of English as a Foreign Language), Academic IELTS (International Language Testing System) scores. Normally, only those with TOEFL IBT scores of 70 or greater with minimum 16 on Speaking and 19 on Writing; IELTS scores of 6.0 or greater with no sections below 5.5; will be considered for admission.

Successful completion of Level 4 of the Brock Intensive English Language Program will also be accepted.

Students wishing to pursue conditional admission to graduate programs at the point of application to the Certificate must also submit a full graduate application package for their program of interest.

Under exceptional circumstances, a student may be permitted to substitute other relevant course for those that form the usual program with permission of the Associate Dean, Goodman School of Business Undergraduate Programs. See "Certificate Requirements" under Academic Regulations.

Students must maintain a minimum 70 percent average in the required courses listed below to continue in the certificate program.

The Professional Masters Preparation Certificate (Business) will be awarded upon completion of the following courses with a minimum 70 percent overall average:

- ACTG 2P51 or ENTR 2P51
- MGMT 1P93
- PMPB 6F20, 6F21, 6F22, 6P12, 6P23

## **Minor in Business**

Students in other disciplines can obtain a Minor in Business within their degree program by completing the following courses with a minimum 60 percent overall average:

- ACTG 2P51
- ENTR 2P51 (see program note 3)
- ETHC 3P82
- FNCE 2P51
- ITIS 2P51
- MKTG 2P51
- OBHR 2P51
- OPER 2P51

## **Minor in Management**

Students in other disciplines can obtain a Minor in Management within their degree program by completing the following with a minimum 60 percent overall averages:

- MGMT 1P93
- ETHC 2P51
- Choose six of the following: ACTG 2P51, ENTR 2P51, FNCE 2P51, ITIS 2P51, MKTG 2P51, MKTG 2P52, OBHR 2P51, OBHR 2P52, OPER 2P51

## **Brock/University Articulation Agreement**

### **International Double Degree Programs**

Brock University offers students the opportunity to complete a Double degree program with studies completed at both Brock

University and one of four leading business schools overseas: The European Business School, International University Schloss Reichartshausen (EBS) in Germany; ESB Business School, Reutlingen University (Reutlingen) in Germany; NEOMA Business School (Neoma) in France; Dublin City University (DCU) in Ireland and Lancaster University (LU) in England.

## European Business School (EBS)

Brock students will complete the first two and one-half years at Brock and the remaining one and one-half years at EBS. EBS students complete the first one and one-half years at EBS, the next two years at Brock and the remaining one-half year at EBS for completion of a thesis.

### For Brock students attending European Business School in Year 3

#### Year 1

(taken at Brock University)

- ACTG 1P91
- ECON 1P91 and 1P92
- GERM 1F00 or 1F90 (see program note 7)
- ITIS 1P97
- MGMT 1P93 and 1P96
- MATH 1P97 and 1P98
- **STAT 1P98**

#### Year 2

(taken at Brock University)

- ACTG 2P12
- ADMI 0N90
- ENTR 2P91
- ITIS 2P91
- FNCE 2P91
- GERM 1F90 or one GERM credit (see program note 7)
- MKTG 2P91 and 3P24
- OBHR 2P91
- OPER 2P91

Spring/Summer Sessions:

- ADMI 0N11 and 2C01

#### Year 3

Fall Term:

(taken at Brock University)

- ACTG 2P40
- OBHR 3P97
- FNCE 3P93
- **ECON 2P91** ~~MGMT 3P98~~
- one Sciences context credit

Winter Term:

- taken at European Business School

Spring/Summer Sessions:

(taken at European Business School)

- EBS Internship Placement

#### Year 4

- taken at European Business School

**For European Business School Students attending Brock in Years 3 and 4**

*Years 1 and 2*

- taken at European Business School

*Year 3*

Fall Term:

- taken at European Business School

Winter Term:

(taken at Brock University)

- ECON 2P23
- FNCE 3P93
- MKTG 3P24
- OBHR 2P91
- ITIS 2P91
- ~~MGMT 3P98~~
- **ECON 2P91**

Spring/Summer Sessions:

(taken at Brock University)

- ADMI 0N11

*Year 4*

(taken at Brock University)

- One of ENTR 4P93, FNCE 4P05, MKTG 4P33, **MGMT 4P35, MGMT 4P36, MGMT 4P94**, OBHR 4P90
- **ETHC 3P82**~~ECON 2P91~~
- OBHR 3P97
- one and one-half credits from ACTG, ENTR, FNCE, ITIS, MKTG, OBHR, OPER numbered 3 (alpha) 90 or above
- one Humanities context credit
- one and one-half elective credits (see program note 1)

Spring Session:

(taken at Brock University)

- One Sciences context credit
- one elective credit (see program note 1)

Summer Session:

- taken at European Business School

## **Dublin City University**

Brock students will complete the first two years at Brock; two years at Dublin City University and the remaining half year at Brock. Dublin City University students complete the first two years at Dublin, and the next two years at Brock.

**For Brock students attending Dublin City University in Years 3 and 4**

*Year 1*

(taken at Brock University)

- ACTG 1P91
- ECON 1P91 and 1P92
- ITIS 1P97
- MGMT 1P93 and 1P96
- MATH 1P97~~and 1P98~~
- **STAT 1P98**
- one Sciences context credit

*Year 2*

(taken at Brock University)

- ACTG 2P12 and 2P40
- ADMI 0N90
- ECON 2P23 and 2P91
- FNCE 2P91 and 3P93
- ITIS 2P91
- MKTG 2P91
- OBHR 2P91
- one-half Humanities context credit

Spring/Summer Sessions:

- ADMI 0N11 and 2C01

*Year 3*

Fall Term:

(taken at Dublin City University)

Winter Term:

MT310 - Intra Co-op Experience

*Year 4*

(taken at Dublin City University)

*Year 5*

Fall Term

(taken at Brock University)

- MGMT 3P98
- one-half Humanities context credit
- one and one-half elective credits (see program note 1)

**For Dublin City University Students attending Brock in Years 3 and 4**

*Years 1 and 2*

(taken at Dublin City University)

*Year 3*

(taken at Brock University)

- ADMI 0N90
- ITIS 1P97 and 2P91
- ECON 2P23 and 2P91
- ENTR 2P91
- MKTG 3P24
- MGMT 3P98
- OPER 2P91
- OBHR 3P97
- one-half Humanities credit

Spring/Summer Sessions:

(taken at Brock University)

- ADMI 0N11 and 2C01

*Year 4*

(taken at Brock University)

- One of ENTR 4P93, FNCE 4P05, MKTG 4P33, OBHR 4P90
- ETHC 3P82
- MGMT 4P90
- two credits from ACTG, ENTR, FNCE, ITIS, MKTG, OBHR, OPER numbered 3(alpha)90 or above
- one Sciences context credit
- one-half Humanities credit

- one elective credit (see program note 1)

## Lancaster University

Brock students will complete the first two years at Brock and the next two years at Lancaster University. Lancaster University students complete the first two years at Lancaster, and the next two years at Brock.

### **For Brock students attending Lancaster University in Years 3 and 4**

*Year 1*

(taken at Brock University)

ACTG 1P91

- ECON 1P91 and 1P92
- ITIS 1P97
- MGMT 1P93 and 1P96
- MATH 1P97 and 1P98
- **STAT 1P98**
- one Sciences context credit

*Year 2*

(taken at Brock University)

ACTG 2P12 and 2P40

- ADMI 0N90
- ECON 2P91
- FNCE 2P91 and 3P93
- ITIS 2P91
- MKTG 2P91
- OBHR 2P91
- one Humanities context credit

Spring/Summer Sessions:

ADMI 0N11 and 2C01

*Year 3*

(taken at Lancaster University)

Spring/Summer Term:

Internship (Co-op) Experience

*Year 4*

(taken at Lancaster University)

### **For Lancaster University Students attending Brock in Years 3 and 4**

*Years 1 and 2*

(taken at Lancaster University)

*Year 3*

(taken at Brock University)

ADMI 0N90

- ECON 2P23 and 2P91
- ENTR 2P91
- FNCE 3P93
- MKTG 3P24
- MGMT 3P98

- OPER 2P91
- OBHR 3P97
- one Humanities context credit

Spring/Summer Sessions:

(taken at Brock University)

ADMI 0N11 and 2C01

*Year 4*

(taken at Brock University)

ACTG 2P40

- one of ENTR 4P93, FNCE 4P05, MKTG 4P33, OBHR 4P90
- ETHC 3P82
- MGMT 4P90
- two credits from ACTG, ENTR, FNCE, ITIS, MKTG, OBHR, OPER numbered 3(alpha)90 or above
- one science context credit

## Neoma Business School

Brock students will complete the first two years at Brock; two years at Neoma Business School and the remaining half year at Brock. Neoma students complete the first two years at Neoma, and the next two and a half years at Brock.

### For Brock students attending Neoma Business School in Years 3 and 4

*Year 1*

(taken at Brock University)

- ACTG 1P91
- ECON 1P91 and 1P92
- one of FREN 1F50, 1F90, 2F00 (see program note 8)
- ITIS 1P97
- MGMT 1P93 and 1P96
- MATH 1P97 and 1P98
- **STAT 1P98**

*Year 2*

(taken at Brock University)

- ACTG 2P12
- **OPER 2P91** ACTG 2P40
- ADMI 0N90
- ECON 2P91
- ENTR 2P91
- FNCE 2P91
- one of FREN 1F90, 2F00, one FREN credit (see program note 8)
- ITIS 2P91
- MKTG 2P91
- OBHR 2P91

Spring/Summer Sessions:

- ADMI 0N11 and 2C01

*Year 3*

Fall Term:

(taken at Neoma Business School)

Winter Term:  
Professional Experience Internship

*Year 4*  
(taken at Neoma Business School)

*Year 5*  
Fall Term:  
(taken at Brock University)

- ACTG 2P40
- ECON 2P23
- FNCE 3P93 ~~one elective credit (see program note 1)~~
- one sciences context credit (see program notes 1)

#### **For Neoma Business Students attending Brock in Years 3 and 4**

*Years 1 and 2*  
(taken at Neoma Business School)

*Year 3*  
(taken at Brock University)

- ADMI 0N90
- ITIS 1P97 and 2P91
  - ECON 2P91
  - ENTR 2P91
  - FNCE 3P93
  - MATH 1P97
  - MGMT 3P98
  - MKTG 3P24
  - OBHR 3P97
  - OPER 2P91
  - ETHC 3P82 ~~one half elective credit (see program note 1)~~

Spring/Summer Sessions:  
(taken at Brock University)

- ADMI 0N11 and 2C01

*Year 4*  
(taken at Brock University)

- ECON 2P23
- one of ENTR 4P93, FNCE 4P05, MKTG 4P33, MGMT 4P35, MGMT 4P36, MGMT 4P94, OBHR 4P90
- ~~ETHC 3P82~~
- MGMT 4P90
- two credits from ACTG, ENTR, FNCE, ITIS, MKTG, OBHR, OPER numbered 3(*alpha*)90 or above
- one Sciences context credit
- one ~~and one-half~~ elective credit (see program note 1)

## **Reutlingen University**

For Brock students attending Reutlingen in Years 3 and 4

*Year 1*  
(taken at Brock University)

- ACTG 1P91
- ECON 1P91 and 1P92
- ITIS 1P97

- 
- MGMT 1P93 and 1P96
- GERM 1F00 or 1F90 (see program note 7)
- MATH 1P97 and 1P98
- **STAT 1P98**

*Year 2*

(taken at Brock University)

- ACTG 2P12
- ADMI 0N90
- ECON 2P91
- **FNCE 2P91** ~~ENTR 2P91~~
- **FNCE 3P93** ~~FNCE 2P91~~
- **MKTG 2P91** ~~ITIS 2P91~~
- **MKTG 3P24** ~~MKTG 2P91~~
- OBHR 2P91
- OPER 2P91
- GERM 1F90 or one GERM credit (see program note 7)

Spring/Summer Sessions:

- ADMI 0N11 and 2C01

*Year 3*

Fall Term:

(taken at Reutlingen)

Winter Term:

Professional Experience Internship

*Year 4*

(taken at Reutlingen)

*Year 5*

Fall Term:

(taken at Brock University)

- ACTG 2P40
- ECON 2P23
- one-half credit from ACTG, ENTR, FNCE, ITIS, MKTG, OBHR, OPER numbered 3(alpha)90 or above
- one sciences context credit (see program note 1)

**For Reutlingen Students attending Brock in Years 3 and 4**

<div> </div><p class="padded italics" id="0001-809d2fceeefbfb559cc2ce94a9cf1d7">Years 1 and 2</p>

(taken at Reutlingen)

*Year 3*

(taken at Brock University)

- **ADMI 0N90**
- ITIS 1P97 and 2P91
- ECON 2P23 and 2P91
- ENTR 2P91
- MGMT 3P98
- OPER 2P91
- OBHR 3P97
- **one elective credit** ~~one Humanities context credit~~

Spring/Summer Sessions

(taken at Brock University)

- ADMI 0N11 and 2C01

#### Year 4

(taken at Brock University)

- one credit in one of ENTR 4P93, FNCE 4P05, MKTG 4P33, MGMT 4P35, MGMT 4P36, MGMT 4P94, OBHR 4P90
- ETHC 3P82
- one Sciences context credit
- MGMT 4P90
- two credits from ACTG, ENTR, FNCE, ITIS, MKTG, OBHR, OPER numbered 3(alpha)90 or above
- one-half elective credit (see program note 1)

Spring Session:

(taken at Brock University)

- one and one-half elective credits (see program note 1)

## 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.

### ACCOUNTING COURSES

ACTG 1P01

#### **Introduction to Financial Accounting**

Fundamental concepts of financial accounting as related to the balance sheet, income statement and statement of cash flows. Understanding the accounting cycle and routine transactions. Integrates both theoretical and practical application of accounting concepts.

Lectures, discussion, 3 hours per week.

Restriction: open to BAcc majors.

Completion of this course will replace previous assigned grade and credit obtained in ACTG 1P11, 1P91 and 2P51.

ACTG 1P02

#### **Introduction to Managerial Accounting**

Accounting for managerial decision-making, including identifying relevant data, understanding various cost accounting systems and breakeven analysis. Integrates both theoretical and practical application of accounting concepts.

Lectures, discussion, 3 hours per week.

Restriction: open to BAcc majors.

Prerequisite(s): ACTG 1P01 (1P11).

Completion of this course will replace previous assigned grade and credit obtained in ACTG 1P12, 2P12 and 2P51.

ACTG 1P91

#### **Introduction to Financial Accounting**

Fundamental concepts of financial accounting as related to the balance sheet, income statement and statement of cash flow. Problems of income determination, asset and equity measurements and analysis of financial statements.

Lectures, discussion, 3 hours per week.

Restriction: open to BBA, BBE, BCB and combined Business majors.

Completion of this course will replace previous assigned grade and credit obtained in ACTG 1P01, 1P11 and 2P51.

ACTG 2P12

**Introduction to Management Accounting**

Accounting for managerial decision-making, including identifying relevant data, understanding various cost accounting systems and breakeven analysis.

Lectures, discussion, 3 hours per week.

Restriction: open to BBA, BBE, BCB and combined Business majors.

Prerequisite(s): ACTG 1P01 or 1P91.

Completion of this course will replace previous assigned grades and credits obtained in ACTG 1P02, 1P12 and 2P51.

ACTG 2P21

**Cost and Managerial Accounting I**

Internal recording systems developed to implement and guide management planning and control emphasizing cost identification, product costing, cost behaviour and cost allocations as well as analysis and communication of relevant information to users in a professional manner.

Lectures, discussion, 3 hours per week.

Restriction: open to BAcc majors and BBA students approved to the Accounting concentration. In Spring Session, open to BAcc Co-op majors until date specified in Registration guide.

Prerequisite(s): ACTG 1P02 (1P12) or 2P12.

ACTG 2P31

**Accounting for External Reporting I**

Topics in theory preparation and analysis of external financial reports under Canadian GAAP. Topics may include the Canadian financial reporting environment, the conceptual framework underlying financial reporting, accounting information systems, revenue recognition, reporting financial performance, financial position and cash flows, and accounting for cash, temporary investments and receivables.

Lectures, discussion, 3 hours per week.

Restriction: open to BAcc majors and BBA students approved to the Accounting concentration or permission of the Department.

Prerequisite(s): ACTG 1P02 (1P12) or 2P12.

ACTG 2P32

**Accounting for External Reporting II**

Advanced topics in the preparation of external financial reports according to current GAAP. Use, critique and analysis of financial reports. Topics may include accounting for inventory; property, plant and equipment; intangibles; short and long term liabilities; and owners' equity.

Lectures, discussion, 3 hours per week.

Restriction: open to BAcc majors and BBA students approved to the Accounting concentration or permission of the Department. In Spring Session, open to BAcc Co-op majors and BBA Co-op students approved to the Accounting concentration until date specified in Registration guide.

Prerequisite(s): ACTG 2P31.

ACTG 2P40

**Commercial Law**

Basic legal considerations for the business organization.

Lectures, discussion, 3 hours per week.

Restriction: open to BAcc, BBA, BBE, BCB and combined Business majors. In Spring Session open to BBA Co-op majors until date specified in Registration guide.

Completion of this course will replace previous assigned grade and credit obtained in ACTG 1P71.

ACTG 2P51

**Understanding Accounting**

Role of accounting in society. Basic concepts underlying financial and managerial accounting and information systems used by accounting.

Restriction: not open to BAcc, BBA, BBE, BCB and combined Business majors.

Note: may be offered online.

Completion of this course will replace previous assigned grade and credit obtained in ACTG 1P01, 1P11, 1P12, 1P91 and 2P12.

ACTG 3P11

**Auditing Concepts**

Nature and importance of the audit function, the role, professional and legal responsibilities of the auditor, and the audit report. Audit planning, materiality, risk and audit evidence.

Lectures, discussion, 3 hours per week.

Restriction: open to BAcc majors and BBA students approved to the Accounting concentration or permission of the Department.

In Spring Session, open to BAcc Co-op majors and BBA Co-op students approved to the Accounting concentration until date specified in Registration guide.

Prerequisite(s): ACTG 3P97.

ACTG 3P23

**Cost and Managerial Accounting II**

Continuation of the study of internal recording systems emphasizing performance evaluation, divisional performance measurement, transfer pricing, behavioural implications of accounting information and current issues including analysis and communication of relevant information to users in a professional manner.

Lectures, discussion, 3 hours per week.

Restriction: open to BAcc majors or permission of the Department. In Spring Session, open to BAcc Co-op majors until date specified in Registration guide. In Fall Term, open to BAcc non Co-op majors until date specified in Registration guide.

Prerequisite(s): ACTG 2P21.

ACTG 3P33

**Accounting for External Reporting III**

Advanced topics in the preparation of external financial reports according to current GAAP. Use, critique and analysis of these reports. Topics may include accounting for long-term investments, leases, income taxes, pensions, error analysis, cash flow statements and ethics.

Lectures, discussion, 3 hours per week.

Restriction: open to BAcc majors or permission of the Department. In Spring Session, open to BAcc Co-op majors until date specified in Registration guide. In Fall Term, open to BAcc non Co-op majors until date specified in Registration guide.

Prerequisite(s): ACTG 2P32.

ACTG 3P41

**Taxation I**

Principles underlying federal income taxation in Canada through an analysis of the Income Tax Act, R.S.C., as amended.

Computation of net income for tax purposes.

Lectures, discussion, 3 hours per week.

Restriction: open to BAcc majors or permission of the Department. In Spring Session, open to BAcc Co-op students until date specified in Registration guide.

Prerequisite(s): ACTG 1P02 (1P12) or 2P12.

Completion of this course will replace previous assigned grade and credit obtained in ACTG 4P40.

ACTG 3P97

**Accounting Information Systems**

Fundamental concepts of accounting information systems emphasizing analysis, design and implementation of information systems and internal controls.

Lab, discussion, 3 hours per week.

Restriction: open to BAcc majors and BBA students approved to the Accounting concentration or permission of the Department.

Prerequisite(s): ACTG 1P02 (1P12) or 2P12; ITIS 1P97.

# ACTG 4P03

**Financial Analysis**

(also offered as FNCE 4P03)

Importance and use of financial statement information in areas such as analysis of credit, equity investment, industry and competitors, analysis of mergers and acquisitions and the firm's strategy in communicating information to capital markets.

Lectures, case discussion, 3 hours per week.

Restriction: open to BAcc students, BBA students approved to the Finance concentration, General Management concentration and BBE Financial Economics option students until date specified in Registration guide.

Prerequisite(s): FNCE 3P93.

ACTG 4P11

**Accounting Theory**

Economic, behavioural and ethical foundations of accounting theory including the need for and development of standards, a conceptual framework, alternatives to present accounting models and current issues.

Lectures, discussion, 3 hours per week.

Restriction: open to BAcc majors or permission of the Department. In Fall Term, open to BAcc Co-op majors until date specified in Registration guide.

Prerequisite(s): ACTG 3P33.

ACTG 4P12

**Integration and Problem Solving**

Incorporates sub disciplines of accounting in the context of a wider view of organizations through the examination of applied and theoretical issues.

Cases, discussion, 3 hours per week.

Restriction: open to BAcc majors or permission of the Department. In Fall Term, open to BAcc Co-op majors until date specified in Registration guide.

Prerequisite(s): ACTG 3P23, 3P33, 4P41 and 4P61.

ACTG 4P34

**Accounting for External Reporting IV**

Advanced topics in theory, preparation and analysis of external financial reports under Canadian GAAP. Topics may include theory and practice of consolidation procedures, accounting for international operations and financial instruments, and basics of accounting for not-for-profit organizations.

Lectures, discussion, 3 hours per week.

Restriction: open to BAcc majors or permission of the Department. In Spring Session, open to BAcc Co-op majors until date specified in Registration guide. In Fall Term, open to BAcc non Co-op majors until date specified in Registration guide.

Prerequisite(s): ACTG 3P33.

ACTG 4P40

**Tax Strategies for Planning and Decision Making**

Principles of individual and corporate taxation emphasizing the effects of federal and sub federal income taxes on decision making in business.

Lectures, discussion, cases, 3 hours per week.

Restriction: open to BBA students approved to the Accounting concentration, BBE Financial Economics option students and combined Business majors until the date specified in Registration guide. After that date open to BBA, BBE Financial Economics option students, combined Business majors and to students who hold a minimum 70 percent major average and a minimum 60 percent non-major average. Students must hold a minimum of 10.0 overall credits.

Prerequisite(s): ACTG 1P02 (1P12) or 2P12.

Completion of this course will replace previous assigned grade and credit obtained in ACTG 3P41, 4P41 and 4P42.

ACTG 4P41

**Taxation II**

Computation of taxable income and taxes payable for individuals and corporations. Rights and obligations of the taxpayer.

Determination of the effects of federal income taxes on decision-making, partnerships and trusts.

Lectures, discussion, 3 hours per week.

Restriction: open to BAcc majors or permission of the Department. In Spring Session, open to BAcc Co-op majors until date specified in Registration guide. In Fall Term, open to BAcc non Co-op majors until date specified in Registration guide.

Prerequisite(s): ACTG 3P41.

Completion of this course will replace previous assigned grade and credit obtained in ACTG 4P40.

ACTG 4P42

**Taxation III**

Topics include tax implications of changes in corporate structures, corporate distributions, rollovers and shareholder manager remuneration.

Lectures, discussion, 3 hours per week.

Restriction: open to BAcc majors or permission of the Department. In Spring Session, open to BAcc Co-op majors until date specified in Registration guide. In Fall Term, open to BAcc non Co-op majors until date specified in Registration guide.

Prerequisite(s): ACTG 4P41.

Completion of this course will replace previous assigned grade and credit obtained in ACTG 4P40.

ACTG 4P61

**External Auditing I**

Review and assessment of internal controls, planning and execution of the audit, evaluation of audit evidence and use of sampling techniques

Lectures, discussion, 3 hours per week.

Restriction: open to BAcc majors or permission of the Department. In Spring Session, open to BAcc Co-op majors until date specified in Registration guide. In Fall Term, open to BAcc non Co-op majors until date specified in Registration guide.

Prerequisite(s): ACTG 3P11.

ACTG 4P62

**External Auditing II**

Emphasis on the completion of the audit, evaluation of results, audit reports, review engagements and current topics.

Lectures, discussion, 3 hours per week.

Restriction: open to BAcc majors or permission of the Department. In Fall Term, open to BAcc Co-op majors until date specified in Registration guide.

Prerequisite(s): ACTG 4P61.

ACTG 4P91

**Research Topic**

Directed intensive study or research under the supervision of a faculty member in an area in which the student has shown particular competence.

Restriction: open to BAcc, BBA and combined Business majors with a minimum of 13.5 overall credits and permission of the Chair and supervising faculty member.

Note: to be chosen in consultation with the supervising faculty member.

ACTG 4V90-4V99

**Topics in Accounting**

Courses in specialized areas within the discipline.

Lectures, discussion, 3 hours per week.

Restriction: open to BAcc, BBA and combined Business majors.

**ENTREPRENEURIAL STUDIES COURSES**

ENTR 2P51

**Entrepreneurship Basics**

Entrepreneurs and the new venture creation process: attributes of entrepreneurs and the processes involved in successfully launching new enterprises.

Lectures, discussion, 3 hours per week.

Restriction: open to SPMA, STAC, TMGT, TOUR majors, Business and Management minors until date specified in Registration guide. Students must hold a minimum 3.0 overall credits. Not open to BBA and BAcc majors.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in ENTR 2P91.

ENTR 2P91

**Entrepreneurship**

Theories of entrepreneurship and intrapreneurship, entrepreneurial attributes, new venture creation processes and feasibility plan preparation.

Lectures, discussion, 3 hours per week.

Restriction: open to BBA, BAcc and combined Business majors. In Winter Term open to BBA Co-op and EBS Double Degree majors until date specified in Registration guide.

Prerequisite(s): ACTG 2P31, or MGMT 1P93 and 1P96.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in ENTR 2P51.

ENTR 3P92

**Creativity and the Entrepreneur**

Exploration of creative and personal entrepreneurial abilities. Topics include sources of ideas and their transformation into commercial opportunities, environmental scanning, trend identification and futurism.

Lectures, discussion, 3 hours per week.

Prerequisite(s): ENTR 2P51 or 2P91.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

ENTR 3P93

**Managing Growth in Entrepreneurial Firms**

Development of management concepts and techniques relevant to new and growing enterprises. Adaptations of management techniques due to limitations of management time and resources in early stage companies and changes to management approaches as companies grow.

Lectures, discussion, 3 hours per week.

Prerequisite(s): ENTR 2P51 or 2P91.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

ENTR 3P94

**Corporate Entrepreneurship and Innovation**

Management of innovation and entrepreneurship in mid-sized and larger organizations. The role of leadership in developing and maintaining innovation and entrepreneurship and the mechanisms for stimulating organizational growth and entrepreneurial culture. How organizations respond to innovation.

Lectures, discussion, 3 hours per week.

Prerequisite(s): ENTR 2P51 or 2P91.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

ENTR 3P96

**Venture Capital and the Entrepreneur**

Financial challenges and strategies for new and growing ventures; evaluating and packaging new venture opportunities; importance of business angel and venture capital finance.

Lectures, discussion, 3 hours per week.

Prerequisite(s): ENTR 2P91.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

ENTR 3P98

**Family Business**

Theories, research and current practices relating to family business management. Topics include the importance of family businesses, the role of the founder and the entrepreneur, intergenerational succession, going outside the family, managing conflict, strategic management of the family business.

Lectures, case discussion, 3 hours per week.

Restriction: open to BAcc and BBA majors with a minimum of 10.0 overall credits.

Prerequisite(s): OBHR 2P91.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

# ENTR 3P99

**Research Methods in Organization Studies**

(also offered as OBHR 3P99)

Techniques and methods of conducting reliable and valid research including theory and hypothesis testing, measurement, survey and experimental design, and other quantitative and qualitative research methods. Emphasis on understanding and critical evaluation of empirical research in organizational behaviour, human resource management, entrepreneurship and other fields in organization studies.

Lectures, case discussion, 3 hours per week.

Restriction: open to BBA students approved to the Entrepreneurship concentration and Human Resource Management concentration until the date specified in Registration guide. After that date open to BAcc, BBA, BCB and combined Business majors. Students must have a minimum of 10.0 overall credits.

Prerequisite(s): OBHR 2P91.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

ENTR 3V90-3V99

**Topics in Entrepreneurship I**

Courses in specialized areas within the discipline.

Note: may be offered on-site, online or blended.

ENTR 4F90

**Research Topic**

Directed intensive study and research under the supervision of a faculty member in an area in which the student has shown particular competence.

Restriction: open to BBA, BBE and combined Business majors with a minimum of 13.5 overall credits and permission of the Chair and supervising faculty member.

Note: topic to be chosen in consultation with the supervising faculty member. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

ENTR 4P10

**Planning New Venture Creation**

Identification and assessment of appropriate forms for commercial development of new ventures. Strategic and operational planning relevant to the creation of an entrepreneurial firm. Preparation of a formal business plan.

Lectures, case discussion, presentations, 3 hours per week.

Prerequisite(s): ENTR 2P51 or 2P91.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

ENTR 4P91

**Research Topic**

Directed study or research under the supervision of a faculty member in an area in which the student has shown particular competence.

Restriction: open to BBA, BBE and combined Business majors with a minimum of 13.5 overall credits and permission of the Chair and supervising faculty member.

Note: to be chosen in consultation with the supervising faculty member. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

ENTR 4P93

**International Dimensions of Entrepreneurship**

Strategies to recognize global opportunities and to use global networks for resources, design and distribution of goods and services for customers in other parts of the world.

Lectures, case discussion, presentations, 3 hours per week.

Prerequisite(s): ENTR 2P51 or 2P91.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

ENTR 4V90-4V99

**Topics in Entrepreneurship II**

Courses in specialized areas within the discipline.

Note: may be offered on-site, online or blended.

**ETHICS COURSES**

ETHC 2P51

**Business, Society, and Ethics**

Topics may include, internal and external stakeholder analysis; corporate governance and strategic management; business ethics and leadership.

Lectures, case discussion, 3 hours per week.

Restriction: not open to BAcc, BBA, BBE, BCB and combined Business majors.

Note: Cannot be taken with ETHC 3P82. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in ETHC 3P82.

ETHC 3P82

**Business Ethics**

Ethical issues pertaining to business behaviour, business organizations and economic systems. Topics may include ethical issues involving the social purpose of business, rights and responsibilities of shareholders and stakeholders, the environment, corporate governance, international issues, and ethical issues involving accounting, marketing, finance, operations, employees, customers, suppliers and the general public.

Lectures, 3 hours per week.

Restriction: open to BAcc, BBA, combined Business majors and Business minors with a minimum of 5.0 overall credits. In Spring Session open to BBA Co-op and BAcc Co-op majors until date specified in Registration guide.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

**FINANCE COURSES**

FNCE 2P50

**Introduction to Personal Financial Planning**

Financial goal setting, evaluating the financial implications of goals, preparation and analysis of personal financial statements, understanding personal credit and debt; emphasis on mortgage borrowing, investment alternatives for individuals and families, personal taxes, basic insurance products desired for family protection, financial planning in retirement and estate planning.

Lectures, case discussion, 3 hours per week.

Restriction: not open to BAcc, BBA, BBE, BCB and combined Business majors.

Note: may be offered online.

FNCE 2P51

**Introduction to Finance**

Criteria used in making investment decisions, risk concepts and the valuation of assets, a financial analysis, forecasting and leverage, the theory of interest, valuation and capital budgeting.

Lectures, discussion, 3 hours per week.

Restriction: not open to BAcc, BBA, BBE, BCB and combined Business majors.

Note: may be offered online.

Completion of this course will replace previous assigned grade and credit obtained in FNCE 2P91.

FNCE 2P91

**Corporate Finance I**

Finance function in the private and public sectors. Techniques of financial analysis. Investment in current assets, capital budgeting, valuation, risk and return, and cost of capital.

Lectures, discussion, 3 hours per week.

Restriction: open to BAcc, BBA, BBE, BCB and combined Business majors. In Fall Term open to BAcc, BAcc Co-op, BBA Co-op, EBS Double Degree and BBE Co-op majors until date specified in Registration guide.

Prerequisite(s): ACTG 1P01 (1P11) or 1P91; ECON 1P91 and 1P92; one of MATH 1P01, 1P05, 1P97; **STAT (MATH) 1P98**.

Completion of this course will replace previous assigned grade and credit obtained in FNCE 2P51.

FNCE 3P93

**Corporate Finance II**

Capital structure and dividend policy. Analysis of long and short term financing decisions. Introduction to options and futures, mergers and acquisitions.

Lectures, discussion, 3 hours per week.

Restriction: open to BAcc, BBA, BBE, BCB and combined Business majors. In Spring Session open to BAcc Co-op majors until date specified in Registration guide. In Winter Term open to BAcc, BAcc Co-op, BBA Co-op, EBS Double Degree and BBE Co-op majors until date specified in Registration guide.

Prerequisite(s): FNCE 2P91.

FNCE 3P95

**Personal Financial Planning**

Tools and techniques of developing comprehensive personal financial plans. Topics include financial analysis of client goals, assessing wealth and the capacity to accomplish goals, debt management strategies, personal portfolio management, tax management strategies, risk management and insurance, financial strategies in retirement, and estate planning emphasizing wills, trusts and estate freezing.

Lectures, case discussion, 3 hours per week.

Restriction: open to BBA students approved to the Finance concentration and BBE Financial Economics option students until date specified in Registration guide. After that date open to BAcc, BBA, BBE, BCB and combined Business majors.

Prerequisite(s): FNCE 3P93.

FNCE 3P96

**Financial Theory**

Theoretical foundations of finance and their implications for the financial decision making of both individuals and corporations. Decisions involving the valuation of fixed assets and marketable securities under conditions of certainty and uncertainty and in the context of perfect and imperfect capital markets.

Lectures, discussion, 3 hours per week.

Restriction: open to BBA students approved to the Finance concentration, General Management concentration, International Business concentration and BBE Financial Economics option students until date specified in Registration guide. After that date open to BAcc, BBA, BBE, BCB and combined Business majors.

Prerequisite(s): FNCE 3P93 (minimum 60 percent); ECON 2P90 or 2P91.

FNCE 4F90

**Research Topic**

Directed intensive study and research under the supervision of a faculty member in an area in which the student has shown particular competence.

Restriction: open to BBA, BBE and combined Business majors with a minimum of 13.5 overall credits and permission of the Chair and supervising faculty member.

Note: topic to be chosen in consultation with the supervising faculty member.

FNCE 4P02

**Corporate Financial Policy**

Case discussions to develop and apply understanding of material in FNCE 2P91 and 3P93 to situations encountered in business decision settings.

Lectures, case discussion, 3 hours per week.

Restriction: open to BBA students approved to the Finance concentration and BBE Financial Economics option students until date specified in Registration guide. After that date open to BAcc, BBA, BBE, BCB and combined Business majors.

Prerequisite(s): FNCE 3P96.

\* FNCE 4P03

**Financial Analysis**

(also offered as ACTG 4P03)

Importance and use of financial statement information in areas such as analysis of credit, equity investment, industry and competitors, analysis of mergers and acquisitions and the firm's strategy in communicating information to capital markets. Lectures, case discussion, 3 hours per week.

Restriction: open to BBA students approved to the Finance concentration, General Management concentration, BAcc and BBE Financial Economics option students until date specified in Registration guide.

Prerequisite(s): FNCE 3P93.

FNCE 4P04

**Investment Analysis and Portfolio Management**

Examination of the investment/asset allocation decision for the individual and institutional investors. Discussion of the main asset pricing models and market efficiency tests. Theoretical and practical valuation models of common stocks, preferred stocks, mutual funds and pension funds. Use of different instruments in various investment strategies such as investment, speculation, hedging and arbitrage. Techniques used by analysts to pick investments such as fundamental analysis, technical analysis and quantitative analysis.

Lectures, discussion, 3 hours per week.

Restriction: open to BBA students approved to the Finance concentration and BBE Financial Economics option students until date specified in Registration guide. After that date open to BAcc, BBA, BBE, BCB and combined Business majors.

Prerequisite(s): FNCE 3P96.

FNCE 4P05

**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.

Lectures, discussion, 3 hours per week.

Restriction: open to BBA students approved to the Finance concentration, General Management concentration, International Business concentration and BBE Financial Economics option students until date specified in Registration guide. After that date open to BAcc, BBA, BBE, BCB and combined Business majors.

Prerequisite(s): FNCE 3P93 or 3P96.

FNCE 4P08

**Management of Financial Institutions**

Organizational structure and operating practices; self-regulation, government and international regulation of financial institutions; managerial aspects associated with savings, credit liquidity, assets, liabilities and capital problems, financial planning, strategy formulation and performance evaluation. Growth of financial services on a global basis.

Lectures, case discussion, 3 hours per week.

Restriction: open to BBA students approved to the Finance concentration and BBE Financial Economics option students until date specified in Registration guide. After that date open to BAcc, BBA, BBE, BCB and combined Business majors.

Prerequisite(s): FNCE 3P96.

FNCE 4P09

**Portfolio Management**

Utility theory and stochastic dominance, the efficient formation of portfolios in mean/variance framework under various assumptions, application of asset pricing models to portfolio management, the evaluation of portfolio performance and current topics in portfolio management. Students will employ computer software in the management of stock and fixed income portfolios.

Lectures, discussion, 3 hours per week.

Restriction: open to BBA and BBA Co-op students approved to the Finance concentration and BBE Financial Economics option students until date specified in Registration guide. After that date open to BAcc, BBA, BBE, BCB and combined Business majors.

Prerequisite(s): FNCE 3P96 and 4P04.

FNCE 4P15

**Advanced Topics in Financial Theory**

Theoretical concepts are extended to include capital structure, dividend policy, leasing and mergers. May include computer applications of theory to empirical data.

Lectures, 3 hours per week.

Restriction: open to BBA students approved to the Finance concentration and BBE Financial Economics option students until date specified in Registration guide. After that date open to BAcc, BBA, BBE, BCB and combined Business majors.

Prerequisite(s): FNCE 3P96.

FNCE 4P16

**Derivatives I**

Introduction to options and futures markets. Pricing principles and theory of these derivative securities as they apply to various trading and hedging strategies.

Lectures, discussion, 3 hours per week.

Restriction: open to BBA students approved to the Finance concentration and BBE Financial Economics option students until date specified in Registration guide. After that date open to BAcc, BBA, BBE, BCB and combined Business majors.

Prerequisite(s): FNCE 3P96.

FNCE 4P17

**Derivatives II**

Further refinements in the theory of derivative securities and its application to options and futures markets.

Lectures, discussion, 3 hours per week.

Restriction: open to BBA students approved to the Finance concentration and BBE Financial Economics option students until date specified in Registration guide. After that date open to BAcc, BBA, BBE, BCB and combined Business majors.

Prerequisite(s): FNCE 4P16.

FNCE 4P18

**Fixed Income Securities**

Analysis of the bond markets concentrating on fixed income and fixed income derivatives markets. Risks and returns associated with investments in the markets and on how these instruments can be optimally allocated to yield successful portfolio performance.

Lectures, 3 hours per week.

Restriction: open to BBA students approved to the Finance concentration and BBE Financial Economics option students until date specified in Registration guide. After that date open to BAcc, BBA, BBE, BCB and combined Business majors.

Prerequisite(s): FNCE 3P96.

FNCE 4P19

**Fintech with Blockchain and Cryptocurrencies**

Topics include cryptocurrencies, blockchains, smart contracts and their implications in the FinTech area to the financial world. Implications to cryptofinance cover investment products, derivatives, portfolio management and initial coin offerings.

Lectures, article discussion, 3 hours per week.

Restriction: open to BBA students approved to the Finance concentration until date specified in Registration guide. After that date open to BAcc, BBA, BCB and combined Business majors.

Prerequisite(s): FNCE 3P93.

Note: may be offered online.

FNCE 4P91

**Research Topic**

Directed intensive study or research under the supervision of a faculty member in an area in which the student has shown particular competence.

Restriction: open to BAcc, BBA, BBE, BCB and combined Business majors with a minimum of 13.5 overall credits and permission of the Chair and supervising faculty.

Note: to be chosen in consultation with the supervising faculty member.

FNCE 4V90-4V99

**Topics in Finance**

Courses in specialized areas within the discipline.

Restriction: open to BAcc, BBA, BBE and combined Business majors.

## INFORMATION TECHNOLOGY INFORMATION SYSTEMS COURSES

ITIS 1P97

### **Data Analysis and Business Modelling**

Process of transforming input data into useful information for effective business decision making. The use of data and information to better understand the customers and the markets. Hands-on experience with computer software tools in data analysis, model development and solution analysis.

Lectures, lab, 3 hours per week.

Restriction: open to BAcc, BBA and combined Business majors. In Fall Term open to BAcc majors until date specified in Registration guide. In Winter Term open to BBA, BBA Co-op and EBS Double Degree majors until date specified in Registration guide.

ITIS 2P51

### **Introduction to Information Systems**

Information systems and technology and its interactions with functional areas. Topics include information systems concepts, data management, the internet and applications, organizational information systems, and cultural, legal, security and ethical issues in the information age.

Lectures, case discussions, 3 hours per week.

Restriction: not open to BAcc, BBA, BCB, and combined Business majors.

Note: may be offered online.

Completion of this course will replace previous assigned grade and credit obtained in ITIS 2P91.

ITIS 2P91

### **Management of Information Systems and Technology**

Value and uses of information systems for business operation and management decision making for strategic advantage.

Applications to business including intranet, extranet and e-commerce. Analysis, design, implementation and maintenance of information systems and the management challenges of information technology.

Lectures, discussion, 3 hours per week.

Restriction: open to BBA majors until the date specified in Registration guide. After that date open to BBA and BAcc majors. In Fall Term open to BBA Co-op and EBS Double Degree majors until date specified in Registration guide.

Prerequisite(s): ITIS 1P97.

Completion of this course will replace previous assigned grade and credit obtained in ITIS 2P51.

ITIS 3P91

### **Quantitative Methods for Information Systems**

Multivariate data analysis and quantitative methods in information systems and their application to business decision making.

SPSS and/or other relevant statistical software to generate solution output. Topics include data preparation, data testing and transformation, multiple regression, principal components analysis, common factor analysis, multiple discriminant analysis, multiple and logistic regression and multivariate analysis of variance. Introduction to structural equation modelling, hierarchical linear modelling, canonical correlation or multidimensional scaling.

Lectures, lab, 3 hours per week.

Restriction: open to BAcc, BBA, BCB and combined Business majors.

Prerequisite(s): ITIS 2P91 or ACTG 3P97; MATH 1P97 and **STAT (MATH) 1P98**.

ITIS 3P92

### **Information Assurance**

Concepts, terminologies, models and practices related to confidentiality, integrity and availability of information. Security investigation and analysis, technical, legal, socio-political, and managerial issues related to information security and privacy, security threats, risk management, identification and prioritization of information assets, information security strategy and architecture, continuity planning, physical security, personnel security, and technologies and techniques in information security.

Lectures, lab, 3 hours per week.

Restriction: open to BAcc, BBA, BCB and combined Business majors.

Prerequisite(s): ITIS 2P91 or ACTG 3P97.

Completion of this course will replace previous assigned grade and credit obtained in ITIS 4P27.

ITIS 3P98

**Fundamentals of Database Design and Management**

Role of databases in organizations. Business requirement analysis and use of tools and techniques for designing and administering a new database. Conceptual data modelling and emphasis on the relational database model. Application of concepts using current commercial systems. Database manipulation using SQL and other query mechanisms. Transaction management, maintenance, reliability and security. Database trends and emerging technologies.

Lectures, lab, 3 hours per week.

Restriction: open to BAcc, BBA, BCB and combined Business majors.

Prerequisite(s): ITIS 2P91 or ACTG 3P97.

ITIS 4F90

**Research Topic**

Directed intensive study and research under the supervision of a faculty member in an area in which the student has shown particular competence.

Restriction: open to BBA, BBE and combined Business majors with a minimum of 13.5 overall credits and permission of the Chair and supervising faculty member.

Note: topic to be chosen in consultation with the supervising faculty member.

ITIS 4P21

**Introduction to Business Analytics**

Foundations, functionalities and applications of data mining. Data mining languages and systems, data characterization, generalization and comparison, classification and prediction, association rule mining, and clustering.

Lectures, lab, 3 hours per week.

Restriction: open to BAcc, BBA, BCB and combined Business majors.

Prerequisite(s): ITIS 2P91 or ACTG 3P97.

ITIS 4P22

**e-Business Applications**

Architecture of e-commerce applications and communications infrastructure supporting e-business. Managing e-business practices and strategic deployment of e-business for global competitive advantage.

Lectures, lab, 3 hours per week.

Restriction: open to BAcc, BBA, BCB and combined Business majors.

Prerequisite(s): ITIS 2P91 or ACTG 3P97.

ITIS 4P25

**Systems Analysis and Design**

System development life cycle and design strategies. Feasibility study, process modelling and data modelling. System prototyping, implementation, operation and maintenance and security. User involvement and training. Measurement and evaluation of system performance and emerging trends.

Lectures, lab, 3 hours per week.

Restriction: open to BAcc, BBA, BCB and combined Business majors.

Prerequisite(s): ITIS 2P91 or ACTG 3P97.

# ITIS 4P26

**Supply Chain Management**

(also offered as OPER 4P26)

Supply chain modelling and performance. Managing material, information and financial flows. Enabling roles of the Internet, technology and information. Design of supply chain networks, applications of ERP, e-commerce and e-procurement technologies and decision support systems in managing supply chains. Business process outsourcing and strategic partnerships.

Lectures, case discussion, 3 hours per week.

Restriction: open to BAcc, BBA, BCB and combined Business majors.

Prerequisite(s): ITIS 2P91 or ACTG 3P97; ECON 2P91 and OPER 2P91.

ITIS 4P91

**Research Topic**

Directed study or research under the supervision of a faculty member in an area of demonstrated student competence.

Restriction: open to BBA, BBE, BCB and combined business majors with a minimum of 13.5 overall credits and permission of the Chair and supervising faculty member.

Note: topic to be chosen in consultation with the supervising faculty member.

ITIS 4V90-4V99

**Topics in Information Systems**

Courses in specialized areas within the discipline.

Restriction: open to BAcc, BBA, BBE and combined Business majors until date specified in Registration guide. Students must have a minimum of 13.5 overall credits.

**MANAGEMENT COURSES**

MGMT 1P93

**Principles of Business**

Issues relating to managing businesses in Canada. The definition and interaction of the core functional areas of business, the legal environment and ethical issues.

Lectures, 3 hours per week.

Restriction: open to BBA, BCB, BCMN, STAC, SPMA, combined Business majors and Management minors. In Fall Term open to BBA, BBA Co-op, EBS Double Degree, BCB and combined Business majors until date specified in the Registration Guide.

Note: BAcc students with less than 10.0 credits may register. Contact Department. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in MGMT 1P51 and 1P52.

MGMT 1P96

**Principles of Communication in the Business Environment**

Skill-based introduction to business problem solving. Structured case study analysis in major functional areas of business to develop critical reasoning teamwork, professionalism, report writing and business presentation skills.

Lectures, case discussion, 3 hours per week.

Restriction: open to BBA, BCB and combined Business majors until the date specified in Registration guide. After that date open to BAcc, BBA, BBA Co-op, EBS Double Degree, BCB and combined Business majors. In Fall Term, open to BAcc, BBA, BCB and combined Business majors with a minimum of 2.0 overall credits.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

MGMT 3P98

**International Business**

Global business environment; development, implementation and evaluation of international business strategies; international opportunities and constraints facing Canadian businesses.

Lectures, case discussion, 3 hours per week.

Restriction: open to BAcc and BBA majors with a minimum of 8.5 overall credits. In Fall Term open to BBA Co-op and EBS Double Degree majors until date specified in Registration guide.

Prerequisite(s): ACTG 2P31, or MGMT 1P93 and 1P96.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

MGMT 3P99

**Business Case Analysis and Action**

Business case analysis in major functional areas of business, with recommended implementable and defensible strategies. Focus on producing and communicating deliverables that reflect those commonly used in business today.

Lectures, case discussion, 3 hours per week.

Restriction: open to BAcc, BBA and combined Business majors with a minimum of 10.00 overall credits.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

MGMT 3V90-3V99

**Topics in Management I**

Courses in specialized areas within the discipline.

MGMT 4F90

**Research Topic**

Directed intensive study and research under the supervision of a faculty member in an area in which the student has shown particular competence.

Restriction: open to BBA, BBE, BCB and combined Business majors with a minimum of 13.5 overall credits and permission of the Chair and supervising faculty member.

Note: topic to be chosen in consultation with the supervising faculty member. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

MGMT 4P35

**Export Strategy and Management**

Techniques required to do business overseas. Concepts, processes and theories associated with the development and management of export markets. Investigation, analysis and reporting on various export marketing management issues.

Lectures, case discussion, 3 hours per week.

Restriction: open to BAcc and BBA students.

Prerequisite(s): MGMT 3P98.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

MGMT 4P36

**Business in Developing Countries**

Political, business/economics, legal and social/cultural institutions in developing countries. Designed to recognize and contend with the unique developing country environment.

Lectures, case discussion, 3 hours per week.

Restriction: open to BAcc, BBA and combined Business majors.

Prerequisite(s): MGMT 3P98.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

MGMT 4P90

**Business Strategy**

Industry analysis and competitive strategy emphasizing integration of functional area strategies and positioning with regard to market opportunities.

Lectures, case discussion, 3 hours per week.

Restriction: open to BAcc, BBA and combined majors with a minimum of 14.00 overall credits. In Spring Session open to BAcc non Co-op, BBA non Co-op and combined Business majors until the date specified in Registration guide. After that open to BAcc, BBA and combined Business majors. Students must have a minimum of 15.5 overall credits. In Fall Term, open to BAcc Co-op, BBA Co-op and EBS Double Degree majors until date specified in Registration guide.

Prerequisite(s): FNCE 3P93, MKTG 2P91, OPER 2P91 and OBHR 2P91.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

MGMT 4P91

**Research Topic**

Directed study or research under the supervision of a faculty member in an area in which the student has shown particular competence.

Restriction: open to BBA, BBE and combined Business majors with a minimum of 13.5 overall credits and permission of the Chair and supervising faculty.

Note: to be chosen in consultation with the supervising faculty member. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

MGMT 4P94

**Transnational Business Management**

Multinational firms' operation in a global economy. Motivations and mentalities of internationalization; creation of layers of competitive advantage over multinational markets; alliance and knowledge management.

Lectures, case discussion, 3 hours per week.

Restriction: open to BAcc, BBA and combined Business majors with a minimum of 10.0 overall credits.

Prerequisite(s): MGMT 3P98.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

MGMT 4P96

**Business and Society**

Global forces that shape the context in which business takes place. Theoretical perspectives for linking business and its political, social and natural environment; potential sources of strategic and competitive advantage resulting from good corporate citizenship, problems associated with poor corporate citizenship.

lectures, case discussion, 3 hours per week.

Restriction: open to BAcc, BBA and combined majors with a minimum of 14.0 overall credits.

Prerequisite(s): FNCE 3P93, MKTG 2P91, OPER 2P91 and OBHR 2P91.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

MGMT 4P97

**Advanced Topics in Business and Society**

Topics may include neoclassical economics and the social role of business, environmentalism and the greening of business, social issues relating to downsizing, automation and the future of work, corporate philanthropy, employment equity and pay equity, the relation of business and government.

Seminar, case discussion, student presentations, 3 hours per week.

Prerequisite(s): ETHC 3P82.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

MGMT 4P99

**Management Consulting**

Theoretical perspectives and approaches, conditions for successful intervention, establishing and managing the client relationship, triggering and managing change, politics and group processes, effective communication and ethics.

Lectures, case discussion, 3 hours per week.

Restriction: open to BAcc, BBA and combined Business majors with a minimum of 14.0 overall credits.

Prerequisite(s): FNCE 3P93, MKTG 2P91, OBHR 2P91 and OPER 2P91.

Note: enrolment limited to 40 students per section. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

MGMT 4V90-4V99

**Topics in Management II**

A course structured by a faculty member having specialized interest in an area within the discipline.

Restriction: open to BBA, BBE, BCB and combined Business majors until date specified in Registration guide. Students must have a minimum of 13.5 overall credits.

**MARKETING COURSES**

MKTG 2P51

**Marketing Basics**

Introduction to basics of marketing.

Lectures, 3 hours per week.

Restriction: open to BCMN, BBE, CREC, CREN, STAC, TMGT majors, Business and Management minors until date specified in Registration guide. Not open to BAcc, BBA, SPMA and combined Business majors.

Note: may be offered online.

Completion of this course will replace previous assigned grade and credit obtained in MKTG 2P91, RECL 3P40 and SPMA 2P65 (3P65).

MKTG 2P52

**General Marketing Management**

Exploring the marketing management process.

Lectures, 3 hours per week.

Restriction: open to BCMN, BBE, STAC and TMGT majors, and Management minors until date specified in Registration guide.

Not open to BAcc, BBA, SPMA and combined Business majors.

Prerequisite(s): MKTG 2P51 or 2P91.

Note: may be offered online.

Completion of this course will replace previous assigned grade and credit obtained in MKTG 3P24, MKTG (OEVI) 4P92, RECL 3P40 and SPMA 2P65 (3P65).

MKTG 2P91

**Introduction to Marketing**

Characteristics of the marketing function in Canada, basic marketing concepts and the marketing function in organizations.

Lectures, case discussion, 3 hours per week.

Restriction: open to BAcc, BBA, BCB and combined Business majors. In Fall Term open to BAcc, BAcc Co-op, BBA Co-op and EBS Double Degree majors until date specified in Registration guide. Students must have a minimum of 2.5 overall credits.

Prerequisite(s): ACTG 2P31 or MGMT 1P93.

Completion of this course will replace previous assigned grade and credit obtained in MKTG 2P51.

MKTG 3P24

**Marketing Management**

Marketing concepts in decision-making and the role of the marketing manager.

Lectures, case discussion, 3 hours per week.

Restriction: open to BAcc, BBA, BCB and combined Business majors. In Winter Term open to BBA Co-op and EBS Double Degree majors until date specified in Registration guide.

Prerequisite(s): MGMT 1P93, 1P96 and MKTG 2P91.

Completion of this course will replace previous assigned grade and credit obtained in MKTG 2P52.

MKTG 3P96

**Marketing Research**

Market research as a managerial tool including scientific method, research and questionnaire design, experimentation, sample selection, data collection and research procedure.

Lectures, case discussion, 3 hours per week.

Restriction: open to BBA students approved to the Marketing concentration, General Management concentration and BBE majors until date specified in Registration guide. After that date open to BAcc, BBA, BBE, BCB, BCMN, STAC, TMGT and combined Business majors.

Prerequisite(s): MKTG 2P52 or 3P24.

Note: a fieldwork assignment will be required.

MKTG 3P97

**Marketing of High-Technology Products and Innovations**

Topics include the characteristics, types and patterns of innovation and their marketing implications, tools used to gather marketing intelligence, use of strategic alliances, and understanding of regulatory and ethical considerations.

Lectures, discussions, 3 hours per week.

Restriction: open to BBA students approved to the Marketing concentration until date specified in Registration guide. After that date open to BAcc, BBA, BBE BCB, BCMN, STAC, TMGT and combined Business majors.

Prerequisite(s): MKTG 2P52, 3P24 or permission of the instructor.

MKTG 3P98

**Marketing Analytics and Intelligence**

Essential decision models and strategic metrics forming the cornerstone of marketing analytics, allowing for the maximization of the return on marketing investment. Conceptual discussions and applied/hands-on analyses. Topics include market sizing, forecasting, positioning, promotion budget allocation, profit maximization and communicating through marketing data-driven presentations.

Lectures, class discussion, 3 hours per week.

Restriction: open to BBA students approved to the Marketing concentration until date specified in Registration guide. After that date open to BAcc, BBA, BBE, BCB, BCMN, STAC, TMGT and combined Business majors. Students must have a minimum of 10.0 overall credits.

Prerequisite(s): MKTG 2P52 or 3P24.

MKTG 4F90

**Research Topic**

Directed intensive study and research under the supervision of a faculty member in an area in which the student has shown particular competence.

Restriction: open to BBA, BBE and combined Business majors with a minimum of 13.5 overall credits and permission of the Chair and supervising faculty member.

Note: topic to be chosen in consultation with the supervising faculty member.

MKTG 4P23

**Marketing Communications**

Management problems in the formulation, implementation and evaluation of programs in the areas of advertising, selling and promotional activities.

Lectures, case discussion, 3 hours per week.

Restriction: open to BBA students approved to the Marketing concentration until date specified in Registration guide. After that date open to BAcc, BBA, BBE, BCB, BCMN, STAC, TMGT and combined Business majors. Students must have a minimum of 10.0 overall credits.

Prerequisite(s): MKTG 2P52 or 3P24.

MKTG 4P25

**Marketing Strategy**

Topics include analysis of industry, customer, market and competitive environments, sources of competitive advantage and methods of allocating resources to new and established products. The strategic role of market evolution and cost dynamics.

Lectures, case discussion, 3 hours per week.

Restriction: open to BBA students approved to the Marketing concentration and BBE majors until date specified in Registration guide. After that date open to BAcc, BBA, BBE, BCB, BCMN, STAC, TMGT and combined Business majors. Students must have a minimum of 10.0 overall credits.

Prerequisite(s): MKTG 2P52 or 3P24.

MKTG 4P26

**Professional Selling and Sales Management**

Consultative sales process and management of the sales force and the role of the sales function in marketing strategy. Topics include developing, implementing, evaluating strategic sales programs and developing personal competency as a professional salesperson.

Lectures, case discussion, 3 hours per week.

Restriction: open to BBA students approved to the Marketing concentration until date specified in Registration guide. After that date open to BAcc, BBA, BBE, BCB, BCMN, STAC, TMGT and combined Business majors. Students must have a minimum of 10.0 overall credits.

Prerequisite(s): MKTG 2P52 or 3P24.

MKTG 4P28

**Retail Management**

Managerial role and its effect on retailing decisions. Institutional structure of retailing and its past and probable future patterns. Marketing strategies and interrelationships among suppliers, customers and members of the distribution channels.

Lectures, case discussion, 3 hours per week.

Restriction: open to BBA students approved to the Marketing concentration until date specified in Registration guide. After that date open to BAcc, BBA, BBE, BCB, BCMN, STAC, TMGT and combined Business majors. Students must have a minimum of 10.0 overall credits.

Prerequisite(s): MKTG 2P52 or 3P24.

MKTG 4P29

**Business to Business Marketing**

Application of marketing principles to business products and services to other companies, government bodies and institutions. Unique aspects of business marketing including the shifting of power in buyer-seller relationships, shortness of distribution channels emphasizing personal selling. Types of business customers and increasingly important role of B2B commerce in the business marketplace.

Lectures, case discussion, 3 hours per week.

Restriction: open to BBA students approved to the Marketing concentration until date specified in Registration guide. After that date open to BAcc, BBA, BBE, BCB, BCMN, STAC, TMGT and combined Business majors. Students must have a minimum of 10.0 overall credits.

Prerequisite(s): MKTG 2P52 or 3P24.

MKTG 4P31

**Consumer Behaviour**

Application of behavioural science concepts to marketing; the interactions of consumers, sellers, public policy makers and researchers.

Lectures, case discussion, 3 hours per week.

Restriction: open to BBA students approved to the Marketing concentration and BBE majors until date specified in Registration guide. After that date open to BAcc, BBA, BBE, BCB, BCMN, STAC, TMGT and combined Business majors. Students must have a minimum of 10.0 overall credits.

Prerequisite(s): MKTG 2P52 or 3P24.

MKTG 4P33

**International Marketing**

Marketing concept and individual components of the marketing mix in the context of the international environment; the differences between international and domestic marketing and how they affect the planning, organization and control of marketing programs.

Lectures, case discussion, 3 hours per week.

Restriction: open to BBA students approved to the Marketing concentration and International Business concentration until date specified in Registration guide. After that date open to BAcc, BBA, BCB and combined Business majors. Students must have a minimum of 10.0 overall credits.

Prerequisite(s): MKTG 3P24 and MGMT 3P98.

MKTG 4P34

**Marketing Financial Services**

Application of marketing principles to financial services.

Lectures, case discussion, 3 hours per week.

Restriction: open to BBA students approved to the Marketing concentration and International Business concentration until date specified in Registration guide. After that date open to BAcc, BBA, BBE, BCB, BCMN, STAC and combined business majors. Students must have a minimum of 10.0 overall credits.

Prerequisite(s): MKTG 2P52 or 3P24.

Note: site visits to Canadian and US financial institutions.

MKTG 4P36

**Marketing Channel Management**

Channels from the manufacturer to end-users including structure and design, selecting channel members and managing channel relationships for superior performance.

Restriction: open to BBA students approved to the Marketing concentration and General Management concentration until date specified in Registration guide. After that date open to BAcc, BBA, BBE, BCB, BCMN, STAC, TMGT and combined Business majors. Students must have a minimum of 10.0 overall credits.

Prerequisite(s): MKTG 2P52 or 3P24.

MKTG 4P37

**Augmented Reality Marketing**

Application of Augmented Reality (AR) to marketing through reviewing theories, strategies and tactics. Strategic opportunities for, and practical knowledge, to implement AR marketing campaigns.

Lectures, discussion, 3 hours per week.

Restriction: open to BBA students approved to the Marketing concentration until date specified in Registration guide. After that date open to BAcc, BBA, BBE, BCB, BCMN, STAC, TMGT and combined Business majors. Students must have a minimum of 10.0 overall credits.

Prerequisite(s): MKTG 2P52, 3P24 or permission of the instructor.

MKTG 4P91

**Research Topic**

Directed study or research under the supervision of a faculty member in an area in which the student has shown particular competence.

Restriction: open to BBA, BBE and combined Business majors with a minimum of 13.5 overall credits and permission of the Chair and supervising faculty member.

Note: to be chosen in consultation with the supervising faculty member.

# MKTG 4P92

**Wine Marketing**

(also offered as OEVI 4P92)

Understanding the wine consumer, segmentation, positioning, marketing mix, marketing research, marketing strategy, domestic and international wine marketing issues.

Lectures, case discussion, 3 hours per week.

Restriction: open to OEVI majors and OEVI certificate students or permission of the instructor.

Completion of this course will replace previous assigned grade and credit obtained in MKTG 2P52 and SPMA 2P65 (3P65).

MKTG 4P93

**Internet and Social Media Marketing**

Theoretical understanding of the dynamism of the internet marketplace. Practical knowledge needed to perform vital digital marketing functions such as an online presence and utilization of the internet and social media.

Lectures, class discussion, 3 hours per week.

Restriction: open to BBA students approved to the Marketing concentration until date specified in Registration guide. After that date open to BAcc, BBA, BBE, BCB, BCMN, STAC, TMGT and combined Business majors. Students must have a minimum of 10.0 overall credits.

Prerequisite(s): MKTG 2P52 or 3P24.

MKTG 4P94

**New Product Development**

Examination of process through which new products are designed, developed and commercialized. Integration of different functions including design, marketing, packaging and finance in the development of a successful new product.

Lectures, case discussion, 3 hours per week.

Restriction: open to BBA students approved to the Marketing concentration until date specified in Registration guide. After that date open to BAcc, BBA, BBE, BCB, BCMN, STAC, TMGT and combined Business majors. Students must have a minimum of 10.0 overall credits.

Prerequisite(s): MKTG 2P52 or 3P24.

MKTG 4P95

**Services Marketing**

Nature and characteristics of services, their marketing and service quality.

Lectures, case discussion, 3 hours per week.

Restriction: open to BBA students approved to the Marketing concentration until date specified in Registration guide. After that date open to BAcc, BBA, BBE, BCB, BCMN, STAC, TMGT and combined Business majors. Students must have a minimum of 10.0 overall credits.

Prerequisite(s): MKTG 2P52 or 3P24.

MKTG 4P98

**Pricing**

Price strategies and interaction of price with other marketing mix variables. Normative management practice and underlying conceptual theories and models involved in pricing decisions. Topics include customer-driven pricing, relevant costs, price sensitivity, managing competitive information, negotiated prices, segmented pricing, pricing psychology, ethics and price law.

Lectures, 3 hours per week.

Restriction: open to BBA students approved to the Marketing concentration until date specified in Registration guide. After that date open to BAcc, BBA, BCB, BCMN, STAC, TMGT and combined Business majors. Students must have a minimum of 10.0 overall credits.

Prerequisite(s): MKTG 3P24.

MKTG 4V90-4V99

**Topics in Marketing**

Courses in specialized areas within the discipline.

Restriction: open to BAcc, BBA, BBE and combined Business majors until date specified in Registration guide. Students must have a minimum of 13.5 overall credits.

**OPERATIONS MANAGEMENT COURSES**

OPER 2P51

**General Operations Management**

Operations management and its interactions with other functional areas. Topics include process analysis, forecasting, scheduling, materials management, quality assurance and capacity planning.

Lectures, case discussion, 3 hours per week.

Restriction: not open to BAcc, BBA, BCB or combined Business majors.

Note: may be offered online.

Completion of this course will replace previous assigned grade and credit obtained in OPER 2P91.

OPER 2P91

**Operations Management**

Improving efficiency and quality in organizations. Service and product design, process design, managing technology, capacity planning, facility location and design, resource planning, inventory management, scheduling, improving productivity, managing quality and various tools for decision-making.

Lectures, case discussion, 3 hours per week.

Restriction: open to BAcc, BBA, BCB and combined Business majors. In the Fall Term open to BAcc and BAcc Co-op majors.

In the Winter Term open to BBA, BBA Co-op and EBS Double Degree majors until date specified in Registration guide.

Prerequisite(s): ACTG 1P01 (1P11) or 1P91; ITIS 1P97; **STAT (MATH)** 1P98.

Completion of this course will replace previous assigned grade and credit obtained in OPER 2P51.

OPER 3P91

**Advanced Operations Management**

Skills and intuition development for approaching various operational challenges. Tools for more advanced analysis and software for improving efficiency and quality.

Lectures, case discussion, 3 hours per week.

Restriction: open to BAcc, BBA, BCB and combined Business majors.

Prerequisite(s): OPER 2P91.

OPER 3P92

**Project Management**

Concepts and techniques for managing projects. Role of the project manager, strategic issues, resource allocation, conflict management, planning, budgeting, risk management, scheduling and controlling projects.

Lectures, case discussion, 3 hours per week.

Restriction: open to BBA students approved to the Operations Management and Information Systems concentrations until date specified in Registration guide. After that open to BAcc, BBA, BCB and combined Business majors.

Prerequisite(s): OPER 2P91.

Note: materials fee may be required.

OPER 3P93

**Quality Management**

Effectively managing quality, combining theory and practice to formulate models for quality improvement and control.

Statistical tools, techniques for process re-engineering and improvement, and designing quality into products and services.

Lectures, case discussion, 3 hours per week.

Restriction: open to BBA students approved to the Operations Management and Information Systems concentrations until date specified in Registration guide. After that BAcc, BBA, BCB and combined Business majors.

Prerequisite(s): OPER 2P91 and STAT (MATH) 1P98.

OPER 3P94

**Games of Strategy**

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.

Lectures, case discussion, 3 hours per week.

Restriction: open to BAcc, BBA, BCB and combined Business majors.

Prerequisite(s): OPER 2P91 and STAT (MATH) 1P98.

Students will not receive earned credit in OPER 3P94 if OPER 3P91 or MATH (ECON) 3P73 has been successfully completed.

OPER 4F90

**Research Topic**

Directed intensive study and research under the supervision of a faculty member in an area in which the student has shown particular competence.

Restriction: open to BBA, BBE and combined Business majors with a minimum of 13.5 overall credits and permission of the Chair and supervising faculty member.

Note: topic to be chosen in consultation with the supervising faculty member.

\* OPER 4P26

**Supply Chain Management**

(also offered as ITIS 4P26)

Supply chain modelling and performance. Managing material, information and financial flows. Enabling roles of the Internet, technology and information. Design of supply chain networks, applications of ERP, e-commerce and e-procurement technologies and decision support systems in managing supply chains. Business process outsourcing and strategic partnerships.

Lectures, case discussion, 3 hours per week.

Restriction: open to BAcc, BBA, BCB and combined Business majors.

Prerequisite(s): OPER 2P91 and ECON 2P91; ACTG 3P97 or ITIS 2P91.

OPER 4P31

**Simulation of Business Systems**

Science and art of business modelling, using computer software with animation. Models for operations, information systems, finance, marketing and other types of systems. Technical aspects of simulation blended with the practical realities of working with real data in real situations. Implementation of the entire simulation modelling process, including data collection, model development, analysis of outputs and how to improve on existing system configurations and/or decision rules.

Lectures, case discussion, lab, 3 hours per week.

Restriction: open to BAcc, BBA, BCB and combined Business majors.

Prerequisite(s): OPER 2P91 and STAT (MATH)-1P98.

OPER 4P41

**Management Science**

Emphasis on modelling business issues. Topics include network optimization, integer, nonlinear and goal programming, queuing models and computer simulation.

Lectures, case discussion, 3 hours per week.

Restriction: open to BAcc, BBA, BCB and combined Business majors.

Prerequisite(s): ECON 2P91 and OPER 2P91.

OPER 4P91

**Research Topic**

Directed study or research under the supervision of a faculty member in an area of demonstrated student competence.

Restriction: open to BBA, BBE, BCB and combined Business majors with a minimum of 13.5 overall credits and permission of the Chair and supervising faculty member

Note: topic to be chosen in consultation with the supervising faculty member.

OPER 4V90-4V99

**Topics in Operations Management**

Courses in specialized areas within the discipline.

Restriction: open to BAcc, BBA, BBE and combined Business majors until date specified in Registration guide. Students must have a minimum of 13.5 overall credits.

**ORGANIZATIONAL BEHAVIOUR AND HUMAN RELATIONS COURSES**

OBHR 2P51

**Basics of Organizational Behaviour and Design**

Micro and macro aspects of formal organizations from a behavioural perspective. Theories, research and current practices in the management of human resources and the design of organizations. Topics include motivation, leadership, group dynamics, organizational goals and effectiveness, environment and other contingencies and organizational culture.

Lectures, case discussion, 3 hours per week.

Restriction: open to BBE, BCMN, CREC, CREN, STAC, TMGT majors, Business and Management minors until date specified in Registration guide. Not open to BAcc, BBA, SPMA and combined Business majors.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in OBHR 2P91, 3P42, SPMA 2P05, 2P21 and 3P21.

OBHR 2P52

**Basics of Human Resources Management and Industrial Relations**

Importance of legislation and its relationship to rights and to various systems associated with both human resource management and employee's industrial relations in the workplace.

Lectures, case discussion, 3 hours per week.

Restriction: open to BBE, BCMN, STAC, TMGT majors and Management minors until date specified in Registration guide. Not open to BAcc, BBA, BCB, SPMA and combined Business majors.

Prerequisite(s): OBHR 2P51 or 2P91.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Students will not receive earned credit for OBHR 2P52 if OBHR 3P96 or 3P97 have been successfully completed. Completion of this course will replace previous assigned grade and credit obtained in SPMA 3P05 (2P05) and 2P21.

#### OBHR 2P91

##### **Organizational Behaviour**

Micro aspects of formal organizations from a behavioural science perspective. Theories, research and current practices in the management of human resources. Topics may include motivation, leadership, group dynamics, interpersonal communication, conflict, stress management and organizational theory and design.

Lectures, case discussion, 3 hours per week.

Restriction: open to BAcc, BBA, BCB and combined Business majors. In Fall Term, open to BAcc, BAcc Co-op, BBA Co-op and EBS Double Degree majors until date specified in Registration guide. In Spring Session, open to BAcc Co-op majors until date specified in Registration guide.

Prerequisite(s): ACTG 2P31, or MGMT 1P93 and 1P96.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in OBHR 2P51.

#### OBHR 3P42

##### **Organizational Structure and Redesign**

Building blocks of organizational architecture and current practices in organizational design and redesign. Topics may include the development of management thought, organizational effectiveness and efficiency, design challenges, alternative approaches to structural design, organizational development and change, power and politics in organizations, and organizational culture.

Lectures, case discussion, 3 hours per week.

Restriction: open to BBA students approved to the Human Resource Management concentration and General Management concentration until date specified in Registration guide. After that date open to BAcc, BBA, BCB and combined Business majors.

Prerequisite(s): OBHR 2P91.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in OBHR 2P51.

#### OBHR 3P96

##### **Labour Relations**

Labour management relations in Canada emphasizing the collective bargaining process, the grievance and arbitration process and other aspects of collective agreement administration.

Lectures, case discussion, 3 hours per week.

Restriction: open to BBA students approved to the Human Resource Management concentration until date specified in Registration guide. After that date open to BAcc, BBA, BCB and combined Business majors. Students must have a minimum of 10.0 overall credits.

Prerequisite(s): OBHR 2P91.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

#### OBHR 3P97

##### **Human Resource Management**

Recruitment, selection and training, wage and salary administration and the design and administration of benefit programs.

Lectures, case discussion, 3 hours per week.

Restriction: open to BAcc, BBA, BCB and combined Business majors. In the Winter Term open to BBA Co-op and EBS Double Degree majors until date specified in Registration guide.

Prerequisite(s): OBHR 2P91.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

OBHR 3P98

**Occupational Health and Safety**

Legal, technical and management issues regarding employee health and safety.

Lectures, case discussion, 3 hours per week.

Restriction: open to BBA students approved to the Human Resource Management concentration until the date specified in Registration guide. After that date open to BAcc, BBA, BBE, BCMN, STAC, TMGT and combined Business majors. Students must have a minimum of 10.0 overall credits.

Prerequisite(s): OBHR 2P52 or 2P91.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

\* OBHR 3P99

**Research Methods in Organization Studies**

(also offered as ENTR 3P99)

Techniques and methods of conducting reliable and valid research including theory and hypothesis testing, measurement, survey and experimental design, and quantitative and qualitative research methods. Emphasis on understanding and critical evaluation of empirical research in organizational behaviour, human resource management, entrepreneurship and other fields in organization studies.

Lectures, case discussion, 3 hours per week.

Restriction: open to BBA students approved to the Human Resource Management concentration and Entrepreneurship concentration until the date specified in Registration guide. After that date open to BAcc, BBA, BCB and combined Business majors. Students must have a minimum of 10.0 overall credits.

Prerequisite(s): OBHR 2P91.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

OBHR 4F90

**Research Topic**

Directed intensive study and research under the supervision of a faculty member in an area in which the student has shown particular competence.

Restriction: open to BBA and combined Business majors with a minimum of 13.5 overall credits and permission of the Chair and supervising faculty member.

Note: topic to be chosen in consultation with the supervising faculty member. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

OBHR 4P65

**Negotiating in Organizations**

Causes and consequences of conflict in organizations, and strategies and tactics to manage conflict. Emphasis on the use of bargaining and negotiation skills to manage conflict and resolve disputes.

Lectures, case discussion, 3 hours per week.

Restriction: open to BBA students approved to the Human Resource Management concentration until date specified in Registration guide. After that date open to BAcc, BBA, BCB and combined Business majors. Students must have a minimum of 10.0 overall credits.

Prerequisite(s): OBHR 3P42 or 3P97.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

OBHR 4P66

**Compensation Management**

Compensation theory and practice, design and administration of compensation and reward systems. Pay and benefits determination; job and market evaluation; use of individual, group and organizational incentives.

Lectures, case discussion, 3 hours per week.

Restriction: open to BBA students approved to the Human Resource Management concentration until date specified in Registration guide. After that date open to BAcc, BBA, BCB and combined Business majors. Students must have a minimum of 10.0 overall credits.

Prerequisite(s): OBHR 3P97 or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

OBHR 4P67

**Training and Development**

Three sequential steps in the training and development process in organizations: assessment of training needs, development and implementation of the training program and evaluation of the training program. Training methods used in employee orientation, skill training and management development in the context of adult education.

Lectures, case discussion, 3 hours per week.

Restriction: open to BBA students approved to the Human Resource Management concentration until date specified in Registration guide. After that date open to BAcc, BBA, BCB and combined Business majors. Students must have a minimum of 10.0 overall credits.

Prerequisite(s): OBHR 3P97.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

OBHR 4P68

**Leadership**

Theoretical and practical aspects of leadership to familiarize students with personal leadership capacities.

Lectures, case discussion, 3 hours per week.

Restriction: open to BBA students approved to the Human Resource Management concentration until date specified in Registration guide. After that date open to BAcc, BBA, BCB, BBE, BCMN, STAC, TMGT and combined Business majors. Students must have a minimum of 10.0 overall credits.

Prerequisite(s): OBHR 2P52 or 2P91.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

OBHR 4P69

**Recruitment and Selection**

Personnel selection, placement and performance evaluation in organizations in the context of human rights/equal employment legislation. Recruitment and selection strategies and the validation of selection, placement and performance evaluation practices.

Lectures, case discussion, 3 hours per week.

Restriction: open to BBA students approved to the Human Resource Management concentration until date specified in Registration guide. After that date open to BAcc, BBA, BCB and combined Business majors. Students must have a minimum of 10.0 overall credits.

Prerequisite(s): OBHR 3P97.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

OBHR 4P72

**Labour Law**

Federal and provincial labour statutes, the practices of federal and provincial labour relations boards and ministries of labour and the common law of employer employee relations. The impact of these statutes, regulations, boards and ministries on management, unions and employees.

Lectures, case discussion, 3 hours per week.

Restriction: open to BBA students approved to the Human Resource Management concentration until date specified in Registration guide. After that date open to BAcc, BBA, BCB, BCMN, BBE, STAC, TMGT and combined Business majors. Students must have a minimum of 10.0 overall credits.

Prerequisite(s): one of OBHR 2P52, 3P42, 3P97.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

OBHR 4P90

**International Organizational Behaviour**

Understanding behaviour in global organizations. Topics may include cultural differences, managing decision-making and personnel transitions, international negotiations and organization design for global competition.

Lectures, case discussion, 3 hours per week.

Restriction: open to BBA students approved to the Human Resource Management concentration and International Business concentration until date specified in Registration guide. After that date open to BAcc, BBA, BBE, BCMN, STAC, TMGT and combined Business majors. Students must have a minimum of 10.0 overall credits.

Prerequisite(s): one of OBHR 2P52, 3P42, 3P97.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

OBHR 4P91

**Research Topic**

Directed study and research under the supervision of a faculty member in an area in which the student has shown particular competence.

Restriction: open to BBA and combined business majors with a minimum of 13.5 overall credits and permission of the Chair and supervising Faculty member.

Note: topic to be chosen in consultation with the supervising faculty member. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

OBHR 4P93

**Leading Change**

Theories, research and practice in the area of organizational change emphasizing the organization as a whole and the interdependency of its elements.

Lectures, case discussion, 3 hours per week.

Restriction: open to BBA students approved to the Human Resource Management concentration until date specified in Registration guide. After that date open to BAcc, BBA, BBE, BCB, BCMN, STAC, TMGT and combined Business majors. Students must have a minimum of 10.0 overall credits.

Prerequisite(s): one of OBHR 2P52, 3P42, 3P97.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

OBHR 4P94

**Human Resources Planning**

Human resource strategies and their support of organizational strategies. Identification of business strategies, determination of appropriate human resource strategies, assessment of current human resource assets and planning future human resource requirements of the firm.

Lectures, case discussion, 3 hours per week.

Restriction: open to BBA students approved to the Human Resource Management concentration until the date specified in Registration guide. After that date open to BAcc, BBA, BCB and combined Business majors. Students must have a minimum of 10.0 overall credits.

Prerequisite(s): OBHR 3P97.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

OBHR 4P95

**Managing a Diverse Workplace**

Diversity theories; opportunities and dilemmas managers face when working with diverse populations.

Lectures, discussion, 3 hours per week.

Restriction: open to BBA students approved to the Human Resource Management concentration until date specified in Registration guide. After that date open to BAcc, BBA and combined Business majors. Students must have a minimum of 10.0 overall credits.

Prerequisite(s): OBHR 2P91.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

OBHR 4P96

**Labour Arbitration**

Issues faced by employees, union representatives, supervisors and managers in the day-to-day administration of collective agreements. Types of disputes include discipline and discharge, seniority related disputes, compensation, management rights and the reasons why some complaints cannot be decided by arbitrators.

Lectures, 3 hours per week.

Restriction: open to BBA students approved to the Human Resource Management concentration until date specified in Registration guide. After that date open to BAcc, BBA, LABR (single or combined) and combined Business majors. Students must have a minimum of 10.0 overall credits.

Prerequisite(s): one of OBHR 3P96, LABR 2P00, 2P03.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

OBHR 4V90-4V99

**Topics in Organizational Behaviour and Human Resources**

Courses in specialized areas within the discipline.

Restriction: open to BBA, BBE and combined Business majors with a minimum of 10.0 overall credits.

Note: may be offered on-site, online or blended.

OBHR 4V98

**2020-2021: HR Analytics**

Evidence-based approach to HRM. Introduction to theory, concepts, and business application of human resources research, data, metrics, systems, analyses and reporting.

Lectures, case discussion, 3 hours per week.

Restriction: open to BBA students approved to the Human Resource Management concentration until date specified in Registration guide. After that date open to BAcc, BBA, BCB and combined Business majors.

Prerequisite(s): ITIS 2P91 and OBHR 3P97.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

**PROFESSIONAL MASTERS PREPARATION BUSINESS COURSES**

PMPB 6F20

**Preparing for Business Graduate Studies in Canada**

Introduction to the academic expectations in Canada, focusing on tools to effectively transition to graduate studies. Development of critical thinking and study skills to achieve academic success. Multiple approaches to problem solving through theoretical concepts, case studies, and applied business practice.

Lectures, 3 hours per week.

Restriction: open to Professional Masters Preparation Certificate-Business students.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

PMPB 6F21

**Writing for Business Purposes**

Development of writing skills to enhance clarity and expression of ideas. Focus on writing as a process from prewriting through proofreading. Overview of specific writing patterns and models of successful academic writing, including accurate referencing, and avoidance of plagiarism. Steps of planning and producing effective business documents, both print and electronic.

Lectures, 3 hours per week; tutorials 1 hour per week.

Restriction: open to Professional Masters Preparation Certificate-Business students.

Note: weekly grammar tutorials will be held. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

PMPB 6F22

**Listening and Speaking for Business Purposes**

Preparation for listening and note-taking in an academic environment. Development of ability and confidence to communicate in academic and professional settings, asking and responding to questions, seeking clarification, leading discussions, and engaging in impromptu conversations. Exploration of the practical skills of public speaking and development of presentation skills.

Lectures, 3 hours per week; tutorials 1 hour per week.

Restriction: open to Professional Masters Preparation Certificate-Business students.

Note: weekly pronunciation tutorials will be held. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

PMPB 6P12

**Business Student Success**

Examination of topics in human relations and development of interpersonal skills to increase overall success in business career.

Tools to understand and manage self, effectively deal with other people and get ahead in future career. Completion of self-assessments, skills exercises, case studies, critical reflections, and volunteer work to maximize learning and development of soft skills essential for today's workplace.

Lectures, 3 hours per week.

Restriction: open to Professional Masters Preparation Certificate-Business students.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

PMPB 6P23

**Reading for Business Purposes**

Comprehension of university-level reading to understand ideas from academic and business texts, analyzing, synthesizing, and evaluating information from varied sources. Development of critical reading skills and academic and business vocabulary through authentic material and scaffolded practice. Skills to become an independent reader and monitor own reading process.

Lectures, 3 hours per week.

Restriction: open to Professional Masters Preparation Certificate-Business students.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

**CO-OP COURSES**

ACCC 0N01

**Work Placement I**

First co-op work placement (4 months) with an approved employer.

Restriction: open to BAcc Co-op students.

ACCC 0N02

**Work Placement II**

Second co-op work placement (4 months) with an approved employer.

Restriction: open to BAcc Co-op

ACCC 0N03

**Work Placement III**

Third co-op work placement (4 months) with an approved employer.

Restriction: open to BAcc Co-op students.

ACCC 0N04

**Work Placement IV**

Optional co-op work placement (4 months) with an approved employer.

Restriction: open to BAcc Co-op students.

ACCC 0N05

**Work Placement V**

Optional co-op work placement (4 months) with an approved employer.

Restriction: open to BAcc Co-op students.

ACCC 0N90

**Co-op Professional Preparation**

Provides students with the tools, resources and skills to maximize co-op employment and professional development opportunities.

Lectures, presentations, site visits, 1.5 hours per week.

Restriction: open to BAcc Co-op students.

ACCC 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 BAcc Co-op students.

Prerequisite(s): ACTG or ACCC 0N90

Co-requisite(s): ACTG or ACCC 0N01.

Note: students will be required to prepare learning objectives, participate in a site visit write a work term report and receive successful work term performance evaluation.

ACCC 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 BAcc Co-op students.

Prerequisite(s): ACTG or ACCC 0N90.

Co-requisite(s): ACTG or ACCC 0N02.

Note: students will be required to prepare learning objectives, participate in a site visit write a work term report and receive successful work term performance evaluation.

ACCC 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 BAcc Co-op students.

Prerequisite(s): ACTG or ACCC 0N90.

Co-requisite(s): ACTG or ACCC 0N03.

Note: students will be required to prepare learning objectives, participate in a site visit write a work term report and receive successful work term performance evaluation.

ACCC 2C04

**Co-op Reflective Learning and Integration IV**

Provide student with the opportunity to apply what they've learning in their academic studies through career-oriented work experiences at employer sites.

Restriction: open to BAcc Co-op students.

Prerequisite(s): ACTG or ACCC 0N90.

Co-requisite(s): ACTG or ACCC 0N04.

Note: students will be required to prepare learning objectives, participate in a site visit write a work term report and receive successful work term performance evaluation.

ACCC 2C05

**Co-op Reflective Learning and Integration V**

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 BAcc Co-op students.

Prerequisite(s): ACTG or ACCC 0N90.

Co-requisite(s): ACTG or ACCC 0N05.

Note: students will be required to prepare learning objectives, participate in a site visit write a work term report and receive successful work term performance evaluation.

ADMI 0N11

**Work Placement I**

First co-op work placement (4 months) with an approved employer.

Restriction: open to BBA Co-op students.

ADMI 0N12

**Work Placement II**

Second co-op work placement (4 months) with an approved employer.

Restriction: open to BBA Co-op students.

ADMI 0N13

**Work Placement III**

Third co-op work placement (4 months) with an approved employer.

Restriction: open to BBA Co-op students.

ADMI 0N14

**Work Placement IV**

Optional co-op work placement (4 months) with an approved employer.

Restriction: open to BBA Co-op students.

ADMI 0N15

**Work Placement V**

Optional co-op work placement (4 months) with an approved employer.

Restriction: open to BBA Co-op students.

ADMI 0N90

**Co-op Professional Preparation**

Provides students with the tools, resources and skills to maximize co-op employment and professional development opportunities.

Lectures, presentations, site visits, 1.5 hours per week.

Restriction: open to BBA Co-op students.

ADMI 2C01

**Co-op Reflective Learning and Integration I**

Provide 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 BBA Co-op students.

Prerequisite(s): ADMI 0N90.

Co-requisite(s): ADMI 0N11.

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.

ADMI 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 BBA Co-op students.

Prerequisite(s): ADMI 0N90.

Co-requisite(s): ADMI 0N12.

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.

ADMI 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 BBA Co-op students.

Prerequisite(s): ADMI 0N90.

Co-requisite(s): ADMI 0N13.

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.

ADMI 2C04

**Co-op Reflective Learning and Integration IV**

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 BBA Co-op students.

Prerequisite(s): ADMI 0N90.

Co-requisite(s): ADMI 0N14.

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.

ADMI 2C05

**Co-op Reflective Learning and Integration V**

Provide 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 BBA Co-op students.

Prerequisite(s): ADMI 0N90.

Co-requisite(s): ADMI 0N15.

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.

## 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).

**OPER 3P92 - Project Management**

**OPER 3P93 - Quality Management**

**FNCE 2P91 - Corporate Finance I**

**OPER 2P91 - Operations Management**

**ITIS 3P91 - Quantitative Methods for Information Systems**

**OPER 3P94 - Games of Strategy**

**OPER 4P31 - Simulation of Business Systems**

**MKTG 2P52 - General Marketing 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, 2021**.

**Submitted by Lainie Wagner on November 20, 2021 at 09:21:38 AM**

**Rejected by Jennifer Li on November 22, 2021 at 11:14:26 AM**  
Need to add Accounting Admin

**Submitted by Lainie Wagner on November 22, 2021 at 11:17:28 AM**

**Rejected by Jennifer Li on November 22, 2021 at 11:18:02 AM**  
Accounting Admin change

**Submitted by Lainie Wagner on November 22, 2021 at 11:18:58 AM**

**Submitted by Jennifer Li on November 22, 2021 at 11:19:23 AM**

**Submitted by Andrew Gaudes on November 22, 2021 at 01:06:14 PM**

**Submitted by Tricia MacDonald on November 22, 2021 at 02:19:50 PM**

**Edited by Tricia MacDonald (on behalf of Tricia MacDonald) on December 13, 2021 at 01:25:28 PM**  
**Bachelor of Accounting (BAcc) Co-op:** paragraph deleted as it was a duplicate of the one above - as noted by UPC Dec 13, 2021 - approved to GSB

**Edited by Tricia MacDonald (on behalf of Tricia MacDonald) on December 13, 2021 at 01:25:52 PM**  
**Bachelor of Business Administration (BBA) Co-op:** paragraph deleted as it was a duplicate of the one above - as noted by UPC Dec 13, 2021 - approved to GSB

# Faculty of Humanities

UPC Subcommittee for the Faculty of Humanities

Meeting: December 2<sup>nd</sup> and 7<sup>th</sup>, 2021

Members: Ingrid Makus (Chair), Liz Clarke, Thad Harroun

- Canadian Studies
- Classics
- Digital Humanities
- Dramatic Arts
- English Language and Literature
- French Studies
- Game
- General Humanities
- Hispanic and Latin American Studies
- History
- Interactive Arts and Science
- Italian Studies
- Medieval and Renaissance Studies
- Modern Languages, Literatures and Cultures
- Music
- Philosophy
- Studies in Arts and Culture
- Visual Arts

# Academic Program Calendar Submission #2022-3257

**Department/Centre:** Canadian Studies

**Program(s):** Canadian Studies

## Program Additions/Terminations

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

**Please note: The calendar year runs from May 1, 2022 to April 30, 2023 and begins with the Spring/Summer sessions. All new programs being introduced or the termination of programs will be effective beginning 2022 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. Proposal(s) and Effective Date(s)

Please note: The Calendar year runs from May 1, 2022 to April 30, 2023 and begins with the Spring/Summer sessions. All programs being changed will be effective beginning 2022 Spring Session.

List all proposals, to be implemented, numerically in the following order:

1. Officers of Instruction be revised.
2. Program Note 2 be revised.
3. Honours program Year 2 be revised.
4. POLI 2F12, POLI 2Q98, POLI 3P13, POLI 3P17, POLI 3P18, POLI 3P28, POLI 3P98 and POLI 4P66 be removed from Approved list offered by other departments.
5. POLI 2P99, POLI 3P67 and POLI 4P22 titles changed on Approved list offered by other departments.
6. CANA 2P12 crosslisted as POLI 2P12 Canadian Government and Politics, CANA 2P13 crosslisted as POLI 2P13 Social Dimensions of Canadian Politics be added to the course bank and homed in the Department of Political Science.
7. CANA 3P13 crosslisted as LABR 3P13 (also offered as POLI 3P13) The Politics of Labour be added to the course bank and homed in the Department of Labour Studies.
8. CANA 3P19 crosslisted as POLI 3P19 Provincial and Territorial Politics be added to the course bank and homed in the Department of Political Science.
9. CANA 4P37 crosslisted as POLI 4P37 Indigenous-Settler Relations in Canada and Beyond be added to the course bank and homed in the Department of Political Science.
10. CANA 4P41 crosslisted as LABR 4P41 (also offered as POLI 4P41) Labour Law and the Charter of Rights and Freedoms be added to the course bank and homed in the Department of Labour Studies.
11. CANA 3P16 be removed from course bank.
12. CANA 2P98 course description be revised.
13. CANA 3P14, CANA 3P18 and CANA 3P28 course descriptions be revised.
14. CANA 3P15 and CANA 4P15 include note.
15. CANA 3V92 and 3V93 variable topics course be readded to the 2022-2023 course bank.

### 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. Updated list
2. ENGL changed their courses, eliminating several 1F courses and adding a bunch of 1P courses. (This was captured in a consultation document that they will have submitted).

We have thus changed this Note to include the single ENGL course that had Canada-related content.

3. This had been to add CANA 2P95 to the course list. However, we have since decided not to create 2P95 (this was a cross-list with PHIL and BIOL). So this reference to 2P95 should be removed.
4. POLI 2F12 to be split into 2P12 and 2P13; deleting 2Q98, content to be included in 2P99; deleting 3P17, 3P98 due to faculty retirements; 4P66 deleted in a prior year
5. 2P99 will incorporate content from deleted 2Q98, 3P67 is to provide clarity about course, 4P22 is to replace contested 'developing world' terminology
6. Expand course offerings with Canadian content
7. Expand course offerings with Canadian content
8. Expand course offerings with Canadian content
9. Expand course offerings with Canadian content
10. Expand course offerings with Canadian content
11. POLI is replacing this course with POLI 3P19, Provincial and Territorial Politics to allow a more diverse examination of systems and key policy issues
12. Updated to better reflect course content
13. POLI 2F12 to be split into 2P12 and 2P13, and 3P28 is to reflect global changes, Canada's response
14. To indicate that these courses will be offered in alternate years due to overlapping content
15. We have a Fulbright every year. Jason coming back for a redo due to Covid (3V92) and Vibha finally coming after being delayed by Covid (3V93). Both Fulbrights are American.

### 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.

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## Canadian Studies

*Director*

Dan Malleck

*Participating Faculty*

Jeff Boggs (Geography and Tourism Studies), -Maureen Connolly (Kinesiology), Karen Fricker (Dramatic Arts), Neta Gordon (English Language and Literature), Kevin Gosine (Sociology), Jane Koustas (Modern Languages, Literatures and Cultures), Sarah Matheson (Communication, Popular Culture and Film), Daniel Samson (History), Livianna Tossutti (Political Science)

*Academic Advisor*

Liz Hay

### General Information

*Administrative Assistant*

Elaine Aldridge-Low

905-688-5550, extension 4029

Glenridge A, Room 213

[brocku.ca/canstudies](http://brocku.ca/canstudies)

The Centre for Canadian Studies offers an opportunity to study Canadian culture and society from a variety of disciplinary perspectives, with co-operating faculty from Communication, Popular Culture and Film, Dramatic Arts, Economics, English Language and Literature, Modern Languages, Literatures and Cultures, Geography, History, Political Science, Sociology and Visual Arts.

Students take required interdisciplinary Canadian Studies (CANA) courses along with a number of Canada-centred courses offered by other departments emphasizing the unique nature of the Canadian experience, and the value and practice of combining disciplinary approaches in the study of culture and society. CANA core courses offered in years 1, 2 and 3 are designed to introduce students to interdisciplinary studies in a progressive manner.

The Centre for Canadian Studies offers combined major programs leading to a BA (Honours or Pass) and a Minor for students in other disciplines. Canadian Studies core courses may also be taken as electives by students in other degree programs. Canadian Studies may be combined with any other discipline or program in the Humanities or Social Sciences which offer a combined major program.

### Program Notes

1. It is strongly recommended that CANA students take one FREN or INDG credit as part of their degree program. One credit from FREN 1F00, 1F50, 1F90, 2F00, 3P75, 3P99, INDG 1F20, 1F90, 2F40, 2F96, 3F90 recommended.
2. One credit from COMM 1F90, ECON 1P91 and 1P92, ENGL 1P01, 1F91, 1F95, 1F97, GEOG 1F90, HIST 1F95, 1F96, LABR 1P95, SOCI 1F90 strongly recommended for Political Science co-majors.
3. COMM 1F90, ECON 1P91 and 1P92, ENGL 1F91, 1F95, 1F97, GEOG 1F90, HIST 1F95, 1F96, LABR 1P95 or SOCI 1F90 strongly recommended.
4. CANA credits may be chosen from approved courses in Canadian Studies within the student's co-major. However, students may not use the same courses(s) to satisfy both the CANA requirement and the co-major requirement.
5. Students in the combined Canadian Studies and French Programs may not use FREN courses to satisfy their Canadian Studies list requirements.

6. Courses listed as CANA 3V90-3V99 are normally taught by the Fulbright Chair in Transdisciplinary Studies and the topics change each year.
7. Each student should meet with the Humanities Academic Adviser and the Chair/Director of the co-major discipline before the end of the first year of study, to ensure that his or her choice of courses meets the criteria for the combined major degree.
8. Students contemplating a thesis or project must consult the Director or academic adviser at the end of year 3.
9. 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 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.

## Honours Program

### *Year 1*

- CANA 1F91
- one POLI credit numbered 1(*alpha*)90 to 1(*alpha*)99
- one credit from the co-major discipline (see program note 2)
- one Sciences context credit
- one elective credit (see program notes 3 and 7)

### *Year 2*

- CANA 2P91 and 2P92
- one credit from CANA 2F60, 2F62, 2P01, 2P02, 2P21, 2P64, 2P65, 2P66, 2P86, 2P93, 2P94, 2P95, 2P98, 2Q90, 2Q97 or from the list of approved Canadian Studies courses numbered 2(*alpha*)00 or above (see program note 4)
- two credits from the co-major discipline
- one elective credit (see program note 1)

### *Year 3*

- CANA 3P15 and 3P40
- one credit from CANA 2P98, 3P14, 3P18, 3P28, 3P91, 3P93, 3P98, 3V90-3V99, or from the list of approved Canadian Studies courses numbered 2(*alpha*)90 or above (see program note 4)
- two credits from the co-major discipline
- one elective credit

### *Year 4*

- CANA 4P15
- one-half credit from CANA 3V90-3V99
- one credit from CANA 3V90-3V99, 4P10, 4P11, 4P68, 4P81, 4V10-4V70 or from the list of approved Canadian Studies courses numbered 3(*alpha*)90 or above (see program note 4)
- two credits from the co-major discipline
- one elective credit

## Canadian Studies and French Studies Program

In co-operation with the Department of Modern Languages, Literatures and Cultures, the Centre for Canadian Studies offers a combined major leading to a Bachelor of Arts (Honours) in Canadian Studies and French Studies. Designed to provide students with the skills and knowledge demanded for successful leadership in Canadian business, tourism and civil service.

### *Year 1*

- CANA 1F91

- FREN 1F90
- one POLI credit numbered 1(*alpha*)90 to 1(*alpha*)99
- one Sciences context credit
- one Social Sciences context credit

#### *Year 2*

- CANA 2P91 and 2P92
- FREN 2F00 and 2F03
- one credit numbered 2(*alpha*)00 or above from the list of approved Canadian Studies courses (see program note 5)
- one elective credit

#### *Year 3*

- One credit from CANA 3P14, 3P15, 3P16, 3P18, 3P28, 3P40, 3V90-3V99, 4P15
- FREN 3P03
- two FREN or MLLC credits numbered 3(*alpha*)00 or above
- one credit numbered 2(*alpha*)90 or above from the list of approved Canadian Studies courses (see program note 5)
- one-half elective credit

#### *Year 4*

- CANA 4P00 or 4P81
- One-half credit from CANA 3V90-3V99 (see Program note 6)
- FREN 4P03
- one FREN or MLLC credit numbered 3(*alpha*)00 or above
- one FREN or MLLC credit numbered 4(*alpha*)00 or above
- one credit numbered 3(*alpha*)90 or above from the list of approved Canadian Studies courses (see program note 5)
- one-half elective credit

## **Pass Program**

Satisfactory completion of the first three years of the Honours program entitles a student to apply for a Pass degree.

## **Certificate in Canada's Cultural Context**

This certificate provides students with a strong grounding in Canadian culture and the institutions that shape it. It may be of special interest to people working in or who intent to work in the cultural sector, diplomacy, education, international relations, or international business. It is awarded upon successful completion of five credits from the list below, with a minimum 60 percent overall average.

- CANA 1F91, 2P21, 2P91 and 2P92
- CPCF 1F25
- CANA 3P15 or CANA 3P40
- One credit from CANA 2P01, 2P02, 2P86, 3P14, 3P18, 3P93

## **Certificate in Canadian Culture and Diversity**

This certificate provides students with a sophisticated understanding of Canadian culture in its many forms. It may be of special interest to people working in or who intend to work in the cultural sector, diplomacy, education, international relations, or arts administration. It is awarded upon successful completion of five credits from the list below, with a minimum 60 percent overall average:

- CANA 1F91, 2P21, 2P91 and 2P92
- CPCF 1F25
- CANA 3P15 or CANA 3P40
- One credit from CANA 2F62, 2P64, 2P65, 2P66, 2P93, 2P96, 3P91, 3P93

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## **Minor in Canadian Studies**

Students in other disciplines can obtain a Minor in Canadian Studies within their degree program by completing the following courses with a minimum 60 percent overall average:

- CANA 1F91, 2P91 and 2P92
- one CANA credit or one credit from the list of approved Canadian Studies courses (see program note 9)
- one CANA credit numbered 3(*alpha*)00 or above

## **Approved Canadian Studies Courses Offered by Other Departments/Centres**

Note: As many of the courses listed below have prerequisites, students should plan their programs in advance.

\*Courses which may be used to fulfill the Indigenous or French language recommendation.

CHYS 3P27

**Policies of Childhood and Youth: Canadian Perspectives**

CHYS 3P39

**Children, Youth and the Law**

COMM 2P98

**Media Industries**

(also offered as PCUL/SOCI 2P98)

COMM 4P55

**History of Advertising**

(also offered PCUL 4P55)

DART 2P96

**Indigenous Theatre**

(also offered as INDG 2P96)

DART 2P97

**Canadian Theatre**

ECON 2P19

**Canadian Economic History**

ECON 2P28

**Economics of the Environment**

(also offered as TOUR 2P28)

ECON 2P54

**Canadian Economic Issues**

ECON 2V60-2V69

**Topics in Canadian Economic Policy**

ENGL 2P64

**Early Canadian Literature**

ENGL 2P65

**Twentieth-Century Canadian Literature**

ENGL 3P66

**Adapting Canadian Literature**

ENGL 3V60-3V69

**Special Topics in Canadian Literature**

ENGL 4P64  
**Contemporary Canadian Literature**

ENGL 4V60-4V69  
**Topics in Contemporary Canadian Writing**

FILM 2P56  
**Canadian Cinema**  
(also offered as COMM/PCUL 2P56)

FILM 3P21  
**Canadian Television**  
(also offered as COMM/PCUL 3P21)

FILM 3P56  
**Issues in Canadian Cinema**  
(also offered as COMM 3P56)

\*FREN 1F00  
**French I**

\*FREN 1F50  
**French II**

\*FREN 1F90  
**French III**

\*FREN 2F00  
**Grammar and Composition**

\*FREN 2F03  
**Literature and Culture: The French-Speaking World**

\*FREN 3P03  
**Composition and Stylistics**

\*FREN 3P73  
**Canadian Literature in French to 1939**

\*FREN 3P74  
**Canadian Literature in French from 1939 to 1960**

\*FREN 4P03  
**Linguistic Approach to Textual Analysis**

\*FREN 4P04  
**Translation II: Applications**

FREN 4P75  
**Canadian Literature in French after 1960**

GEOG 2P03  
**Cities in a Globalizing World**

GEOG 2P06  
**Cultural and Historical Geography**  
(also offered as PCUL 2P06)

GEOG 2P50  
**Geography of Canada**

HIST 2Q93

**Women in North America to 1865**

(also offered as WGST 2Q93)

HIST 2Q94

**Women in North America: 1865 to the Present**

(also offered as WGST 2Q94)

HIST 3P35

**North America's First Nations**

HIST 3P74

**Canadian Immigration and Ethnic History**

HIST 3P75

**Canadian Labour History**

(also offered as LABR 3P75)

HIST 3P76

**Canadian Regional History**

HIST 3P77

**The Canadian West**

HIST 3P92

**The Church Besieged: Religion in North America after 1850**

HIST 3P95

**God's Country? Religion in North America before 1850**

HIST 3V90-3V94

**Topics in Canadian History**

HIST 4P65

**First Nations in Modern Canada**

HLSC 2P21

**The Health of Canadian Society**

\*INDG 1F20

**Introduction to Nishnawbe Languages**

\*INDG 1F90

**Introduction to Indigenous Studies**

\*INDG 2F40

**Indigenous Creative Arts**

\*INDG 2F91

**Studies in Haudenosaunee History**

\*INDG 2F96

**Studies in Indigenous Culture I**

\*INDG 3F90

**Studies in Indigenous History I**

LABR 2P03

**Labour and Employment Law**

(also offered as POLI 2P03)

**POLI 2P99**~~POLI 2F12~~

**The Government and Politics of Canada**

~~POLI 2P99~~

**Good Governance: Introduction to Canadian Public Policy and Public Administration**

**POLI 3P05**~~POLI 2Q98~~

**Introduction to Canadian Public Administration**

(also offered as COMM 2Q98 and LABR 2Q98)

~~POLI 3P05~~

**Canadian Political Thought**

~~POLI 3P11~~

**Local Government**

~~POLI 3P12~~

**Political Parties and Electoral Behaviour**

**POLI 3P15**~~POLI 3P13~~

**The Politics of Labour**

(also offered as LABR 3P13)

~~POLI 3P15~~

**Politics in Ontario**

**POLI 3P66**~~POLI 3P17~~

**Politics and the Mass Media in Canada**

(also offered as COMM 3P17)

~~POLI 3P18~~

**Law and Politics**

~~POLI 3P28~~

**Canadian Foreign Policy**

~~POLI 3P66~~

**Environmental Policy, Law and Administration**

~~POLI 3P67~~

**Public Policy and Social Change**~~Advanced Issues in Canadian Public Policy~~

**POLI 4P10**~~POLI 3P98~~

**Public Sector Management**

~~POLI 4P10~~

**Issues in Local Government**

~~POLI 4P12~~

**Citizen Politics**

~~POLI 4P14~~

**Federalism in Canada**

~~POLI 4P16~~

**Global Migration: Canada in a Comparative Context**

~~POLI 4P17~~

**Canadian Politics in the Digital Age**

~~POLI 4P19~~

**The Canadian Judicial Process**

POLI 4P22

**Canada and International Development** ~~Canada and the Developing World~~

POLI 4P38

**Nationalism and Ethnic Politics**

POLI 4P50

**Machinery of Government**

POLI 4P54

**Business-Government Relations**

(also offered as LABR 4P54)

**POLI 4P71** ~~POLI 4P66~~

**Politics and the Environment**

~~POLI 4P71~~

**Tutorial in Canadian Politics**

SOCI 2P22

**Education and Equity**

SOCI 2P32

**In and Out of Work in the Global Economy**

(also offered as LABR 2P32)

SOCI 2P47

**Racialization and Society**

SOCI 3P51

**Gender and Society**

(also offered as WGST 3P51)

SOCI 3P82

**Gender, Crime and Justice**

(also offered as CRIM 3P82 and WGST 3P82)

SOCI 3Q98

**Indigenous Peoples in North America**

(also offered as INDG 3Q98 and WGST 3Q98)

SOCI 4P33

**Law and Society**

SOCI 4P70

**Social Issues in the Community**

SOCI 4Q41

**Social Policy**

(also offered as WGST 4Q41)

TOUR 3P93

**Heritage Interpretation in the Digital Age**

(also offered as IASC 3P93)

VISA 2P50

**Canadian Identities: Art and Visual Culture in Canada Before 1960**

VISA 2P51

## **Contemporary Issues in Canadian Visual Culture**

WGST 2P99

### **Gender in Canada: Global Contexts**

(also offered as SOCI 2P99)

WGST 3P00

### **Gender Justice and Resistance**

## **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.

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CANA 1F91

### **Introduction to Canadian Studies**

Examination of the creation of Canadian identity, boundaries, and institutions, through historical, political, and cultural mythologies. Application of the interdisciplinary tools of Canadian Studies to texts, film, music, literature, popular media and artistic interpretations in Canada.

Lectures, seminar, 3 hours per week.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

CANA 1F92

### **Intercultural Communication in a Multicultural Canada**

Examination of the importance of competent (inter) cultural communication in Canada's increasingly multicultural society.

Topics include theories of intercultural communication and adaptation, as well as understanding some of the roots of cultural difference in Canada. Topics will be addressed from multiple perspectives, including sociological and psychological research, business modelling, and journalistic and creative narratives by many of Canada's current writers on culture and diversity.

Lectures, seminar, 3 hours per week.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previously assigned grade and credit obtained in INTC 1F90 or 1P80.

# CANA 2F60

### **Foundations for Community Engagement**

(also offered as CRIM 2F60 and SOCI 2F60)

Interdisciplinary examination of philosophies, social histories and politics of community service, combined with experiential learning and field trips in community settings, and practices of self-reflection on community engagement.

Lectures, seminar, experiential learning activities, 3 hours per week.

Note: transportation and additional cost is the student's responsibility. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

# CANA 2F62

### **Contact in Canadian Literature**

(also offered as ENGL 2F62)

Contact between Indigenous peoples and Settler populations in Canadian Literature.

Prerequisite(s): one ENGL credit numbered 1(alpha)90 to 1(alpha)99 or permission of instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

# CANA 2F80

**Introduction to Indigenous Education in Canada**

(also offered as INDG 2F80)

Overview of First Nation, Metis and Inuit education in Canada. Examination of various Indigenous traditions, philosophies and culturally-based models from both historical and contemporary Indigenous perspectives. Indigenous perspectives on the current state and future direction of learning and research.

Seminar, 3 hours per week

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in ABST 2F80.

# CANA 2P01

**Colonial Canada**

(also offered as HIST 2P01)

Canadian history from the pre-contact period to 1867.

Lectures, seminar, 3 hours per week.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

# CANA 2P02

**Post-Confederation Canada**

(also offered as HIST 2P02)

Canadian history from 1867 to the present.

Lecture, seminar, 3 hours per week.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

# CANA 2P12

**Canadian Government and Politics**

(also offered as POLI 2P12)

Core institutions of Canadian government, including federalism, parliamentary government, electoral systems, the judiciary, constitutional rights, and the machinery of government. How these institutions shape and are shaped by political parties, Indigenous politics, and other social forces.

Lectures, seminar, 3 hours per week.

Prerequisite(s): one POLI credit numbered 1(*alpha*)90 to 1(*alpha*)99 or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in POLI 2F12.

# CANA 2P13

**Social Dimensions of Canadian Politics**

(also offered as POLI 2P13)

Canadian political culture and attitudes, identity politics, civil society groups and social movements, and relations with the global community, with emphasis on leading political and public policy issues. Topics may include the environment, Indigenous reconciliation, socioeconomic inequality, social diversity, gender, and disruptive technologies.

Lectures, seminar, 3 hours per week.

Prerequisite(s): one POLI credit numbered 1(*alpha*)90 to 1(*alpha*)99 or permission of the instructor.

Note: CANA 2P12 is strongly recommended. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in POLI 2F12.

# CANA 2P21

**Canadian Popular Culture**

(also offered as COMM 2P21, FILM 2P21 and PCUL 2P21)

Survey of the media in Canada. Studies in the popular arts, referencing the ways that institutions (CBC, NFB) and selected artists identify and express a Canadian cultural imagination.

Lectures, seminar, screening, 4 hours per week.

Restriction: open to BCMN, COMM, FILM (single or combined), MCMN and PCUL majors until date specified in Registration guide. After that date open to CANA, BCMN, COMM, FILM (single or combined), MCMN, PCUL majors, GHUM, SOSOC students and PCUL minors until date specified in Registration guide.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

# CANA 2P64

**Early Canadian Literature**

(also offered as ENGL 2P64)

Explorations of cultural conflict and the emergence of the nation from first contact to exploration to settlement.

Lectures, seminar, 3 hours per week.

Prerequisite(s): one ENGL credit numbered 1(alpha)90 to 1(alpha)99 or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

# CANA 2P65

**Twentieth-Century Canadian Literature**

(also offered as ENGL 2P65)

Canadian literary response to the radical social and cultural shift of modernism. Topics include war, gender, industrialization and urbanization.

Lectures, seminar, 3 hours per week.

Prerequisite(s): one ENGL credit numbered 1(alpha)90 to 1(alpha)99 or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

# CANA 2P66

**Cultural Conflict in Canadian Literature**

(also offered as ENGL 2P66)

Writing from the post-centennial explosion and maturation of Canadian literature, including current cutting-edge work. Topics may include postmodernism, multiculturalism, ecocriticism and small press experimentation.

Lectures, seminar, 3 hours per week.

Prerequisite(s): one ENGL credit numbered 1(alpha)90 to 1(alpha)99 or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

# CANA 2P86

**Women, Gender and the Economy**

(also offered as LABR 2P86, SOCI 2P86 and WGST 2P86)

Women in the Canadian labour market. Topics include allocation of time between the household and the labour market, gender segregation in the work place, how earnings are determined, causes of occupational and earning difference by gender, role of investment in education and discrimination, recent developments in the labour market and their impact on women and men, and selected policy issues.

Lectures, 3 hours per week.

Restriction: students must have a minimum of 4.0 overall credits and a minimum 65 percent overall average.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

CANA 2P91

**Culture and Power in Canada I: Cultural Communities**

Interdisciplinary examination of Canadian culture and society employing a variety of methods and perspectives. Approaches drawn from cultural studies, social theory and critical analysis applied to examples of Canadian literature, art, cinema and popular culture. Topics may include dynamics of race, class and gender, linguistic diversity, multiculturalism, ethnic relations and cultural appropriation.

Lectures, seminar, 3 hours per week.

Note: CANA 1F91 recommended, lecture offered online. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

CANA 2P92

**Culture and Power in Canada II: Cultural Institutions**

Interdisciplinary examination of Canadian culture and society employing a variety of methods and perspectives. Approaches drawn from cultural studies, social theory and critical analysis applied to examples of Canadian literature, art, cinema and popular culture. Topics may include cultural industries and institutions, cultural and media policies, Canada-US relations and examination of Canadian myths.

Lectures, seminar, 3 hours per week.

Note: CANA 1F91 recommended. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

# CANA 2P93

**Critical Practice in the Fine and Performing Arts**

(also offered as IASC 2P93, MLLC 2P93 and STAC 2P93)

Interdisciplinary approach to key ideas about music, art, dance and drama through critical readings and guided exposure to selected public fine and performing art events. Exploration of issues in aesthetics and criticism using varied theoretical approaches.

Lectures, seminar, 3 hours per week.

Prerequisite(s): **one credit from one of** CANA 1F91, DART 1P91 and 1P92 (1F92/1F93), IASC 1F01 (1F00), MUSI **1P504F10**, VISA 1Q98, **or and** 1Q99 or permission of the Centre.

Note: event attendance is required, events fee required. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

# CANA 2P94

**Embodied Text: Art Beyond the Artifact**

(also offered as IASC 2P94, MLLC 2P94 and STAC 2P94)

Functions of art and artifacts outside the conventions associated with words, texts, paintings and scores. Experiencing musical, visual, movement, and theatre vocabularies through exploration of spatial/temporal/aesthetic/embodied forms of art in performance.

Seminar, 3 hours per week.

Prerequisite(s): **one credit from one of** CANA 1F91, DART 1P91 and 1P92 (1F91/1F93), IASC 1F01 (1F00), MUSI **1P504F10**, VISA 1Q98, **or and** 1Q99, or permission of the Centre.

Note: **event attendance required; events fees required. This** course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

# CANA 2P96

**Indigenous Theatre**

(also offered as DART 2P96 and INDG 2P96)

Theatrical, dramatic and performative representation of Indigenous peoples in the Canadian experience.

Lectures, lab, 3 hours per week.

Prerequisite(s): DART 1P91 and 1P92 (1F91/1F93) or permission of the Department.

Note: materials fee and field trip fee may be required. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in ABST 2P96.

# CANA 2P98

**Italians in Canada and Italy-Canada Relations**

(also offered as ITAL 2P98)

Topics may include History of Italian immigration in Canada focusing on Ontario; Italian-Canadian communities in Ontario, cultural literature including such writers as Nino Ricci and Mary Di Michele. Cultural and economic relations between Italy and Canada, including World War II internment experiences; Italian contributions to the arts in Canada (art, music, film, literature) and issues of heritage, multiculturalism, ethnicity, identity, and representation.

Lectures, 3 hours per week.

Restriction: students must have a minimum of 5.0 overall credits or permission of instructor.

Note: given in English. No knowledge of Italian required This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in INTC 2P98 and ITAL 2P85.

# CANA 2Q90

**Canada: War and Nationalism**

(also offered as HIST 2Q90)

Relation between war, ethnicity, and national identity in Canada in the late 19th and early 20th centuries.

Lectures, seminar, 3 hours per week.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

# CANA 2Q91

**Indigenous Ways of Knowing**

(also offered as EDUC 2Q91 and PHIL 2Q91)

Exploration of philosophical and practical applications of Indigenous epistemologies and ontologies in the context of education and civilization.

Lectures, seminar, 3 hours per week.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in PHIL 2Q90.

# CANA 2Q97

**Indigenous-Settler-Native-Newcomer Relations in Canada**

(also offered as HIST 2Q97)

Relationship between Aboriginal people and the newcomers to their lands from the contact era, to military alliance and trade, treaty-making and reserves, emphasizing the roots of current debates and disputes.

Lectures, seminar, 3 hours per week.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

# CANA 3F02

**Making History in Niagara (also offered as CANA 3F02)**

(also offered as HIST 3F02)

Research, design and presentation of a proposal for a public history project, using local archives, including Brock Special Collections. Projects may include: special exhibits at local museums, historical societies; libraries; historical information plaques; monuments/ memorials; brochures/ pamphlets; digital/on line exhibits; live performances or other artistic productions.

Lectures, seminar, 3 hours per week.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

CANA 3M90-3M99

**Selected Interdisciplinary Studies**

Application of principles of interdisciplinary studies and techniques to the study of Canada.

# CANA 3P13

**The Politics of Labour**

(also offered as LABR 3P13 and POLI 3P13)

Critical, multidisciplinary, exploration of parliamentary and extra-parliamentary political activism in Canada's labour movement. Lectures, seminar, 3 hours per week.

Prerequisite(s): one of CANA 1F91, one LABR credit numbered 1(alpha)90 to 1(alpha)99, one POLI credit numbered 1(alpha)90 to 1(alpha)99 or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

# CANA 3P14

**Indigenous Politics in Canada**

(also offered as POLI 3P14)

Key historic and contemporary issues in Indigenous politics. Topics include settler-site relations, treaties, reconciliation, Indigenous governance, participation and resistance.

Lectures, seminar, 3 hours per week.

Prerequisite(s): one POLI credit numbered 1(alpha)90 to 1(alpha)99 or permission of the instructor.

Note: CANA 2P12 or 2P13 (POLI 2F12) is strongly recommended. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

CANA 3P15

**A Foreign Prospect: Canada from Beyond its Borders**

Perceptions of Canada and Canadians: originating outside of the nation's borders, topics include Aboriginal relations, government, the environment, warfare, the arts and cultural conflict. From first contact to the contemporary period, drawing upon fictional, historical, political and artistic interpretations of the nation.

Lectures, seminar, 3 hours per week.

Prerequisite(s): CANA 1F91 or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term. This course is offered in alternate years to CANA 4P15.

# CANA 3P16

**Politics in Québec**

(also offered as POLI 3P16)

Québec's political, social and economic evolution since 1945. Topics may include old and new varieties of nationalism, the Quiet Revolution, the changing roles of church and state, the decline of the anglophone minority, Québec's impact on Canadian Federalism.

Lectures, seminar, 3 hours per week.

Prerequisite(s): one of CANA 2P91, 2P92 (2F91), one POLI credit numbered 1(alpha)90 to 1(alpha)99 or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

# CANA 3P18

**Law and Politics**

(also offered as POLI 3P18)

Canadian constitutional law emphasizing the protection of civil liberties both before and after the adoption of the Charter of Rights. Courts in both legal and political perspectives.

Lectures, seminar, 3 hours per week.

Prerequisite(s): one POLI credit numbered 1(alpha)90 to 1(alpha)99 or permission of the instructor.

Note: CANA 2P12 or 2P13 (2F12) POLI 2F12 strongly recommended. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

# CANA 3P19

**Provincial and Territorial Politics**

(also offered as POLI 3P19)

Key elements of provincial and territorial governance in a comparative context. Topics may include party systems, policy making, sub-state nationalism and identity, Indigenous relations, multi-level governance, and the administration of key policy areas such as health care and education.

Lectures, seminar, 3 hours per week.

Prerequisite(s): one POLI credit numbered 1(alpha)90 to 1(alpha)99 or permission of the instructor.

Note: CANA 2P12 or 2P13 strongly recommended. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

# CANA 3P28

**Canadian Foreign Policy**

(also offered as POLI 3P28)

Canadian foreign policy formulation and behaviour in response to global shifts in power and influence and the challenges posed by these changes. Policy objectives and outcomes in a globalized context. Topics may include strains in the Canada-United States relationship, Canada's regional relations including the rise of China, and Canada's approaches to global cooperation across wide-ranging issues, including climate change, insecurity, security of global security, global health, human rights, poverty, and inequality, social and economic issues.

Lectures, seminar, 3 hours per week.

Prerequisite(s): one POLI credit numbered 1(alpha)90 to 1(alpha)99 or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

\* CANA 3P40

**The New Niagara**

(also offered as GEOG 3P40)

Quantitative and qualitative techniques for examining Niagara's cultural, demographic and economic changes. Topics may include changes in Niagara's industries and occupations, Niagara's position in the world economy, regional growth coalitions, economic restructuring, income inequality, free trade, deindustrialization, agricultural decline, tourism, structural unemployment, demographic transition, in- and out-migration, brain drain, greying population, and transition to cognitive cultural economy.

Lectures, lab, 4 hours per week.

Restriction: students must have a minimum of 8.0 overall credits.

Prerequisite(s): CANA 1F91, GEOG 1F90 or permission of the instructor.

Note: labs involve using GIS and other software to map and analyze cultural, demographic and economic change in Niagara.

This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in GEOG 3P93 and GEOG (TREN/TMGT) 3P98.

# CANA 3P61

**Using the Canadian Census**

(also offered as GEOG 3P61)

Historical and contemporary structure and its related surveys, surveys carried out by Statistics Canada such as the Labour Force Survey or Community Health Survey and applications in digital mapping and demographic analysis.

Lectures, lab, 4 hours per week.

Restriction: students must have a minimum of 8.0 overall credits or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in GEOG 3V61.

# CANA 3P91

**History of Music in Canada**

(also offered as MUSI 3P91)

Canadian music and its place in our culture from the earliest European influences to the works of modern Canadian composers, through analysis of selected compositions and an exploration of Canadian music-related industries.

Lectures, 3 hours per week.

Restriction: permission of the instructor.

Prerequisite(s): MUSI 2P55 or permission of instructor.

Note: basic fluency in musical notation is required. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

# CANA 3P93

**Indigenous People in Media and Popular Culture**

(also offered as COMM 3P93, PCUL 3P93 and SOCI 3P93)

Historical and contemporary representations of Indigenous people in mainstream media and popular culture. Indigenous interventions in production of cultural content and media structures.

Lectures, seminar, 3 hours per week; plus weekly screening.

Restriction: open to BCMN, CANA, COMM, MCMN, PCUL, SOCI (single or combined) majors and MEST minors with a minimum of 8.0 overall credits.

Prerequisite(s): CANA 1F91, COMM 1F90, SOCI 2P00 or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

# CANA 3P98

**French Colonial Canada**

(also offered as HIST 3P98)

"French Canada" and Indigenous peoples in the context of Atlantic World in the era of settler colonialism, 1604-1763.

Lectures, seminar, 3 hours per week.

Restriction: open to CANA/HIST (single or combined), HIST (Honours), BEd (Intermediate/Senior) majors and minors until date specified in registration guide.

Prerequisite(s): one HIST credit numbered 1(alpha)90 to 2(alpha)99 or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

CANA 3V90-3V99

**Advanced Topics in Canadian/American Transnationalism**

Studies in specialized transnational topics in Canadian Studies.

Lectures, seminars, 3 hours per week.

Prerequisite(s): CANA 2P91 and 2P92 (2F91) or permission of the instructor.

\* CANA 3V92

**2022-2023: Social Activism and Culture in Canada and the United States**

(also offered as COMM 3V92, FILM 3V92 and PCUL 3V92)

Cross-cultural study of social activism and its rhetorical functions in Canada and the United States. Analysis of how public communication texts and media representations such as speeches, manifestos, narratives, music, memoirs, and film reflect social change. Case studies drawn from activism about race/ethnicity; Indigenous mascotting; gender and sexualities; and environmentalism.

Lecture, seminar, 3 hours per week.

Prerequisite(s): CANA 2P91 and 2P92 (2F91) or COMM 2P50 and PCUL 2P20 or permission of the instructor.

CANA 3V93

**2022-2020-2023-2021: Transnational Migration to North America**

Interdisciplinary study of transnational migration to Canada and the United States in the twentieth century. Topics may include comparisons of immigration policies, migration motives, and analyses of settlement experiences.

Lecture, seminar, 3 hours per week.

Prerequisite(s): CANA 1F91 or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

# CANA 4F00

**Voices from the Past: Oral History**

(also offered as HIST 4F00)

Use and interpretation of oral history as a source for historical research. Engagement with oral history methods and best practices including: ethics; community engagement and shared authority; memory, life-story and digital story-telling; interviewing; recording, archiving and digitization; copyright.

Seminar, 3 hours per week.

Restriction: open to HIST (single or combined), HIST (Honours)/BEd (Intermediate/Senior), majors with approval to year 4 (honours) and permission of Department until date specified in Registration guide. After that date, open to students with approval to year 4 (honours) and permission of the Department.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

CANA 4F99

**Honours Thesis/Project**

Independent interdisciplinary study under the guidance of a faculty adviser.

Restriction: open to CANA majors with approval to year 4 (honours) and permission of the Director.

Note: students are responsible for making arrangements with a supervising faculty member and must submit a written proposal by September 15. Thesis/project, to be evaluated by a faculty committee representing the disciplinary areas to which the thesis/project is related. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

CANA 4P00

**Directed Reading**

Directed individual or group reading and written work in an area of Canadian Studies.

Restriction: open to CANA majors with approval to year 4 (honours) and permission of the Program Director.

Note: students are responsible for arranging their course with a supervising faculty member and must submit a written proposal, signed by the supervisor, to the Director for approval before registration. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

# CANA 4P10

**History in the Field: Ontario and the War of 1812**

(also offered as HIST 4P10)

Social, cultural, political and economic impact of the War of 1812 in southern Ontario, emphasizing commemoration and public history. Examinations of historic sites, battle fields and material artifacts will supplement study of historical and historiographical texts; field research at local museums, archives and historic sites.

Seminar, 3 hours per week.

Restriction: open to HIST (single or combined) and HIST (Honours)/BEd (Intermediate/Senior) and CANA majors with approval to year 4 (honours) and permission of the Department until date specified in Registration guide. After that date open to students with approval to year 4 (honours) and permission of the Department.

Prerequisite(s): HIST 2P01 or permission of the instructor.

Note: students are responsible for travel and other expenses. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

# CANA 4P11

**State and Society in Colonial Canada**

(also offered as HIST 4P11)

Major cultural and political themes in Canadian colonial history from the British conquest of Acadia to the Confederation of the colonies.

Seminar, 3 hours per week.

Restriction: open to HIST (single or combined) and HIST (Honours)/BEd (Intermediate/Senior) and CANA majors with approval to year 4 (honours) and permission of the Department until date specified in Registration guide. After that date open to students with approval to year 4 (honours) and permission of the Department.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

CANA 4P15

**Foreign Ventures: Canada's Changing Global Role**

Canadian perception of and interaction with other countries and cultures, including state-driven political, military and economic programs; global social and cultural exchanges; and domestic attitudes toward Canada's global role from the late 19th century to the present.

Lectures, seminar, 3 hours per week.

Prerequisite(s): CANA 1F91 or permission of instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term. **This course is offered in alternate years to CANA 3P15.**

Completion of this course will replace previous assigned grade and credit obtained in CANA 3P95.

# CANA 4P37

**Indigenous-Settler Relations in Canada and Beyond**

(also offered as POLI 4P37)

In-depth focus on Indigenous-settler relations and reconciliation in Canada and other Anglo settler states, including Australia and New Zealand. Topics and themes include historic and contemporary forms of settler colonialism, the Indigenous-settler relationship on both collective and individual levels, the politics of recognition, constitutional rights, truth commissions, and Indigenous articulations of a shared future.

Seminar, 3 hours per week

Restriction: open to POLS (single or compined) or CANA majors with either a minimum of 14.0 overall credits and a minimum 70 percent major average or approval to year 4 (honours).

Note: open to INDG, SOCI, WGST and other majors with permission of instructor. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in an applicable term.

# CANA 4P41

**Labour Law and the Charter of Rights and Freedoms**

(also offered as LABR 4P41 and POLI 4P41)

Application of Charter rights and freedoms, notably expression and association, to labour law in Canada.

Seminar, 3 hours per week.

Restriction: open to CANA, LABR (single and combined), POLS (single or combined) majors until dated specified in Registration guide. Students must have approval to year 4 (honours).

Prerequisite(s): one of CANA 1F91, one LABR credit numbered 1(*alpha*)90 to 1(*alpha*)99, one POLI credit numbered 1(*alpha*)90 to 1(*alpha*)99 or permission of the instructor.

Note: POLI 2P12 (2F12) is recommended for Political Science majors. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

# CANA 4P68

**Art, Heritage and Culture: Public Policy and Planning**

(also offered as DART 4P68, STAC 4P68 and VISA 4P68)

Examination of federal, provincial and municipal protocols governing heritage, fine and performing arts and Canadian cultural production. Strategies for effective engagement of policy through governance and community relations.

Lectures, seminar, 3 hours per week.

Restriction: open to STAC, CANA, DART (single or combined), DART (Honours), BEd (Intermediate/Senior), SPMA, VISA (single or combined) and VISA (Honours/BEd (Intermediate/Senior) majors until date specified in registration guide. Student must have a minimum of 12.0 overall credits or permission of the Centre for Studies in Arts and Culture.

Note: materials fee may be required. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

CANA 4P81

**Experiential Learning Placement**

Part-time placement related to Canada within the Niagara Region.

Restriction: permission of the Program Director.

Note: students are responsible for arranging their own unpaid internship or work placement (60-hour minimum) in a company, agency or non-profit organization in consultation with the Program Director. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

CANA 4V10-4V70  
**Topics in Canadian History**  
Seminar, 3 hours per week.

## 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):

#### **CANA 2P12 - Canadian Government and Politics**

1. Course classification: **Regular**
2. Which department will be financially responsible as the Home department?  
**Political Science**
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: **No**
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**

#### **CANA 2P13 - Social Dimensions of Canadian Politics**

1. Course classification: **Regular**
2. Which department will be financially responsible as the Home department?  
**Political Science**
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: **No**
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**

#### **CANA 3P13 - The Politics of Labour**

1. Course classification: **Regular**
2. Which department will be financially responsible as the Home department?  
**Labour 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: **No**
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**

#### **CANA 3P19 - Provincial and Territorial Politics**

1. Course classification: **Regular**
2. Which department will be financially responsible as the Home department?  
**Political Science**
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: **No**
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**

#### **CANA 4P37 - Indigenous-Settler Relations in Canada and Beyond**

1. Course classification: **Regular**
2. Which department will be financially responsible as the Home department?  
**Political Science**
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: **No**
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**

#### **CANA 4P41 - Labour Law and the Charter of Rights and Freedoms**

1. Course classification: **Regular**
2. Which department will be financially responsible as the Home department?  
**Labour 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: **No**
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.

#### **CANA 3P16 - Politics in Québec**

## **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).

**CANA 3P14 - Indigenous Politics in Canada**

**CANA 3P18 - Law and Politics**

**CANA 3P28 - Canadian Foreign Policy**

**CANA 3P15 - A Foreign Prospect: Canada from Beyond its Borders**

**CANA 4P15 - Foreign Ventures: Canada's Changing Global Role**

**CANA 2P98 - Italians in Canada and Italy-Canada Relations**

**CANA 3V93 - 2022-2023: Transnational Migration to North America**

**CANA 3V92 - 2022-2023: Social Activism and Culture in Canada and the United States**

**CANA 2Q97 - Indigenous-Settler Relations in Canada**

**CANA 2P93 - Critical Practice in the Fine and Performing Arts**

**CANA 2P94 - Embodied Text: Art Beyond the Artifact**

## 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, 2021**.

**Submitted by Elaine Aldridge-Low on October 14, 2021 at 11:52:01 AM**

**Submitted by Dan Malleck on October 14, 2021 at 02:58:26 PM**

**Rejected by Neta Gordon on October 15, 2021 at 08:05:00 AM**

Hi Elaine: I found one typo, in the explanation for Proposal #4 ("contet" should be changed to "content"). Otherwise, this looks good. NG

**Submitted by Elaine Aldridge-Low on October 15, 2021 at 08:24:33 AM**

**Submitted by Dan Malleck on October 15, 2021 at 10:07:26 AM**

**Submitted by Neta Gordon on October 15, 2021 at 10:39:43 AM**

**Submitted by Tricia MacDonald on October 18, 2021 at 01:15:19 PM**

**Edited by Tricia MacDonald (on behalf of Tricia MacDonald) on October 27, 2021 at 01:58:05 PM**

**Program Notes:** formatting

**Edited by Tricia MacDonald (on behalf of Tricia MacDonald) on October 27, 2021 at 02:00:50 PM**

**Approved Canadian Studies Courses Offered by Other Departments/Centres:** formatting

**Edited by Sarah Sager on November 4, 2021 at 02:11:28 PM**

**CANA 2P13:** To reflect correct home department and primary listing

**Edited by Pauline Carroll on December 2, 2021 at 09:12:21 AM**

**CANA 2P98:** Humanities edits Dec 2, 2021

# Academic Program Calendar Submission #2022-3283

Department/Centre: Classics

Program(s): Classics

## Program Additions/Terminations

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

**Please note: The calendar year runs from May 1, 2022 to April 30, 2023 and begins with the Spring/Summer sessions. All new programs being introduced or the termination of programs will be effective beginning 2022 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. Proposal(s) and Effective Date(s)

Please note: The Calendar year runs from May 1, 2022 to April 30, 2023 and begins with the Spring/Summer sessions. All programs being changed will be effective beginning 2022 Spring Session.

List all proposals, to be implemented, numerically in the following order:

1. Officers of Instruction be revised.
2. General Information be revised.
3. Honours Program be revised.
4. BA with Major Program be revised.
5. Combined Major Program be revised.
6. CLAS 1P91 course title be revised.
7. CLAS 1P92 course title be revised.
8. CLAS/IASC 2P50 course title and description be revised.
9. CLAS/HIST 2P93, CLAS/HIST 2P94, CLAS/HIST/ITAL 2P97, CLAS/HIST/ITAL 2Q96 revision of dating convention be changed.
10. CLAS/HIST 3F75 deletion of restriction and revisions to prerequisites.
11. CLAS 3M20-3M29 revision to restriction be revised.
12. CLAS 3M60 and 3M61 (cross listed as HIST 3M60 and 3M61 and homed in the Department of History) be readded to the course bank - these courses are crosslisted with history.
13. CLAS 3P08 mode of delivery and addition to prerequisites be revised.
14. CLAS/ITAL/MARS 3P09 mode of delivery and addition to prerequisites be revised.
15. CLAS 3P15 course title, description and note be revised.
16. CLAS 3P16 course title, description and note be revised.
17. CLAS 3P17 course title, description and note be revised.
18. CLAS 3P18 course title, description and note be revised.
19. CLAS/WGST 3P62 be deleted.
20. CLAS 3V20 be deleted.
21. CLAS/VISA 3V70 be deleted .
22. CLAS 4P20, 4P22, 4P34, 4P60, 4P64, 4P65, 4P66, 4P67, 4P68, 4V20-4V29, 4V30-4V39, 4V50-4V69 prerequisites be revised.
23. CLAS 4P64, 4P69 note be revised.
24. CLAS 4V24 be deleted.
25. CLAS 4V35 The Athenian Acropolis variable topic be added to the course bank.
26. CLAS 4V39 be deleted.
27. CLAS 4V52 Education in the Ancient Mediterranean World to be added to the course bank.
28. CLAS 4V53 be deleted.
29. CLAS 4V80-4V89 and CLAS 4V90-4V99 revision to restriction be revised.
30. GREE 2P02 and GREE 4P32 prerequisite line be revised.
31. GREE 4V95 be deleted.
32. HEBR 1F00 be deleted.
33. LATI 2P02 prerequisite line be revised.
34. LATI 4V90 - 4V99 restriction line be revised.
35. LATI 4V90 2022-2023: Advanced Readings in Latin variable topics be added to the course bank.

### 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. Updating list.
2. Editorial correction, removing a colon in the second sentence of the first paragraph that doesn't belong.
3. Editorial correction to add clarity and adding the word overall after 70 percent major average.
4. Language changed to reflect renumbering of hist sequence.
5. Editorial correction.
6. To better reflect course content.
7. To better reflect course content.
8. To better reflect course content.

The learning outcomes remain the same. The course content for CLAS 2P50 is the same that was offered in when the

course was revived in 2020 (until then it was last offered in 2013).

The changes to CLAS 2P50 were introduced in 2020 as a result of our Academic Program Review which recommended making the connection between the Ancient Myth sequence (CLAS 1P95/97) and the Literature in Translation Sequence (CLAS 3P15-18) clearer. Ovid's *Metamorphoses* was always a key part of this course so the language now foregrounds it. The focus on transition between ancient and modern representations in different media is still present.

9. Change of dating method from BC/AD to BCE/CE.

10. To provide consistency throughout the Classics Undergraduate Calendar.

11. To provide consistency throughout the Classics Undergraduate Calendar.

12. Previously approved classics variable topics courses were removed from calendar when not offered. Will be offered again in 2022-2023 to re-adding the crosslisting to the course bank.

13. To provide consistency throughout the Classics Undergraduate Calendar.

14. To provide consistency throughout the Classics Undergraduate Calendar.

15. To better reflect course content. Note added to inform student choice.

In 2017 we made a new hire with a specific brief to take charge of the CLAS 3P15-18 sequence and develop it into a more robust series of offerings on ancient literature in translation. They did this by focusing on a more specific set of texts and themes. The proposed calendar language reflects the last four years of teaching.

16. To better reflect course content. Note added to inform student choice.

In 2017 we made a new hire with a specific brief to take charge of the CLAS 3P15-18 sequence and develop it into a more robust series of offerings on ancient literature in translation. They did this by focusing on a more specific set of texts and themes. The proposed calendar language reflects the last four years of teaching.

17. To better reflect course content. Note added to inform student choice.

In 2017 Classics made a new hire with a specific brief to take charge of the CLAS 3P15-18 sequence and develop it into a more robust series of offerings on ancient literature in translation. They did this by focusing on a more specific set of texts and themes. The proposed calendar language reflects the last four years of teaching.

18. To better reflect course content. Note added to inform student choice.

In 2017 we made a new hire with a specific brief to take charge of the CLAS 3P15-18 sequence and develop it into a more robust series of offerings on ancient literature in translation. They did this by focusing on a more specific set of texts and themes. The proposed calendar language reflects the last four years of teaching.

19. Course no longer being offered.

20. Variable topic course not being offered in 2022-2023.

21. Variable topic course not being offered in 2022-2023.

22. To provide consistency throughout the Classics Undergraduate Calendar.

23. To inform student choice.

24. Variable topic course not being offered in 2022-2023.

25. Variable topic course to be offered in 2022-2023 to reflect faculty member's area of expertise.

26. Variable topic course not being offered in 2022-2023.

27. Variable topic course to be offered in 2022-2023 to reflect faculty member's area of expertise.

28. Variable topic course not being offered in 2022-2023.

29. To provide consistency throughout the Classics Undergraduate Calendar.

30. Editorial corrections and to provide consistency throughout the Classics Undergraduate Calendar.

31. GREE 4V95 is a variable topic course and is not being offered in 2022-2023.

32. No faculty member available to teach this course or has this area of expertise.

33. To provide consistency throughout the Classics Undergraduate Calendar.

34. To provide consistency throughout the Classics Undergraduate Calendar.

35. To offer more options and flexibility in order to provide students with senior credits.

### **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.

# Classics

## *Chair*

Katharine T. von Stackelberg

## *Professor Emeritus* ~~Professors Emeriti~~

David W. Rupp

## *Professors*

Michael J. Carter, Allison M. J. Glazebrook, Carol U. Merriam, R. Angus K. Smith

## *Associate Professors*

Fanny ~~L~~-Dolansky, Elizabeth S. Greene, Carrie Murray

## *Assistant Professors*

Roberto Nickel, Adam Rappold

## *Undergraduate Program Officer*

Fanny ~~L~~-Dolansky

## *Academic Advisor*

Liz Hay

## General Information

### *Administrative Assistant*

Barb Chatwin

905-688-5550, extension 3575

International Centre 309

[brocku.ca/classics](http://brocku.ca/classics)

Classics is an interdisciplinary field, overlapping all the main areas of the Humanities. The Department of Classics offers courses in ancient Greek (GREE) and Latin (LATI), and courses in Classics (CLAS), embracing ancient civilization in all its aspects: literature, philosophy, education, history, religion, art and archaeology. In general, CLAS courses require no knowledge of Greek or Latin.

The Department has special resources for learning about the ancient world. Archaeological training sessions are conducted in the summer in Mediterranean lands. Brock is a contributing member to several research and teaching institutions located in the Mediterranean, including the American School of Classical Studies at Athens and the Canadian Institute in Greece. The Brock Museum of Cypriote Antiquities, housed in the Department of Classics, contains a representative collection of art and artifacts from the Neolithic period to beyond the Roman Empire. The Niagara Peninsula Society of the Archaeological Institute of America, in conjunction with the Department, organizes archaeological programs and lectures.

Study tours in the Mediterranean are offered by Classics jointly with Visual Arts and other departments.

Students are encouraged to consult the Chair, Undergraduate Officer or Academic Adviser to discuss their educational objectives and career plans.

Students are advised that graduate programs in Classics require competence in Greek and Latin. Those considering graduate work in Classics should plan to take a minimum of four Greek and/or Latin (GREE/LATI) credits.

## Program Notes

1. The breakdown of each program into Year 1 and Years 2, 3 and 4 is a guide only. Please see the Academic Advisor for further details.
2. Honours students contemplating graduate school in Classics in literature, history or art and archaeology should aim to use GREE and LATI as their elective credits.

3. Koine Greek or Classical Hebrew courses are offered by Concordia Lutheran Theological Seminary and would be taken on letter of permission.
4. Contact the Department of Modern Languages, Literatures and Cultures for relevant language courses.
5. 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 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.

## Honours Program

Students seeking an Honours degree have a choice of three streams in Classics. A combination of 11 credits in CLAS, LATI and/or GREE is required for each stream:

1. Ancient Art and Archaeology examines the cultures of the ancient Mediterranean and Near East from the perspectives of both visual and material culture. This stream is appropriate for students wishing to pursue advanced study in Classical art and archaeology.
2. Classical Civilization is an option for those interested in creating their own customized program of study in Classics. Courses in ancient Greek and Latin language (designated GREE, LATI) are encouraged but not required.
3. Greek and Roman Studies combines the study of Greek and Latin language, and Greek and Roman history, art, religion and literature-in-translation. This stream is appropriate for students wishing to pursue advanced study in Classics, Greek and Roman history or Classical languages.

Student progress will be evaluated annually. To continue in the Honours program students must achieve a minimum grade of 60 percent in all CLAS, GREE or LATI courses and a minimum 70 percent major average **overall**. Any student who does not meet these requirements will be placed in the BA with Major program. To re-declare to the Honours program a student must upgrade any CLAS, GREE or LATI course in which the minimum of 60 was not achieved and raise their major average to a minimum 70 percent.

Honours majors should consult with the Undergraduate Officer and the Academic Advisor to arrange a suitable program.

## Ancient Art and Archaeology stream

### *Year 1*

- One credit from CLAS 1P91, 1P92, 1P93, 1P94, 1P95, 1P97
- GREE 1F00 or LATI 1F00
- one Sciences context credit
- one Social Sciences context credit
- one elective credit

### *Years 2, 3 and 4*

- CLAS 2P32, 2P34, 3P22, 3P23, 3P24 and 3P25
- two credits from CLAS 3F75, 3M20-3M29, 4P28, 4P31, 4P34, 4V20-4V29, 4V30-4V39
- one credit from CLAS 2P93, 2P94, 2Q96, 2P97, 3P15, 3P16, 3P17, 3P18
- three credits from GREE or LATI
- six elective credits (see program note 5)

## Classical Civilization Stream

### *Year 1*

- One credit from CLAS 1P91, 1P92, 1P94, 1P95, 1P97
- one credit from CLAS, GREE or LATI
- one Sciences context credit
- one Social Sciences context credit
- one elective credit

### *Years 2, 3 and 4*

- Three credits from CLAS, GREE or LATI numbered 2(alpha)00 or above
- four credits from CLAS, GREE or LATI numbered 2(alpha)90 or above
- two credits from CLAS, GREE or LATI numbered 3(alpha)90 or above
- six elective credits (see program note 5)

## Greek and Roman Studies stream

### *Year 1*

- One credit from CLAS 1P91, 1P92, 1P94, 1P95, 1P97
- GREE 1F00
- LATI 1F00
- one Sciences context credit
- one Social Sciences context credit

### *Years 2, 3 and 4*

- One credit from CLAS, GREE or LATI numbered 2(alpha)00 or above
- two CLAS credits numbered 2(alpha)90 or above
- one CLAS, GREE or LATI credit numbered 3(alpha)90 or above
- GREE 2P01 and 2P02
- LATI 2P01 and 2P02
- two GREE, LATI credits numbered 3(alpha)90 or above
- seven elective credits

## BA with Major Program

The BA with Major in Classics combines the study of Greek and Roman history, religion, literature-in-translation, art and archaeology. BA with Major students should consult with the Academic Adviser to arrange a suitable program.

## Classics

### *Year 1*

- One credit from CLAS 1P91, 1P92, 1P94, 1P95, 1P97
- one credit from CLAS, GREE, LATI
- one Sciences context credit
- one Social Sciences context credit
- one elective credit

### *Years 2, 3 and 4*

- Two and one-half credits from CLAS, GREE, LATI
- one credit from CLAS, GREE or LATI numbered 2(alpha)00 or above
- three CLAS credits numbered 23(alpha)9000 or above
- one and one-half credits from CLAS, GREE, LATI credits numbered 3(alpha)90 or above
- seven elective credits (see program note 5)

## **Pass Program**

Combines the study of Greek and Roman history, religion, literature-in-translation, art and archaeology. Pass majors should consult with the Academic Adviser to arrange a suitable program.

## **Classics**

Seven credits labelled CLAS, GREE or LATI are required for a Pass degree:

- One credit from CLAS 2P93, 2P94, 2Q96, 2P97
- six CLAS, GREE, LATI credits (see program note 5)
- one Sciences context credit
- one Social Sciences context credit
- six elective credits (see program note 5)

## **Combined Major Program**

A student may combine either an Honours or a Pass program in Classics and another Humanities, Sciences or Social Sciences-. For requirements in the other discipline, the student should consult the relevant department/centre. It should be noted that not all departments/centres provide a combined major option.

### **Honours**

- Three CLAS, GREE or LATI credits
- two CLAS, GREE or LATI credits numbered 2(alpha)90 or above
- two CLAS, GREE or LATI credits numbered 3(alpha)90 or above

### **Pass**

- Three CLAS, GREE or LATI credits
- two CLAS, GREE or LATI credits numbered 2(alpha)90 or above

## **Certificate Program**

The Department of Classics offers programs leading to an Introductory Certificate in Ancient Greek and Latin Language and an Enhanced Certificate in Ancient Greek and Latin Language.

The Introductory Certificate in Ancient Greek and Latin Language will be of interest to those who want to acquire an introductory knowledge of Greek and Latin either for interest or to pursue concentrated study at the university level.

The Enhanced Certificate in Ancient Greek and Latin Language is intended for students who have completed either the Introductory Certificate in Ancient Greek and Latin Language (or its equivalent) or a Bachelor of Arts in Classics degree and wish to attend a Master of Arts program but have not achieved the required level of proficiency in Greek and/or Latin for admittance.

## **Introductory Certificate in Ancient Greek and Latin Language**

### **Introductory Certificate in Ancient Greek and Latin Language**

Introductory Certificate in Ancient Greek and Latin Language is awarded upon completion of the following courses with a minimum 70 percent overall average:

- One credit from LATI 1F00, LATI 2P01 and 2P02
- one credit from GREE 1F00 or GREE 2P01 and 2P02
- one credit from the following: CLAS 1P94 and 0.5 CLAS credit numbered 1(alpha)90 or above, one Koine Greek credit, one Classical Hebrew credit, one language credit from the Department of Modern Languages, Literatures and Cultures (see program notes 3 and 4)

## **Enhanced Certificate in Ancient Greek and Latin Language**

### **Enhanced Certificate in Ancient Greek and Latin Language**

Enhanced Certificate in Ancient Greek and Latin Language is awarded upon completion of the following courses with a

minimum 70 percent overall average:

- Two credits numbered 2(alpha)00 or above from GREE, LATI
- one credit from the following: one credit numbered 2(alpha)90 or above from CLAS, GREE, LATI, one Koine Greek credit, one Classical Hebrew credit, one language credit from the Department of Modern Languages, Literatures and Cultures (see program notes 3 and 4)

## Minor in Classics

Students in other disciplines can obtain a Minor in Classics within their degree program by completing the following courses with a minimum 60 percent overall average:

- One credit from CLAS 1P91, 1P92, 1P94, 1P95 and 1P97, GREE 1F00, LATI 1F00
- one credit from CLAS, GREE, LATI
- one credit from CLAS, GREE, LATI numbered 2(alpha)00 or above
- one credit from CLAS, GREE, LATI numbered 2(alpha)90 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 a 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.

### CLASSICS COURSES

CLAS 1P91

**Discovering Ancient Greece**~~The Glory of Ancient Greece~~

Culture and society of ancient Greece explored through literature, art, archaeology and history.

Lectures, seminar, 3 hours per week.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

CLAS 1P92

**Discovering Ancient Rome**~~The Grandeur of Ancient Rome~~

Culture and society of ancient Rome explored through literature, art, archaeology and history.

Lectures, seminar, 3 hours per week.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

# CLAS 1P93

**Culture and Civilization of Central Europe: From the Prehistoric to 350CE**

(also offered as GERM 1P93)

Cultural development of Central Europe from the earliest stone and pottery cultures, through the Bronze, Iron and Celtic Ages, ending with the Gallo-Roman period. Beliefs and practices, material objects, artistic developments, and architecture. Digitized images are used to illustrate the cultural evidence.

Lectures, tutorial, 4 hours per week.

Note: given in English. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

CLAS 1P94

**Word Power: Greek and Latin Roots of English**

Root words of the English language to build vocabulary and recognize meaning in specialized terminology, focusing on life sciences, medicine and law.

Lectures, seminar, 3 hours per week.

Note: no previous knowledge of Greek or Latin required. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

CLAS 1P95

**Myths of the Greek and Roman Gods**

Traditional story types: nature myths, ritual myths. Diffusion of myths in the ancient world. The creation, the succession in heaven and the individual gods. Functions of myth in ancient society. Modern theories of myth.

Lectures, seminar, 3 hours per week.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

CLAS 1P97

**Myths of the Heroic Age**

Traditional story types: folktale, legend. Concept of a Heroic Age, centres and cycles of legend, pseudo-history. Response to Greek and Roman myths through the ages.

Lectures, seminar, 3 hours per week.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

CLAS 2P32

**Introduction to Archaeology**

History, theory and practice of archaeology.

Lectures, seminar, 3 hours per week.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

CLAS 2P34

**Cities and Sanctuaries of the Ancient World**

Surveys the cities of the ancient Near East, Egypt, and the Greek and Roman worlds from an archaeological perspective, and in their cultural and historical contexts.

Lectures, seminar, 3 hours per week.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in INTC 2P34.

\* CLAS 2P40

**Ancient Sport and Spectacle**

(also offered as KINE 2P40)

Sport and sporting values and their central role in ancient society. Topics include sporting events and facilities, sporting festivals, religious and political connections, intellectual and popular attitudes, a comparison of ancient and modern realities and values.

Lectures, seminar, 3 hours per week.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

\* CLAS 2P50

**Great Myth, Mutation and Transformations in Literature and Art**

(also offered as IASC 2P50)

Myths of transformation from the most influential myths in Greek and Roman world, and their influence and reception in later Latin literature and contemporary media in ancient art, emphasizing continuity of themes and images. Selected readings from Ovid's *Metamorphoses* and their representation in literature, performance, and visual art. in major genres of poetry and prose. Selected works of painting and sculpture.

Lectures, seminar, 3 hours per week.

Note: one of CLAS 1P95, 1P97 recommended. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

CLAS 2P52

**Beyond Troy: The Art, Literature and Film of the Trojan War**

Enduring myths of the Trojan War through literature, art, archaeology and film.

Lectures, seminar, 3 hours per week.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

\* CLAS 2P61

**Women in the Ancient World**

(also offered as WGST 2P61)

Women's social roles, environment and legal rights including conceptions of the female and ideals of women. Consideration given to women from other parts of the Mediterranean, such as Etruria, Egypt and the Near East focusing on women in Greek and Roman society. Emphasis on the nature and limitations of the various types of evidence.

Lectures, seminar, 3 hours per week.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

\* CLAS 2P93

**History of Early Greece**

(also offered as HIST 2P93)

Social and political history of the Greek world from the Bronze Age to 450 BCE: Minoans and Mycenaeans, Dark Age, colonizing period, tyrants, rise of Sparta, Persian wars, and Athenian Empire. Readings from Greek historians and documents in translation.

Lectures, seminar, 3 hours per week.

Note: CLAS 1P91 is recommended. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in CLAS (HIST) 3P03.

\* CLAS 2P94

**History of Classical Greece**

(also offered as HIST 2P94)

Social and political history of the Greek world, 450-323 BCE. The great war between Athens and Sparta, rivalry of city-states, rise of national states. Alexander the Great. Readings from Greek historians and documents in translation.

Lectures, seminar, 3 hours per week.

Note: CLAS 2P93 is recommended. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in CLAS (HIST) 3P04.

\* CLAS 2P97

**History of the Early Roman Empire**

(also offered as HIST 2P97 and ITAL 2P97)

History of Rome from the Battle of Actium to the death of Marcus Aurelius (180 CE-AD 180), emphasis on social and political developments.

Lectures, seminar, 3 hours per week.

Note: CLAS 2Q96 is recommended. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in CLAS (HIST/ITAL) 3P06.

\* CLAS 2Q96

**History of the Roman Republic**

(also offered as HIST 2Q96 and ITAL 2Q96)

History of Rome to the Battle of Actium (31 BCE), emphasis on social and political developments from the Gracchi to Julius Caesar.

Lectures, seminar, 3 hours per week.

Note: CLAS 1P92 is recommended. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in CLAS (HIST/ITAL) 3P05.

\* CLAS 3F75

**Archaeological Practicum in Mediterranean Lands**

(also offered as HIST 3F75)

Field work including excavation, surveys, lectures, demonstrations and study tours of ancient sites, monuments and museums.

~~Restriction: permission of the instructor.~~

Prerequisite(s): one of CLAS 2P32, 2P34, 3P22, 3P23, 3P24, 3P25 ~~and~~ or permission of the ~~instructor~~ Department.

Note: offered in the Spring or Summer session for four to six weeks of intensive study abroad. Students are expected to pay their own expenses. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

\* CLAS 3M20-3M29

**Study in Mediterranean Lands**

(also offered as VISA 3M20-3M29)

Topographical investigations of ancient sites and monuments. Study tours of the great cities and museums of the Mediterranean world emphasizing the art and architecture of the Prehistoric, Classical and later periods.

Restriction: permission of the ~~instructor~~ Department.

Note: offered in the Spring or Summer Session for two to four weeks of intensive study abroad. Students are expected to pay their own expenses.

# CLAS 3M60

**2022-2023: Field School in Local Historical Archaeology**

(also offered as HIST 3M60)

Archaeological field methods, including but not limited to site survey, excavation, recording and laboratory procedures. Material culture, historic landscapes and archival sources.

Lectures, workshop, field trip, 5 weeks.

Restriction: permission of the instructor or Department.

Note: field site is a local shipyard occupied between 1827 and 1901. Materials fee required. Students are expected to pay their own expenses. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

# CLAS 3M61

**2022-2023: Local Historical Archaeology**

(also offered as HIST 3M61)

Practice of archaeology within local historic environments, with a focus on Niagara. Multidisciplinary approaches to human-landscape interaction, connecting material culture, archival sources, and the natural and built environment.

Offered online.

Restriction: permission of the Department.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

CLAS 3P08

**History of the Hellenistic World**

History of the Greek world (323-31 BCE) following the death of Alexander the Great, and the rise of successor states in Greece, Egypt and Asia Minor to the death of Cleopatra.

Lectures, seminar, 3 hours per week.

Prerequisite(s): one of CLAS 1P91, 2P94, 3P25 ~~or~~ permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

\* CLAS 3P09

**The Later Roman Empire**

(also offered as ITAL 3P09 and MARS 3P09)

History of the Roman Empire from the death of Marcus Aurelius to late Antiquity.

Lectures, seminar, 3 hours per week.

Prerequisite(s): one of CLAS 1P92, 2P97, 3P23 or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in CLAS 4P55.

CLAS 3P10

**Cleopatra**

History, biography, and representation in literature, art and modern media of the most renowned and controversial queen of the ancient world.

Lectures, seminar, 3 hours per week.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in CLAS 2P51.

CLAS 3P15

**Homer and Epic Heroism**

Struggle, loss and reconciliation in Homer's *The Iliad* and *the Odyssey*. Depiction of epic heroes and heroines may include Achilles, Helen, Odysseus and Penelope. of Homer, their influence and reception.

Lectures, seminar, 3 hours per week.

Note: one of CLAS 1P91, 1P92, 1P95, 1P97, 2P50, 2P52 recommended. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

CLAS 3P16

**The World of Imperial Epic**

Imperial power, colonisation and conquest in *The Aeneid* and other works of Vergil's *Aeneid* and Apollonius of Rhodes' *Argonautika*. Depiction of epic heroes and heroines include Aeneas, Dido, Jason and Medea., Ovid's *Metamorphoses*, and other epics.

Lectures, seminar, 3 hours per week.

Note: one of CLAS 1P91, 1P92, 1P95, 1P97, 2P50, 2P52 recommended. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

CLAS 3P17

**Love on the Dramatic Stage**

Varieties of love in Greek and Roman tragedy and comedy including romantic love and love in family relationships. Works include Tragedies of Aeschylus, Sophocles' *Antigone*, and Euripides' *Helen* and *Alcestis*; Aristophanes' *Lysistrata*; Terence's *The Eunuch*. Origins and development of tragedy. Reception of Greek tragedy in Rome. Authors and works may vary.

Lectures, seminar, 3 hours per week.

Note: one of CLAS 1P91, 1P92, 1P95, 1P97, 2P50, 2P52 recommended. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

CLAS 3P18

**Power on the Dramatic Stage**

Power and conflict in the domestic and political spheres in Origins, development, and reception of Greek and Roman tragedy and comedy. Works may include Aeschylus' *Oresteia*; Sophocles' *Oedipus the King*; Euripides' *Bacchae*; Aristophanes' *Birds*; Plautus' *The Braggart Soldier*. and related genres, such as satire and romance.

Lectures, seminar, 3 hours per week.

Note: one of CLAS 1P91, 1P92, 1P95, 1P97, 2P50, 2P52 recommended. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

\* CLAS 3P22

**Art and Architecture of the Roman Republic and Early Empire**

(also offered as ITAL 3P22 and VISA 3P22)

Art and architecture of the cultures of the Italian peninsula, in the first millennium BC, within the framework of cultural change and external influences.

Lectures, 3 hours per week.

Note: one credit from CLAS or VISA 1Q98 and 1Q99 recommended. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

\* CLAS 3P23

**Art and Architecture of the Roman Empire**

(also offered as ITAL 3P23 and VISA 3P23)

Roman art and architecture from Augustus to Late Antiquity. Christian art and architecture and the influence of Roman aesthetics on the Renaissance and beyond.

Lectures, 3 hours per week.

Note: one credit from CLAS or VISA 1Q98 and 1Q99 recommended. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

\* CLAS 3P24

**Art and Architecture of Early Greece**

(also offered as VISA 3P24)

Greek art and architecture from the end of the Bronze Age through the end of the Archaic period within the framework of historical and cultural change.

Lectures, 3 hours per week.

Note: one credit from CLAS or VISA 1Q98 and 1Q99 recommended. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

\* CLAS 3P25

**Art and Architecture of Classical Greece and the Hellenistic World**

(also offered as VISA 3P25)

Greek art and architecture from the early Classical era through the Hellenistic period within the framework of historical and cultural change.

Lectures, 3 hours per week.

Note: one credit from CLAS or VISA 1Q98 and 1Q99 recommended. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

CLAS 3P31

**The Art and Archaeology of Pompeii**

Roman art and archaeology from Pompeii. Topics include domestic architecture and urbanization.

Lectures, seminar, 3 hours per week.

Prerequisite(s): one credit from CLAS 1P91, 1P92, 1P93, 1P94, 1P95, 1P97, 2P32, 2P34, VISA 1Q98 and 1Q99.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in CLAS (VISA) 3V31 and VISA 3P31.

# CLAS 3P36

**Digital Innovations: History and Computing I**

(also offered as HIST 3P36 and IASC 3P36)

Explores innovative, digital methods historians are using to research, express and teach the past.

Lectures, seminar, 3 hours per week.

Note: practical component features introduction to 3D modelling. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in CLAS (HIST/IASC) 3F31.

# CLAS 3P37

**Digital Innovations: History and Computing II**

(also offered as HIST 3P37 and IASC 3P37)

Surveys ways historians have used computation to transform our understanding of the past.

Lectures, seminar, 3 hours per week.

Note: practical component features introduction to more advanced methods for 3D modelling. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in CLAS (HIST/IASC) 3F31.

CLAS 3P60

**Ancient Judaisms and Judaic Societies: From Cyrus to Mohammed**

Examination of evidence for major forms of Judaism and their relation to social, cultural, administrative and political institutions.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in CLAS 2P60.

\* CLAS 3P61

**Gender and Society in Ancient Mediterranean Cultures**

(also offered as HIST 3P61 and WGST 3P61)

Ancient constructions of femininity and masculinity and their relationship to the social, political and legal systems of the Greco-Roman world. Cultural regions vary.

Lectures, seminar, 3 hours per week.

Prerequisite(s): one of CLAS 1P91, 1P92, 2P61, HIST 1P98, 1P99, WGST 1F90 or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

\* CLAS 3P62

**The Ancient Household**

(also offered as WGST 3P62)

Social structure, gender and class roles, religious rituals; Mediterranean domestic space and community relationships, urban infrastructure and social networks.

Lectures, seminar, 3 hours per week.

Prerequisite(s): one credit from CLAS 1P91, 1P92, 2P61, WGST 1F90.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

# CLAS 3P63

**Western Diasporas in the Ancient and Modern Eras**

(also offered as HIST 3P63)

Reception, presence and experience of migrant and immigrant peoples as cultural, religious and ethnic minorities in both ancient and modern times.

Lectures, seminar, 3 hours per week.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

\* CLAS 3P65

**Ancient Law in the Near Eastern and Mediterranean Lands**

(also offered as HIST 3P65)

Principal codified legal corpora of the ancient world, including Mesopotamia, the Levant (Land of Israel), Greece and Rome.

Lectures, 3 hours per week.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

CLAS 3V20-3V29

**Special Topics in Classics**

Special Topics in Classics.

\* CLAS 3V20

**2021-2022: Virtual Study Tour of Italy**

(also offered as VISA 3V20)

Archaeological and art historical investigation of Etruscan and Roman Italy. Sites to be visited virtually through synchronous and asynchronous online sessions include Rome, Pompeii, Hadrian's Villa, Cerveteri, and Tarquinia.

Lectures, seminar, 3 hours per week.

Restriction: permission of the Instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

CLAS 3V30-3V39

**Survey Topics in Mediterranean Art and Archaeology**

Topics in Mediterranean art, architecture and archaeology, offering an overview of selected chronological periods, geographic regions and artistic disciplines.

Prerequisite(s): one credit from CLAS 1P91, 1P92, 1P93, 1P95, 1P97, 2P32, 2P34, VISA 1Q98 and 1Q99.

CLAS 3V70-3V79

**Special Topics in Classics**

Special Topics in Classics.

\* CLAS 3V70

**2021-2022: Digital Modelling in Archaeology**

(also offered as HIST 3V70)

Introduction to 3D modeling of archaeological artifacts, and ethical considerations of utilization. Training in computer applications for processing/analysis of digital models created as part of the Marzamemi Maritime Heritage Project.

Lectures, seminar, 3 hours per week.

Restriction: permission of the Instructor.

Note: students may produce models locally using photogrammetry, and laser/structured light scanning. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

CLAS 4P20

**Archaeology of Technology**

Ancient technologies from an archaeological perspective, focusing on the prehistoric cultures of the Aegean and Eastern Mediterranean.

Seminar, 3 hours per week.

Prerequisite(s): one credit from CLAS 2P32, 2P34, CLAS 3P22, 3P23, 3P24, 3P25, 3V30-3V39 or permission of the instructor/Department.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

CLAS 4P22

**Archaeology of Death**

Ancient burial customs, concentrating on the cultures of the prehistoric Mediterranean, emphasizing mortuary theory.

Seminar, 3 hours per week.

Prerequisite(s): one credit from CLAS 2P32, 2P34, 3P22, 3P23, 3P24, 3P25, 3V30-3V39 or permission of the instructor/Department.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

CLAS 4P28

**Archaeological Ethics**

Ethical, legal and practical dimensions of Classical Archaeology. Topics include looting and the antiquities trade, maritime archaeology and treasure hunting, archaeology as a profession, educational outreach, and museum exhibition.

Lectures, 3 hours per week.

Prerequisite(s): one credit from CLAS 2P32, 2P34, 3P22, 3P23, 3P24, 3P25, 3V30-3V39.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

CLAS 4P31

**Art and Archaeology of Etruscan Italy**

Etruscan culture through its monuments and material remains from the eighth to third centuries BCE.

Lectures, 3 hours per week.

Prerequisite(s): one of CLAS 3P22, 3P23, 3P24, 3P25, ITAL 2P92, VISA 2P41, 3P52.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in VISA 4P31.

CLAS 4P34

**Aegean Bronze Age**

Development of the Bronze Age cultures of the Aegean basin from 3000 to 1100 BC emphasizing art and architecture of the Minoans on Crete and the Mycenaeans of the Greek mainland.

Lectures, 3 hours per week.

Prerequisite(s): one credit from CLAS 2P32, 2P34, 3P22, 3P23, 3P24, 3P25, 3V30-3V39, ITAL 2P92, VISA 1Q98 and 1Q99, VISA 2P41, 3P52 or permission of the **instructor** Department.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in CLAS (VISA) 4V34 and VISA 4P34.

CLAS 4P60

**Slaves and Slavery in the Greek World**

Theoretical approaches to, practices of and attitudes toward slavery including the experiences of slaves and masters.

Lectures, seminar, 3 hours per week.

Prerequisite(s): one CLAS credit numbered 2(alpha)90 or above or permission of the **instructor** Department.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

CLAS 4P63

**Children and Childhood in the Ancient Mediterranean World**

Topics include education, child labour, play, religious rituals, burial and commemoration.

Seminar, 3 hours per week.

Prerequisite(s): one CLAS credit numbered 2(alpha)90 or above or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in CLAS 4V68.

CLAS 4P64

**Food and Dining in the Ancient World**

Food production and social rituals of dining in ancient Greece and Rome through literary and material evidence, experiential reconstruction of ancient recipes.

Seminar, 3 hours per week.

Prerequisite(s): one CLAS credit numbered 2(alpha)90 or above or permission of the **instructor** Department.

Note: **one of CLAS 1P92, 2Q96, 2P97, 3P08 recommended. This** course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

CLAS 4P65

**Disasters in the Ancient Mediterranean World**

Natural and human-made disasters in antiquity including volcanic eruptions, earthquakes, famines, plagues and slave revolts.

Impact, response, recovery and reporting of such events.

Seminar, 3 hours per week.

Prerequisite(s): one CLAS credit numbered 2(alpha)90 or above or permission of the **instructor** Department.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

CLAS 4P66

**Sparta in Context**

Socio-political institutions, social roles and organization, rituals and material culture, including representations of Sparta in various media.

Seminar, 3 hours per week.

Prerequisite(s): one CLAS credit numbered 2(alpha)90 or above or permission of the instructor/Department.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in CLAS 4V66.

CLAS 4P67

**Nature and the Roman Landscape**

Cultural attitudes towards nature and construction of identity through landscape in Roman art and literature.

Seminar, 3 hours per week.

Prerequisite(s): one CLAS credit numbered 2(alpha)90 or above or permission of the instructor/Department.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

CLAS 4P68

**Augustus and the Roman Revolution**

Political, social and cultural history of the Augustan Age, from the Late Republic to the Early Empire.

Seminar, 3 hours per week.

Prerequisite(s): one CLAS credit numbered 2(alpha)90 or above or permission of the instructor/Department.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

CLAS 4P69

**Empire and Environment**

Ethnography and environmental impact of Roman Empire. Focus on indigenous responses to Roman presence, cartographic representations of power, and natural resources.

Seminar, 3 hours per week.

Prerequisite(s): one CLAS credit numbered 2(alpha)90 or above or permission of the instructor.

Note: one of CLAS 1P92, 2Q96, 2P97, 3P08 recommended. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in CLAS 4V55.

CLAS 4P80

**Advanced Archaeological Fieldwork in Greece**

Fieldwork and study at the archaeological site of Gournia in Crete, Greece. Advanced techniques of archaeological survey, excavations, data recording, finds processing and analysis.

Restriction: permission of the instructor.

Prerequisite(s): CLAS 3F75 and permission of the instructor.

Note: students are expected to pay their own expenses. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in CLAS 4V80.

CLAS 4P85

**Advanced Archaeological Fieldwork in Italy**

Fieldwork and study of archaeological materials under the supervision of a faculty member.

Restriction: permission of the instructor.

Prerequisite(s): CLAS 3F75.

Note: students are expected to pay their own expenses. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in CLAS 4V85.

CLAS 4P86

**Advanced Fieldwork in Maritime Archaeology**

Fieldwork and study of archaeological materials under the supervision of a faculty member.

Restriction: permission of the instructor.

Prerequisite(s): CLAS 3F75.

Note: students are expected to pay their own expenses. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in CLAS 4V86.

CLAS 4P87

**Advanced Archaeological Fieldwork in Sicily**

Fieldwork and study of archaeological materials under the supervision of a faculty member.

Restriction: permission of the instructor.

Prerequisite(s): CLAS 3F75.

Note: students are expected to pay their own expenses. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in CLAS 4V87.

CLAS 4V20-4V29

**Special Topics in Archaeology**

Selected topics and problems in current archaeological research that pertain to the Mediterranean and to the Near East.

Seminar, 3 hours per week.

Prerequisite(s): one credit from CLAS 2P32, 2P34, CLAS 3P22, 3P23, 3P24, 3P25, 3V30-3V39 or permission of the instructor/Department.

CLAS 4V24

**2021-2022: Archaeology of Ancient Shipwrecks**

Introduction to maritime archaeology and the role of the sea in the social, economic, military, political and technological life of the ancient Mediterranean.

Seminar, 3 hours per week.

Prerequisite(s): one credit from CLAS 2P32, 2P34, CLAS 3P22, 3P23, 3P24, 3P25, 3V30-3V39 or permission of the Department.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in CLAS 3P32.

\* CLAS 4V30-4V39

**Special Topics in Mediterranean Art and Architecture**

(also offered as VISA 4V30-4V39)

Selected topics and problems in current art, historical and archaeological research pertaining to the art and architecture of the ancient Greek or Roman world.

Seminar, 3 hours per week.

Prerequisite(s): one credit from CLAS 2P32, 2P34, 3P22, 3P23, 3P24, 3P25, 3V30-3V39, VISA 1Q98 and 1Q99, VISA 2P41, 2P92, 3P52 or permission of the instructor/Department.

CLAS 4V35

**2022-2023: The Athenian Acropolis**

Exploration of the art, architecture, myth, cults, history and meaning of the Athenian Acropolis from the Bronze Age to the present day.

Seminar, 3 hours per week.

Prerequisite(s): one credit from CLAS 2P32, 2P34, 3P22, 3P23, 3P24, 3P25, 3P20-39, 3V30-3V39 or permission of the instructor.

\* CLAS 4V39

**2021-2022: Art and Architecture - Greek Colonization**

(also offered as VISA 4V39)

Archaeology of Greek and Punic colonies in the western Mediterranean, primarily during the eighth to fifth centuries BCE.

Seminar, 3 hours per week.

Prerequisite(s): one credit from CLAS 2P32, 2P34, 3P22, 3P23, 3P24, 3P25, 3V30-3V39, VISA 1Q98 and 1Q99, VISA 2P41, (2P52), 2P92 or permission of the Department.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

CLAS 4V50-4V69

**Special Subjects in Classics**

Study of a special subject in one of the following areas: Greek and Latin linguistics and literature, Greek and Roman history, philosophy and religion.

Seminar, 3 hours per week.

Prerequisite(s): one CLAS credit numbered 2(*alpha*)90 or above or permission of the **instructor**Department.

CLAS 4V52

**2022-2023: Education in the Ancient Mediterranean World**

Examination of educational practices among ancient Greek, Roman, Jewish, and Christian communities using literary, archaeological, art historical, and inscriptional evidence. Topics include formal schooling, literacy, apprenticeships, training in medicine and law, religious education, corporal punishment, and bullying.

Seminar, 3 hours per week.

Prerequisite(s): one CLAS credit numbered 2(*alpha*)90 or above or permission of the instructor.

CLAS 4V53

**2021-2022: The Ancient Greek Household**

Exploration of the physical remains, socio-political importance, and cultural ideas of home through archaeological, visual, and literary evidence.&#8239;

Seminar, 3 hours per week.

Prerequisite(s): one CLAS credit numbered 2(*alpha*)90 or above or permission of the Department.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

CLAS 4V80-4V89

**Advanced Archaeological Fieldwork and Directed Research**

Fieldwork and study of archaeological material under the supervision of a faculty member.

Restriction: permission of the **instructor**Department.

Prerequisite(s): CLAS 3F75.

Note: students are expected to pay their own expenses.

CLAS 4V90-4V99

**Advanced Study and Directed Research**

Individual study in one of the following areas: archaeology, ancient history, classical literature.

Restriction: permission of the **instructor**Department.

Note: content to be determined by the interests of the student and the advice of the **instructor**Department.

**GREEK COURSES**

GREE 1F00

**Language (Introductory)**

Fundamentals of ancient Greek. Selections from various Greek authors.

Lectures, seminar, 4 hours per week.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

GREE 2P01

**Language and Literature I**

Review of grammar. Intermediate selections from Greek authors.

Lectures, seminar, 4 hours per week.

Prerequisite(s): GREE 1F00.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

GREE 2P02

**Language and Literature II**

Further intermediate selections from Greek authors. Greek prose composition.

Lectures, seminar, 4 hours per week.

Prerequisite(s): GREE 2P01 or permission of the **instructor** Department.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

GREE 4P01

**Epic I**

Selections from Greek epic. Authors and works vary.

Seminar, 3 hours per week.

Prerequisite(s): GREE 2P02 or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

GREE 4P02

**Epic II**

Selections from Greek epic. Authors and works vary.

Seminar, 3 hours per week.

Prerequisite(s): GREE 2P02 or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

GREE 4P05

**Historians I**

Selections from the works of the classical Greek historians and biographers. Authors and works vary.

Seminar, 3 hours per week.

Prerequisite(s): GREE 2P02 or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

GREE 4P06

**Historians II**

Selections from the works of the classical Greek historians and biographers. Authors and works vary.

Seminar, 3 hours per week.

Prerequisite(s): GREE 2P02 or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

GREE 4P11

**Greek Oratory and Dialogue I**

Selections from the Attic orators and/or Greek philosophical works. Authors and works vary.

Seminar, 3 hours per week.

Prerequisite(s): GREE 2P02 or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

GREE 4P12

**Greek Oratory and Dialogue II**

Selections from the Attic orators and/or Greek philosophical works. Authors and works vary.

Seminar, 3 hours per week.

Prerequisite(s): GREE 2P02 or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

GREE 4P21

**Greek Tragedy I**

One or more Greek tragedies and/or satyr-drama. Authors and works vary.

Seminar, 3 hours per week.

Prerequisite(s): GREE 2P02 or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

GREE 4P22

**Greek Tragedy II**

One or more Greek tragedies and/or satyr-drama. Authors and works vary.

Seminar, 3 hours per week.

Prerequisite(s): GREE 2P02 or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

GREE 4P31

**Greek Comedy I**

One or more Greek comedies. Authors and works vary.

Seminar, 3 hours per week.

Prerequisite(s): GREE 2P02 or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

GREE 4P32

**Greek Comedy II**

One or more Greek comedies. Authors and works vary.

Seminar, 3 hours per week.

Prerequisite(s): GREE 2P02 or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

GREE 4P41

**Greek Lyric and Elegy I**

Selections from Greek lyric, elegiac, iambic and bucolic poetry. Authors and works vary.

Seminar, 3 hours per week.

Prerequisite(s): GREE 2P02 or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

GREE 4P42

**Greek Lyric and Elegy II**

Selections from Greek Lyric, elegiac, iambic and bucolic poetry. Authors and works vary.

Seminar, 3 hours per week.

Prerequisite(s): GREE 2P02 or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

GREE 4V90-4V99

**Advanced Readings and Directed Research**

Studies in Greek literature. Content to be determined by the interests of the student and availability of instructors.

Seminar, 3 hours per week.

Restriction: permission of the **instructor** Department.

GREE 4V95

**2021-2022: Readings in Hellenistic Poetry**

Readings in Apollonius of Rhodes; Argonautika. Study of critical scholarship.

Seminar, 3 hours per week.

Restriction: permission of the Instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

HEBR 1F00

**Introduction to Early Hebrew and Aramaic**

Fundamentals of Early Hebrew and Aramaic. Selections from various Early Hebrew and Aramaic authors.

Lectures, seminar, 4 hours per week.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

**LATIN COURSES**

LATI 1F00

**Language (Introductory)**

Fundamentals of Latin. Selections from various Latin authors.

Lectures, 4 hours per week.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

LATI 2P01

**Language and Literature I**

Review of grammar. Intermediate selections from Latin authors.

Lectures, seminar, 4 hours per week.

Prerequisite(s): LATI 1F00.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

LATI 2P02

**Language and Literature II**

Further intermediate selections from Latin authors. Latin prose composition.

Lectures, seminar, 4 hours per week.

Prerequisite(s): LATI 2P01 or permission of the **instructor** Department.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

LATI 4P01

**Epic, Didactic and Pastoral I**

Selections from Vergil, Ovid and Lucretius. Authors and works vary.

Seminar, 3 hours per week.

Prerequisite(s): LATI 2P02 or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

LATI 4P02

**Epic, Didactic and Pastoral II**

Selections from Vergil, Ovid and Lucretius. Authors and works vary.

Seminar, 3 hours per week.

Prerequisite(s): LATI 2P02 or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

LATI 4P05

**Historians I**

Selections from Caesar, Sallust, Nepos, Livy, Tacitus and Suetonius. Authors and works vary.

Seminar, 3 hours per week.

Prerequisite(s): LATI 2P02 or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

LATI 4P06

**Historians II**

Selections from Caesar, Sallust, Nepos, Livy, Tacitus and Suetonius. Authors and works vary.

Seminar, 3 hours per week.

Prerequisite(s): LATI 2P02 or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

LATI 4P07

**Historians III**

Selections from Nepos' Lives.

Seminar, 3 hours per week.

Prerequisite(s): LATI 2P02 or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

LATI 4P11

**Latin Oratory, Letters and Dialogues I**

Selections from Cicero, Seneca and Pliny the Younger. Authors and works vary.

Seminar, 3 hours per week.

Prerequisite(s): LATI 2P02 or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

LATI 4P12

**Latin Oratory, Letters and Dialogues II**

Selections from Cicero, Seneca and Pliny the Younger. Authors and works vary.

Seminar, 3 hours per week.

Prerequisite(s): LATI 2P02 or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

LATI 4P21

**Roman Elegy I**

Selections from Tibullus, Ovid and Propertius. Authors and works vary.

Seminar, 3 hours per week.

Prerequisite(s): LATI 2P02 or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

LATI 4P22

**Roman Elegy II**

Selections from Tibullus, Ovid and Propertius. Authors and works vary.

Seminar, 3 hours per week.

Prerequisite(s): LATI 2P02 or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

LATI 4P31

**Roman Comedy and Satire I**

Selections from Plautus, Terence, Juvenal, Martial, Petronius, Seneca and Apuleius. Authors and works vary.

Seminar, 3 hours per week.

Prerequisite(s): LATI 2P02 or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

LATI 4P32

**Roman Comedy and Satire II**

Selections from Plautus, Terence, Juvenal, Martial, Petronius, Seneca and Apuleius. Authors and works vary.

Seminar, 3 hours per week.

Prerequisite(s): LATI 2P02 or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

LATI 4P41

**Roman Lyric I**

Selections from Horace and Catullus. Authors and works vary.

Seminar, 3 hours per week.

Prerequisite(s): LATI 2P02 or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

LATI 4P42

**Roman Lyric II**

Selections from Horace and Catullus. Authors and works vary.

Seminar, 3 hours per week.

Prerequisite(s): LATI 2P02 or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

LATI 4V90-4V99

**Advanced Readings and Directed Research**

Studies in Latin literature. Content to be determined by the interests of the student and availability of instructors.

Seminar, 3 hours per week.

Restriction: permission of the ~~instructor~~ Department.

LATI 4V90

**2022-2023: Advanced Readings in Latin**

Readings in Latin biography and discussion of critical scholarship.

Seminar, 3 hours per week.

Restriction: permission of the 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):

#### **CLAS 3M60 - 2022-2023: Field School in Local Historical Archaeology**

1. Course classification: **Regular**
2. Which department will be financially responsible as the Home department?  
**History**
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: **No**
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**

#### **CLAS 3M61 - 2022-2023: Local Historical Archaeology**

1. Course classification: **Regular**
2. Which department will be financially responsible as the Home department?  
**History**
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: **No**
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**

#### **CLAS 4V35 - 2022-2023: The Athenian Acropolis**

1. Course classification: **Regular**
2. Which department will be financially responsible as the Home department?  
**Classics**
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: **No**
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**

#### **CLAS 4V52 - 2022-2023: Education in the Ancient Mediterranean World**

1. Course classification: **Regular**
2. Which department will be financially responsible as the Home department?  
**Classics**
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: **No**
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**

#### **LATI 4V90 - 2022-2023: Advanced Readings in Latin**

1. Course classification: **Regular**
2. Which department will be financially responsible as the Home department?  
**Classics**
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: **No**
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.

**GREE 4V95 - 2022-2023: Readings in Hellenistic Poetry**  
**CLAS 3P62 - The Ancient Household**  
**CLAS 3V20 - 2021-2022: Virtual Study Tour of Italy**  
**CLAS 3V70 - 2021-2022: Digital Modelling in Archaeology**  
**CLAS 4V24 - 2021-2022: Archaeology of Ancient Shipwrecks**  
**CLAS 4V39 - 2021-2022: Art and Architecture - Greek Colonization**  
**HEBR 1F00 - Introduction to Early Hebrew and Aramaic**  
**CLAS 4V53 - 2021-2022: The Ancient Greek Household**

#### **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).

**GREE 4P32 - Greek Comedy II**  
**CLAS 1P91 - Discovering Ancient Greece**  
**CLAS 1P92 - Discovering Ancient Rome**  
**CLAS 2P50 - Myth, Mutation and Transformation**  
**CLAS 2P94 - History of Classical Greece**  
**CLAS 2P93 - History of Early Greece**  
**CLAS 2P97 - History of the Early Roman Empire**  
**CLAS 2Q96 - History of the Roman Republic**  
**CLAS 3F75 - Archaeological Practicum in Mediterranean Lands**  
**CLAS 3M20-3M29 - Study in Mediterranean Lands**  
**CLAS 3P09 - The Later Roman Empire**  
**CLAS 3P08 - History of the Hellenistic World**  
**CLAS 3P15 - Homer and Epic Heroism**  
**CLAS 3P16 - The World of Imperial Epic**  
**CLAS 3P17 - Love on the Dramatic Stage**  
**CLAS 3P18 - Power on the Dramatic Stage**  
**CLAS 4P20 - Archaeology of Technology**  
**CLAS 4P22 - Archaeology of Death**  
**CLAS 4P34 - Aegean Bronze Age**  
**CLAS 4P60 - Slaves and Slavery in the Greek World**  
**CLAS 4P64 - Food and Dining in the Ancient World**  
**CLAS 4P65 - Disasters in the Ancient Mediterranean World**  
**CLAS 4P66 - Sparta in Context**

**CLAS 4P67 - Nature and the Roman Landscape**  
**CLAS 4P68 - Augustus and the Roman Revolution**  
**CLAS 4P69 - Empire and Environment**  
**CLAS 4P80 - Advanced Archaeological Fieldwork in Greece**  
**CLAS 4V20-4V29 - Special Topics in Archaeology**  
**CLAS 4V30-4V39 - Special Topics in Mediterranean Art and Architecture**  
**CLAS 4V50-4V69 - Special Subjects in Classics**  
**CLAS 4V80-4V89 - Advanced Archaeological Fieldwork and Directed Research**  
**CLAS 4V90-4V99 - Advanced Study and Directed Research**  
**GREE 2P02 - Language and Literature II**  
**GREE 4V90-4V99 - Advanced Readings and Directed Research**  
**LATI 2P02 - Language and Literature II**  
**LATI 4V90-4V99 - Advanced Readings and Directed Research**

## 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, 2021**.

**Submitted by Fran Meffe on October 25, 2021 at 11:26:36 AM**

**Submitted by Katherine T.von Stackelberg on October 25, 2021 at 11:35:04 AM**

**Submitted by Neta Gordon on October 28, 2021 at 06:59:48 AM**

**Submitted by Tricia MacDonald on October 28, 2021 at 07:19:38 AM**

**Edited by Tricia MacDonald on November 10, 2021 at 10:44:34 AM**  
**CLAS 2P50:** formatting

**Edited by Pauline Carroll on December 2, 2021 at 09:16:54 AM**  
**CLAS 2P50:** Humanities subcommittee edits Dec 2, 2021

# Academic Program Calendar Submission #2022-3300

Department/Centre: Digital Humanities

Program(s): Digital Humanities

## Program Additions/Terminations

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

**Please note: The calendar year runs from May 1, 2022 to April 30, 2023 and begins with the Spring/Summer sessions. All new programs being introduced or the termination of programs will be effective beginning 2022 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. Proposal(s) and Effective Date(s)**

**Please note: The Calendar year runs from May 1, 2022 to April 30, 2023 and begins with the Spring/Summer sessions. All programs being changed will be effective beginning 2022 Spring Session.**

List all proposals, to be implemented, numerically in the following order:

#### **1. General Information 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. updated to reflect newly approved graduate level program. Editorial update only.**

### **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.

---

## Digital Humanities

### *Director*

Jason Hawreliak

### *Professor*

David Hutchison

### *Associate Professor*

Jason Hawreliak

### *Assistant Professors*

Alex Christie, Aaron Mauro

### *Adjunct Professors*

Ian Bogost, Jean Bridge

### *IT Support*

Clara Suba

### *Technical Associate*

Andrew Roth

### *Project Co-ordinator and Technical Assistant*

Thomas Brown

### *Participating Faculty*

Jeff Boggs (Geography), John Bonnett (History), David Brown (Geography and Tourism Studies), Martin Danahay (English Language and Literature), Michael Driedger (History), Karen Louise Smith (Communication, Popular Culture and Film), Michael Winter (Computer Science)

### *Academic Advisor*

Michael Gicante

## General Information

*Administrative Assistant*

Clara Suba

905-688-5550, extension 3270

Thistle 269D

[brocku.ca/cdh](http://brocku.ca/cdh)

The Centre for Digital Humanities (CDH) is a teaching and research unit which focuses on the intersection of interactive technologies and the humanities. The Centre is home to Brock's Interactive Arts and Science (IASC) program and the GAME program, the latter in partnership with the Department of Computer Science and Niagara College, as well as the Master of Arts in Game Studies. -

The Centre offers courses to Brock students pursuing studies in a wide range of disciplines within and beyond the Faculty of Humanities.

The Centre is home to the Brock University Design Studio (BUDS) which provides students across Brock with course-based opportunities to practice and hone their knowledge and skills within a real-world, collaborative, project-based production studio context that incorporates a service-learning orientation. Visit [brocku.ca/buds](http://brocku.ca/buds) for more information.

### **Concurrent BA (Honours)/BEd**

The Centre for Digital Humanities and the Faculty of Education co-operate in offering a concurrent six-year program combining a Bachelor of Arts (BA) (Honours) degree in Interactive Arts and Science with a Bachelor of Education (BEd) degree for students interested in teaching at the Junior/Intermediate level (grades 4-10) emphasizing elementary school (grades 4-8). Refer to the Education & ~~ndash#8211~~; Concurrent BA (Honours)/BEd (Junior/Intermediate) program listings for further information.

### **Facilities**

The Centre's facilities include multimedia teaching labs and seminar rooms as well as research and development labs. The Centre works in close partnership with other academic and administrative units at Brock as well as a number of external partners.

Within the Faculty of Humanities, the Centre for Digital Humanities offers support and services to both faculty and 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).

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, 2021**.

**Submitted by Jason Hawreliak on November 8, 2021 at 09:03:07 PM**

**Submitted by Jason Hawreliak on November 8, 2021 at 09:13:27 PM**

**Submitted by Neta Gordon on November 11, 2021 at 10:59:51 AM**

**Submitted by Tricia MacDonald on November 11, 2021 at 01:53:11 PM**

# Academic Program Calendar Submission #2022-3223

Department/Centre: Dramatic Arts

Program(s): Dramatic Arts

## Program Additions/Terminations

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

**Please note: The calendar year runs from May 1, 2022 to April 30, 2023 and begins with the Spring/Summer sessions. All new programs being introduced or the termination of programs will be effective beginning 2022 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. Proposal(s) and Effective Date(s)**

Please note: The Calendar year runs from May 1, 2022 to April 30, 2023 and begins with the Spring/Summer sessions. All programs being changed will be effective beginning 2022 Spring Session.

List all proposals, to be implemented, numerically in the following order:

1. Program Note 2 be revised.
2. Concentration in Drama in Education and Applied Theatre be revised.
3. Concentration in Drama in Education and Applied Theatre be revised.
4. Concentration in Performance program information be revised.
5. Concentration in Performance program requirements in year 2 be revised.
6. Concentration in Production and Design program requirements in year 2 be revised.
7. Concentration in Production and Design program information be revised..
8. DART 1P91, 1P92, 1P94, 1P95, 1P96, 1P97, and 1P99 co-requisite be removed and program note be revised.
9. DART 3P55 crosslisted as MUSI 3P55 (also offered as ENGL 3P55) course prerequisite be removed.
10. DART 3Y47 Theatrical Puppets, DART 3Y48 Theatrical Masks be added to the course bank .
11. DART 4F40 crosslisted as STAC 4F40 (also offered as VISA 4F40) to be split and become DART 4P40 Arts Management: Planning, Operations, Context and DART 4P41: Arts Management: Programming, Marketing, Financing .
12. DART 4P51 course description 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. Clarification of wording around the foundational and required nature of first-year DART courses for DART majors
2. Clarification of wording to explain that undertaking a Concentration in Dramatic Arts involves completing the requirement of the Honours Program, along with the requirements of the concentration.
3. These courses are already required of the Honours Program in Dramatic Arts; thus mentioning them in the concentration is redundant.
4. Clarification of wording to explain that undertaking a Concentration in Dramatic Arts involves completing the requirements of the Honours Program, along with the requirements of the Concentration.
5. Adds flexibility for students to choose between DART 2P21 or 2P22 (requirements of the Honours degree) rather than prescribing that they take 2P22.
6. Adds flexibility for students to choose between DART 2P21 or 2P22 (requirements of the Honours degree) rather than prescribing that they take 2P22.
7. Clarification of wording to explain that undertaking a Concentration in Dramatic Arts involves completing the requirements of the Honours Program, along with the requirements of the Concentration
8. DART had been using the term “co-requisite” incorrectly as per Brock policy. Updated to remove information from co-requisite and referenced to modify Program note 2 which clarifies dramatic art students requirements.
9. Music department is deleting the course from the calendar
10. New courses to be added responding to student and departmental interest in quarter-credit courses offering specific training in areas of theatrical crafting.
11. as requested by the home department STAC
12. Updated description to match course delivery

### **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.

---

## Dramatic Arts

*Chair*

Gyllian Raby

*Professors Emeriti*

Mary Jane Miller, Joe Norris, Robert C. Nunn

*Professor*

David Fancy

*Associate Professors*

Gyllian Raby, David Vivian, Karen Fricker, Danielle Wilson

*Lecturer*

Mike Griffin

*Production Manager*

Brian Cumberland

*Technical Director*

Gavin Fearon

*Head of Wardrobe*

Roberta Doyle

*Technical Production Assistants*

Ed Harris, Sandra Marcroft

*Part Time Instructors*

Heather Annis, Colin Anthes, James Ashby, Pam Baer, Brooke Charlebois, Lisa Marie Di Liberto, Roberta Doyle, Monica Dufault, Gavin Fearon, Ed Harris, Shannon Hughes, Josue Laboucane, Carolyn Mackenzie, Matthew MacKenzie, Kristina Ojaperv, Kevin Rees, Matthew Rossoff, Adam Paolozza, Marcel Stewart, Corey Tazmania, Jacqueline Taucar, Curtis Tye, Kelly Wolf, Sana Young

*Director, Co-op, Career and Experiential Education*

Cara Krezek

*Academic Advisor*

Michael Gicante

## **General Information**

*Administrative Assistant*

Cindy Rorke

905-688-5550, extension 5255

Marilyn I. Walker 314

[brocku.ca/miwsfpa/dramatic-arts](http://brocku.ca/miwsfpa/dramatic-arts)

The Department of Dramatic Arts (DART), part of the Marilyn I. Walker School of Fine and Performing Arts (MIWSFPA), addresses the study, application and interrogation of the discipline as cultural and educational practice.

The Department of Dramatic Arts offers a BA Honours in Dramatic Arts. For honours students, Concentrations are available in Drama in Education and Applied Theatre, Performance, Production and Design and Theatre Praxis. The Department also offers a four-year (20 credit) BA with Major Dramatic Arts degree and a three-year BA Pass degree. A Certificate program in Drama in Education and Applied Theatre as well as a Minor in Dramatic Arts are also offered for non-DART majors.

Students may pursue studies in Dramatic Arts in two concurrent BA (Honours)/BEd programs of six years duration. See calendar entries under Education - Concurrent BA (Honours)/BEd (Intermediate/Senior) and Education - Concurrent BA Integrated Studies (Honours)/BEd (Junior/Intermediate).

All Dramatic Arts degree offerings are united under one goal: to integrate theory and practice so as to provide students with a broad educational base combining research, practice and creative development. Pedagogical practices and performance, design, and technical skills are theorized and integrated in various ways with the study of critical thinking, theatre history, dramaturgy and dramatic literature.

Projects include two major productions, as well as various productions and events, such as the Marilyn I. Walker School of Fine and Performing Arts showcase programming.

### **Dramatic Arts Co-op**

The Dramatic Arts Co-op program combines academic and work terms over a four-year period. Students spend one year in an academic setting studying the fundamentals of dramatic arts prior to taking the first work placement. 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).

Eligibility to continue 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 Dramatic Arts Co-op program.

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](http://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 Dramatic Arts Co-op program designation will be awarded to those students who have honours standing and who have successfully completed a minimum of twelve months of Co-op work experience.

### **Facilities**

The Department of Dramatic Arts is located in the new Marilyn I. Walker School of Fine and Performing Arts facility located at 15 Artists' Common in downtown St. Catharines. Facilities include Smart classrooms such as a Lecture/Praxis hall (flexible, flat-floored), seminar rooms, four rehearsal and performance studios (two with lighting grids, one with production booth, one with adjacent wet lab), scenography studio, coach/scene work room, the new Dramatic Arts Theatre: a flexible 285-seat venue with adjacent Green and dressing rooms, Scene Shop, Costume Shop, Production Lighting and Sound Shops. Student learning will be supported by a new learning commons, computer commons, ITS computer lab and equipment lending counter. DART courses will also be taught in the venues of the First Ontario Performing Arts Centre.

### **Program Notes**

1. Students must satisfy context requirements before year 3.
2. **In their first year, students** Students must pass DART 1P91, 1P92, 1P96, 1P97 and 1P99, and either DART 1P94 or 1P95 in order to proceed as a major in Dramatic Arts.
3. At the end of the first year students are encouraged to declare a Concentration choice.
4. Drama in Education and Applied Theatre Concentration students must take DART 1P94 and 1P95 in Year 1, and must take 1.5 context credits in Year 1 and 0.5 context credits in Year 2.
5. Performance Concentration students must successfully complete an audition at the end of each academic year.
6. Year 3 courses are normally restricted to students with at least three 2(alpha)00 credits or permission of the Department.
7. DART 4F56 and 4P97 must be taken concurrently. Students who opt to take DART 4F56 and 4P97 in Year 4 take two DART credits numbered 2(alpha)90 and two elective credits in Year 3 and two and one-half elective credits in Year 4.
8. Enrolment in some courses may be restricted due to space limitations.
9. Students seeking admission to the honours program must have a minimum 70 percent overall average in their DART courses.

10. Students wishing to pursue a career in teaching at the high school level must plan their core and context courses and electives carefully in order to attain the required three courses in a single area of study outside Dramatic Arts as a second teachable.
11. Courses offered by the Department of English Language and Literature numbered 2(*alpha*)00 or above may be taken as Year 2 DART credits with permission of the Chair.
12. Students may take Advanced Special Studies in Dramatic Arts courses that are approved by the Department, to satisfy requirements. Contact the Department.
13. Concurrent BA/BEEd Students, requiring Dramatic Arts as a teachable subject, please contact the Department.
14. Students may earn up to one and one-half credits in Advanced Project in Dramatic Arts.
15. 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 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.

## Honours Program

### *Year 1*

- DART 1P91, 1P92, 1P96, 1P97 and 1P99
- DART 1P94 or 1P95
- one Sciences context credit(see program note 4)
- one Social Sciences context credit(see program note 4)

### *Year 2*

- DART 2F50 and 2Q92
- one credit from DART 2P11, 2P21, 2P22
- one of DART 2P40, 2P41, 2P42
- DART 2P96 or 2P97
- one and one-half elective credits

### *Year 3*

- DART 3Q91 and 3Q92
- two and one-half DART credits numbered 2(*alpha*)90 or above (see program notes 7 and 15)
- one and one-half elective credits (see program notes 7 and 15)

### *Year 4*

- DART 4F90
- one DART credit numbered 2(*alpha*)90 or above (see program notes 7 and 15)
- three elective credits (see program notes 7 and 15)

## Dramatic Arts 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 patterns, consult the Co-op Office and the Department of Dramatic Arts.

### *Year 1*

- DART 0N90, 1P91, 1P92, 1P96, 1P97 and 1P99
- DART 1P94 or 1P95
- one Sciences context credit (see program note 4)
- one Social Sciences context credit (see program note 4)

Spring/Summer Sessions:

- DART 0N01 and 2C01

#### *Year 2*

- DART 2F50 and 2Q92
- one credit from DART 2P11, 2P21, 2P22
- one-half credit from DART 2P40, 2P41, 2P42
- DART 2P96 or 2P97
- one and one-half elective credits

#### Spring/Summer Sessions:

- DART 0N02 and 2C02

#### *Year 3*

- DART 3Q91 and 3Q92
- two and one-half DART credits  $2(\alpha)90$  or above (see program notes 7 and 15)
- one and one-half elective credits (see program notes 7 and 15)

#### Spring/Summer Sessions:

- DART 0N03 and 2C03

#### *Year 4*

- DART 4F90
- one DART credit numbered  $2(\alpha)90$  or above (see program notes 7 and 15)
- three elective credits (see program notes 7 and 15)

### **Concurrent BA (Honours/BEd)**

The Department of Dramatic Arts and the Faculty of Education co-operate in offering two Concurrent BA (Honours)/BEd programs. The Dramatic Arts BA (Honours)/BEd program combines the BA Honours program or the BA Integrated Studies Honours program with the teacher education programs 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 BA (Honours)/BEd (Intermediate/Senior) or Education-Concurrent BA Integrated Studies (Honours)/BEd (Junior/Intermediate) program listings for further information.

### **BA with Major Program**

#### Year 1

- DART 1P91, 1P92, 1P96, 1P97 and 1P99
- DART 1P94 or 1P95
- one Sciences context credit (see program note 4)
- one Social Sciences context credit (see program note 4)

#### *Year 2*

- DART 2F50 and 2Q92
- one credit from DART 2P11, 2P21, 2P22
- one-half credit from DART 2P40, 2P41, 2P42
- DART 2P96 or 2P97
- one and one-half elective credits

#### *Year 3*

- DART 3Q91 and 3Q92
- two and one-half DART credits numbered  $2(\alpha)90$  or above (see program notes 7 and 15)
- one and one-half elective credits (see program notes 7 and 15)

#### *Year 4*

- DART 4F90
- one DART credit numbered  $2(\alpha)90$  or above (see program notes 7 and 15)
- three elective credits (see program notes 7 and 15)

## Pass Program

### Year 1

- DART 1P91, 1P92, 1P96, 1P97 and 1P99
- DART 1P94 or 1P95
- one Sciences context credit (see program note 4)
- one Social Sciences context credit (see program note 4)

### Year 2

- DART 2F50 and 2Q92
- one credit from DART 2P11, 2P21, 2P22
- one-half credit from DART 2P40, 2P41, 2P42
- DART 2P96 or 2P97
- one and one-half elective credits

### Year 3

- DART 3Q91 and 3Q92
- two and one-half DART credits numbered 2(alpha)90 or above
- one and one-half elective credits

## Combined Major Program

Students may take a combined major in Dramatic Arts and a second discipline subject to a coherent plan of study approved in advance by the Chair. For requirements in the other discipline, the student should consult the relevant department/centre. It should be noted that not all departments/centres provide a combined major option.

All combined major students are required to complete the following courses:

### Honours

- DART 1P91, 1P92, 1P96, 1P97, 1P99, 2F50, 2Q92, 3Q91 and 3Q92
- DART 1P94 or 1P95 (see program note 4)
- two credits from DART 2P11, 2P21, 2P22, 2P40, 2P42, 2P96, 2P97
- DART 4F90 or 4F94

### Pass

Satisfactory completion of the first three years of the Honours program entitles a student to apply for a Pass degree.

## Certificate in Drama in Education and Applied Theatre

The Certificate in Drama in Education and Applied Theatre would be of particular interest to social workers, drama therapists, psycho-therapists, prison counsellors, people who train volunteers, personnel managers, union organizers and market consultants who wish to add to existing qualifications or to acquire courses which might later be applied to a degree. Studies include the development of skills, such as assessing and evaluating what is perceived, generating ideas, making connections, predicting outcomes, empathizing, abstracting the core from the periphery, questioning, accommodating and compromising and self-presentation. University admission standards apply.

The certificate is awarded upon completion of the following courses with a minimum 60 percent overall average:

- DART 1P94, 1P95, 2P21, 2P22 and 3F91
- two credits from DART 3F92, 3F93, DART 3P08 and 3P09

## Concentration Program

### Concentration in Drama in Education and Applied Theatre

Students can earn a Concentration in Drama in Education and Applied Theatre by successfully completing the following courses, in addition to completing the courses required as part of their academic work leading to an Honours Program Bachelor of Arts in Dramatic Arts degree:

*Year 1*

- DART 1P91, 1P92, 1P94, 1P95, 1P96, 1P97 and 1P99

*Year 2*

- DART 2F50, 2P21, 2P22 and 2Q92
- DART 2P40 or 2P41
- ~~DART 2P96 or 2P97~~

*Year 3*

- DART 3F91 or 3F93
- DART 3P03, 3P04 or 3P08
- DART 3Q91 and 3Q92
- one-half DART credit numbered 2(alpha)90 or above

*Year 4*

- DART 3F91 or 3F93 (not taken in year 3)
- DART 4F90

## **Concentration in Performance**

This concentration does not lead to a professional acting degree.

Students can earn a Concentration in Performance by successfully completing the following courses **in addition to completing the courses required of the Honours Program** as part of their academic work leading to an Honours Bachelor of Arts in Dramatic Arts degree:

*Year 1*

- DART 1P91, 1P92, 1P96, 1P97 and 1P99
- DART 1P94 or 1P95

*Year 2*

- DART 2F50, 2P11, ~~2P22~~, 2P42 and 2Q92
- DART 2P40 or 2P41

*Year 3*

- DART 3F50, 3P11, 3Q91 and 3Q92
- DART 3P07 or 3P09

*Year 4*

- DART 4F56, 4F90 and 4P97

## **Concentration in Production and Design**

Students can earn a Concentration in Production and Design by successfully completing the following courses, **in addition to completing the courses required** as part of their academic work leading to an Honours **Program Bachelor of Arts** in Dramatic Arts degree:

*Year 1*

- DART 1P91, 1P92, 1P96, 1P97 and 1P99
- DART 1P94 or 1P95

*Year 2*

- DART 2F50, ~~2P22~~, 2P40, 2P41, 2P42 and 2Q92

*Year 3*

- DART 3F61, 3P42, 3Q91 and 3Q92
- one and one-half credit from DART 3Y43, 3Y44, 3Y45, 3Y46, 3Y92, 3Y97

#### Year 4

- DART 4P40, 4P41, 4F40 and one-half credit from DART 3Y43, 3Y44, 3Y45, 3Y46, 3Y92, 3Y97, or DART 4F56 and 4P97
- DART 4F90

## Minor in Dramatic Arts

Students in other disciplines may obtain a Minor in Dramatic Arts by successfully completing the following courses with a minimum 60 percent overall average:

- DART 1P91 and 1P92, or DART 1P94 and 1P95, or DART 1P97 and 1P99
- three DART credits

## 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.

DART 1F01

### Acting for Non-Majors

Intensive introduction to the basics of performance for stage and screen.

Lab, 36 hours per week.

Note: offered in Spring session for two weeks. Materials fee and field trip fee may be required. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in DART 1P99.

DART 1P91

### Introduction to Theatre and Performance

Significant concepts and issues in the study of and the role of, theatre and performance in society.

Lectures, seminar, 3 hours per week.

~~Co-requisite(s): for Dramatic Arts majors: DART 1P92, 1P96 and 1P99, as well as either DART 1P94 or 1P95.~~

Note: **Dramatic Arts Majors see program note 2. Materials** materials fee and field trip fee may be required. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in DART 1F91 and 1F93.

DART 1P92

### Performance as Cultural Practice I

Western and non-western theatre and performance histories, theory and dramatic literature from theories and debates concerning 'origins' to the advent of realism in the 19th century. Focus on the context of cultural developments, including theories of acting, dramatic criticism and theatre historiography.

Lectures, seminar, 3 hours a week.

Prerequisite(s): DART 1P91 or permission of Department.

~~Co-requisite(s): for Dramatic Arts majors: DART 1P96, 1P97 and 1P99, as well as either DART 1P94 or 1P95.~~

Note: **Dramatic Arts Majors see program note 2. Materials** materials fee and field trip fee may be required. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in DART 1F91, 1F93 and 2Q91.

DART 1P94

**Creative Play for Community Development**

Use of theatre, play and creativity for social justice and in community-building/development contexts.

Lectures, lab, seminar, 4 hours per week.

~~Co-requisite(s): for Dramatic Arts majors: DART 1P91, 1P92, 1P97 and 1P99.~~

Note: **Dramatic Arts Majors see program note 2. Materials**materials fee and field trip fee may be required. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term. Completion of this course will replace previous assigned grade and credit obtained in DART 1F95.

DART 1P95

**Creative Play for Education**

Use of drama, play and creativity in facilitating learning in educational contexts.

Lectures, lab, seminar, 4 hours per week.

~~Co-requisite(s): for Dramatic Arts majors: DART 1P91, 1P92, 1P97 and 1P99.~~

Note: **Dramatic Arts Majors see program note 2. Materials**materials fee and field trip fee may be required. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term. Completion of this course will replace previous assigned grade and credit obtained in DART 1F95.

DART 1P96

**Script Analysis and Interpretation**

Scripts across genres and time periods, both in terms of writing techniques and as a point of departure for their interpretation by actors, directors and designers.

Lectures, lab, seminar, 3 hours per week.

~~Co-requisite(s): for Dramatic Arts majors: DART 1P91, 1P92, 1P97 and 1P99, as well as either DART 1P94 or 1P95.~~

Note: **Dramatic Arts Majors see program note 2. Materials**materials fee and field trip fee may be required. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term. Completion of this course will replace previous assigned grade and credit obtained in DART 2P92.

DART 1P97

**Introduction to Stagecraft, Production and Design**

Fundamentals of stage carpentry, wardrobe and design for the theatre.

Lectures, lab, workshop, 5 hours per week.

Restriction: open to DART (single or combined) and DART (Honours)/BEd (Intermediate/Senior) majors until date specified in Registration guide.

~~Co-requisite(s): for Dramatic Arts majors: DART 1P91, 1P92, 1P96 and 1P99, as well as either DART 1P94 or 1P95.~~

Note: **Dramatic Arts Majors see program note 2. Materials**materials fee and field trip fee may be required. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

DART 1P99

**Introduction to Performance**

Fundamentals of acting for the theatre.

Workshop, 5 hours per week.

Restriction: open to DART (single or combined) and DART (Honours)/BEd (Intermediate/Senior) majors or permission of the Department.

~~Co-requisite(s): for Dramatic Arts majors: DART 1P91, 1P92, 1P96 and 1P97, as well as either DART 1P94 or 1P95.~~

Note: **Dramatic Arts Majors see program note 2. Materials**materials fee and field trip fee may be required. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term. Completion of this course will replace previous assigned grade and credit obtained in DART 1F01.

DART 2F04

**Introduction to Physical Theatre**

Traditions, principles, performance and social significance of mime and theatrical clown. Focus on individual and collective creation, audience connection and critical approaches to improvised performance.

Lectures, seminar, workshop; additional production and rehearsal time as required.

Prerequisite(s): DART 1F01 or 1P99; DART 1P94 or 1P95 (1F95) or permission of the Department.

Note: enrolment limited to 20 students. Offered as an intensive course in the Spring Session. Materials fee required. Field trip fee may be required. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

DART 2F50

**Performance I**

Principles of creating and sustaining dramatic action. Movement, mask (various styles) and scene studies exploring ensemble and individual performance.

Lectures, workshop, lab, 5 hours per week.

Restriction: open to DART (single or combined) and DART (Honours)/BEd (Intermediate/Senior) majors until date specified in Registration guide.

Prerequisite(s): DART 1F01, 1P99 or permission of the Department.

Note: materials fee and field trip fee may be required. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

DART 2M90-2M99

**Special Studies in Dramatic Arts**

Restriction: permission of a faculty supervisor.

Note: materials fee may be required.

DART 2P11

**Voice and Speech**

Effective use of voice to develop range, power and honesty in speaking dramatic and poetic text. Topics include vocal anatomy, physical awareness, breath, embodiment and release of sound, resonance and articulation.

Workshop, lab, 5 hours per week.

Restriction: open to DART (single or combined) and DART (Honours)/BEd (Intermediate/Senior) majors or permission of the Department. Students must have a minimum of 5.0 overall credits.

Prerequisite(s): DART 1F01 or 1P99.

Co-requisite(s): DART 2F50.

Note: enrolment limited. Materials fee and field trip fee may be required. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

DART 2P21

**Drama in Education**

Theory and practice focusing on the basic elements of theatre, practical strategies, active participation, structuring of story, and other literary sources as catalysts for drama and interactive learning.

Lectures, workshop, 4 hours per week.

Restriction: open to DART (single or combined), DART (Honours)/BEd (Intermediate/Senior) majors, BA Integrated Studies (Honours)/BEd (Junior/Intermediate) majors, minors, and Drama in Education and Applied Theatre Certificate students until date specified in Registration guide. Students must hold a minimum of 4.0 overall credits.

Prerequisite(s): DART 1P94, 1P95 (1F95) or permission of the Department.

Note: materials fee and field trip fee may be required. Drama in Education and Applied Theatre Certificate students may register without the minimum of 4.0 overall credits. Contact the Department. This course may be offered in multiple modes of delivery.

The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in DART 2P01.

DART 2P22

**Applied Theatre**

Practices and genres focusing on community-based issues (including Theatre of the Oppressed, Theatre for Development and Testimonial Theatre among others), through devised theatre.

Lectures, workshop, 4 hours per week.

Restriction: open to DART (single or combined), DART (Honours)/BEd (Intermediate/Senior) majors, BA Integrated Studies (Honours)/BEd (Junior/Intermediate) majors, minors, and Drama in Education and Applied Theatre Certificate students until date specified in Registration guide. Students must hold a minimum of 4.0 overall credits.

Prerequisite(s): DART 1P94, 1P95 (1F95) or permission of the Department.

Note: materials fee may be required. Field trip fee may be required. Drama in Education and Applied Theatre Certificate students may register without the minimum of 4.0 overall credits. Contact the Department. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in DART 2P02.

DART 2P40

**Stagecraft I**

Theory and application of technical theatre production.

Lectures, lab, 5 hours per week.

Restriction: open to DART (single or combined) and DART (Honours)/BEd (Intermediate/Senior) majors.

Prerequisite(s): DART 1F01 or 1P99; DART 1P91, 1P92 (1F91/1F93), 1P96 (2P92) and 1P97; DART 1P94 or 1P95 (1F95).

Co-requisite(s): for Performance Concentration students: DART 2F50 and 2P42, and Production and Design Concentration students: DART 2F50, 2P41 and 2P42.

Note: enrolment limited to 20 students per section. Material fees required. Field trip fee may be required. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term. Completion of this course will replace previous assigned grade and credit obtained in DART 2F41.

DART 2P41

**Stagecraft II**

Theory and application of technical theatre production.

Lectures, lab, 5 hours per week.

Restriction: open to DART (single or combined) and DART (Honours)/BEd (Intermediate/Senior) majors.

Prerequisite(s): DART 1F01 or 1P99; DART 1P91, 1P92 (1F91/1F93), 1P96 (2P92) and 1P97; DART 1P94 or 1P95 (1F95).

Co-requisite(s): for Performance Concentration students: DART 2F50 and 2P42, and Production and Design Concentration students: DART 2F50, 2P40 and 2P42.

Note: enrolment limited to 20 students per section. Materials fee required. Field trip fee may be required. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term. Completion of this course will replace previous assigned grade and credit obtained in DART 2F41.

DART 2P42

**Stage Production**

Supervised practical work in technical theatre by assignment to Department production crews.

Lectures, lab, 5 hours per week; additional crew calls and production time as required.

Restriction: open to DART (single or combined) and DART (Honours)/BEd (Intermediate/Senior) majors.

Prerequisite(s): DART 1F01 or 1P99; DART 1P91, 1P92 (1F91/1F93), 1P96 (2P92) and 1P97; DART 1P94 or 1P95 (1F95).

Co-requisite(s): DART 2P40 or 2P41. For Production and Design Concentration students: DART 2P40 and 2P41.

Note: enrolment limited to 30 students. Materials fee required. Field trip fee may be required. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

\* DART 2P96

**Indigenous Theatre**

(also offered as CANA 2P96 and INDG 2P96)

Theatrical, dramatic and performative representation of Indigenous peoples in the Canadian experience.

Lectures, lab, 3 hours per week.

Prerequisite(s): DART 1P91 and 1P92 (1F91/1F93) or permission of the Department.

Note: materials fee and field trip fee may be required. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in ABST 2P96.

DART 2P97

**Canadian Theatre**

Canadian experience as expressed in performance, using English-language plays and French-language plays (in translation).

Lectures, seminar, 3 hours per week.

Prerequisite(s): DART 1P91 and 1P92 (1F91/1F93), one ENGL credit or permission of the Department.

Note: materials fee and field trip fee may be required. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

DART 2Q92

**Performance as Cultural Practice II**

Integrated study of avant-garde theatre, performance, theory, and dramatic literature in the late 19th and early 20th century, focusing on the context of cultural developments, including theories of acting, dramatic criticism and theatre historiography. Lectures, seminar, 3 hours per week.

Restriction: open to DART (single or combined), DART (Honours)/BEd (Intermediate/Senior) and BA Integrated Studies (Honours)/BEd (Junior/Intermediate) majors until date specified in Registration guide.

Prerequisite(s): DART 1P91 and 1P92 (1F91/1F93), one ENGL credit numbered 2(*alpha*)00 or above or permission of the Department.

Note: materials fee and field trip fee may be required. Students with one IASC credit may be able to register. Contact the Department. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in LART (DART) 2F94 and LART 2Q92.

DART 2V90-2V99

**Special Studies in Dramatic Arts**

Topics in an area of mutual interest to students and instructor.

Restriction: open to DART (single or combined) and DART (Honours)/BEd (Intermediate/Senior) majors until date specified in Registration guide.

Note: materials fee may be required.

DART 3F50

**Performance II**

Further studies in acting technique emphasizing scene analysis in the creation of character and context.

Seminar, workshop, 5 hours per week.

Restriction: successful completion of Department end-of-year audition and permission of the Department.

Prerequisite(s): DART 2F50.

Note: enrolment limited to 16 students. Materials fee and field trip fee may be required. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

DART 3F61

**Design: Theatrical Design**

Research techniques and practice of design for the theatre.

Lectures, seminar, workshop, lab, 5 hours per week.

Restriction: open to DART (single or combined) and DART (Honours)/BEd (Intermediate/Senior) majors until date specified in Registration guide.

Prerequisite(s): DART 2P40 and 2P41 (2F41) or VISA 2P97 and 2P98; DART 2Q92 (2F94) or permission of the Department.

Note: materials fee required. Field trip fee may be required. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

DART 3F91

**Teaching Curriculum Through Process Drama**

Drama in Education theories and practical strategies to motivate and enrich learning within a range of areas of study.

Lab, 4 hours per week.

Restriction: open to DART (single or combined), DART (Honours)/BEd (Intermediate/Senior) majors, and Drama in Education and Applied Theatre Certificate students until date specified in Registration guide.

Prerequisite(s): DART 2P21 (2P01) and 2P22 (2P02) or permission of the Department.

Note: enrolment limited. Materials fee and field trip fee may be required. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

DART 3F92

**Theatre, Children and Youth**

Introduction to teaching theatre for, by and with young people.

Lectures, workshop, 4 hours per week; rehearsals, performance trips as required.

Restriction: open to DART (single or combined), DART (Honours)/BEd (Intermediate/Senior) majors and Drama in Education and Applied Theatre Certificate students until date specified in Registration guide.

Prerequisite(s): DART 2P21 (2P01) and 2P22 (2P02) or permission of the Department.

Note: enrolment limited to 20 students. Materials fees and field trip fees may be required. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

DART 3F93

**Social Issues Theatre for Community Engagement**

Theory and practice of play building and applied theatre techniques to assist communities in articulating issues, enhancing understanding of their complexity and planning future actions.

Lectures, workshop, 4 hours per week; rehearsals, performance trips as required.

Restriction: open to DART (single or combined), DART (Honours)/BEd (Intermediate/Senior) majors and Drama in Education and Applied Theatre Certificate students until date specified in Registration guide.

Prerequisite(s): DART 2P21 (2P01) and 2P22 (2P02) or permission of the Department.

Note: enrolment limited to 20 students. Students with equivalent experience may register without prerequisite; contact the Department. Materials fee and field trip fees may be required. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in DART 3F77.

DART 3F99

**Advanced Project in Dramatic Arts**

Advanced study in an area of mutual interest to the student and the instructor.

Restriction: permission of a faculty supervisor.

Note: a written proposal must be approved by the Department before registration. Materials fee and field trip fee may be required. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

DART 3M00-3M09

**Arts and Culture Studies Abroad**

Unique cultural, architectural or regional setting examined through the eye of the visual and/or performing artist, critic or art historian utilizing the host country's/city's institutional resources, museums and galleries.

Restriction: permission of the Department.

Prerequisite(s): one credit from DART, MUSI, VISA or permission of the instructor.

Note: for students with an interest in studio and performance and arts histories (including dramatic arts, music, visual arts).

DART 3M90-3M99

**Advanced Special Studies in Dramatic Arts**

Restriction: permission of the Department.

DART 3P03

**Structuring for Drama: Creating the Fictional Context**

Composing contexts for integrated learning through the arts in schools and elsewhere.

Lectures, workshop, 3 hours per week.

Restriction: open to DART (single or combined) and DART (Honours)/BEd (Intermediate/Senior) majors, and Drama in Education and Applied Theatre Certificate students until date specified in Registration guide.

Prerequisite(s): DART 2P21 (2P01) and 2P22 (2P02) or permission of the Department. May be offered on-site, online or blended.

Note: materials fee may be required. Field trip fee may be required. This course may be offered in multiple modes of delivery.

The method of delivery will be listed on the academic timetable, in the applicable term.

DART 3P04

**Drama in Applied Contexts**

Exploration of theories and practical strategies of Applied Theatre with an emphasis on participatory and performative modes of group facilitation.

Lectures, workshop, 4 hours per week.

Restriction: open to DART (single or combined) and DART (Honours)/BEd (Intermediate/Senior) majors, and Drama in Education and Applied Theatre Certificate students until date specified in Registration guide.

Prerequisite(s): DART 2P21 (2P01) and 2P22 (2P02) or permission of the Department.

Note: enrolment limited to 25 students. Materials fee and field trip fee may be required. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

DART 3P07

**Clown**

Traditions, principles and performance of theatrical clown focusing on individual and collective creation, audience connection, improvisation and intuitive exercises to develop spontaneous play, resilience to failure and a response to impulse.

Lab, 4 hours per week.

Restriction: students must have a minimum of 10 overall credits or permission of the instructor.

Prerequisite(s): DART 2F50.

Note: materials fee and field trip fee may be required. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

DART 3P08

**Movement: Applications for Education and Theatre**

Theoretical and practical overview of the role of movement in contemporary theatre and in education. Exploration and development of methods for adapting and applying these major theories for creative and educational use.

Lectures, workshop, lab, 4 hours per week.

Restriction: open to DART (single or combined) and DART (Honours)/BEd (Intermediate/Senior) majors, and Drama in Education and Applied Theatre Certificate students until date specified in Registration guide.

Prerequisite(s): DART 1F01 or 1P99; DART 1P91 and 1P92 (1F91/1F93); DART 1P94 or 1P95 (1F95) or permission of Department.

Note: materials fee and field trip fee may be required. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

DART 3P09

**Commedia dell'Arte and Improvisation**

Character-based improvisation for the creation of narrative structures. Contemporary manifestations of commedia style performance from the foundation of the classical Italian Commedia dell'Arte.

Lectures, lab, 4 hours per week.

Restriction: students must have a minimum of 10.0 overall credits.

Prerequisite(s): DART 2F04 or 2F50.

Note: materials fee and field trip fee may be required. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

DART 3P11

**Voice and Speech II**

Further studies in voice. Focus on authentic embodiment of text, dialects, advanced resonator work and development of the performer's creative voice.

Workshop, lab, 5 hours per week.

Restriction: permission of the Department.

Prerequisite(s): DART 2F50 and 2P11 or permission of the Department.

Note: enrolment is limited. Materials fee and field trip fees may be required. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

# DART 3P14

**Dramatic Creation for Contemporary Cultural Practice**

(also offered as IASC 3P14, MLLC 3P14, STAC 3P14 and VISA 3P14)

Components of dramatic story. Understanding character, dramatic action, structure, direction, improvisation, tempo, rhythm, voice and body potential. Theory and practical application in projects for creators in the arts, media and film.

Seminar, workshop, 3 hours per week.

Prerequisite(s): two DART, COMM, IASC, STAC, VISA credits or permission of the instructor.

Note: enrolment limited to 20 students. Materials fee required. Students might need additional materials, which they must supply. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Students will not receive earned credit for DART 3P14 if DART 3F50, 3P53 or 3P92 have been successfully completed.

DART 3P42

**Stage and Production Management**

Interpersonal relations, preparing a prompt book, recording and calling cues, rehearsal and performance procedures.

Lectures, seminar/lab, 5 hours per week; additional production time as required.

Restriction: open to DART (single or combined) and DART (Honours)/BEd (Intermediate/Senior) majors until date specified in Registration guide.

Prerequisite(s): DART 2P40 or 2P41 (2F41); DART 2P42 or permission of the Department.

Note: materials fee and field trip fee may be required. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

DART 3P53

**Directing I: Dramaturgy**

Text analysis, visual vocabulary, theatrical conventions and dramatic rhythms used in preparing to direct a play.

Lectures, lab, 5 hours per week.

Restriction: open to DART (single or combined) and DART (Honours)/BEd (Intermediate/Senior) majors with a minimum of 10.0 overall credits.

Prerequisite(s): DART 2F50; DART 2P40 or 2P41 (2F41).

Note: materials fee and field trip fee may be required. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

DART 3P54

**Directing II**

Directing practicum focusing on creating action, total theatre composition, team management and communications.

Lab, 5 hours per week.

Restriction: permission of the Department.

Prerequisite(s): DART 3P53.

Note: enrolment limited to 16 students. Entry is based on academic standing in DART 3P53. Materials fee and field trip fee may be required. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

# DART 3P55

**Storytelling in the Musical Theatre**

(also offered as ENGL 3P55 and MUSI 3P55)

Comparisons between operas/musicals, their theatrical/literary sources, and cinematic adaptations. Topics include the use of narrators, the orchestra's role, point of view, and the contributions of performers and directors.

Lectures, 3 hours per week.

Prerequisite(s): any one of MUSI 1P50, 1P55, DART 1P91, DART 1P92, MUSI 1P50(1P55), ENGL (1F91), (1F95), (1F97), 1P01, 1P02, 1P03, 1P04, ENGL 1F95, or permission of the instructor.

Note: ~~no~~ prior musical experience is required. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

DART 3P91

**Shakespeare in Performance**

Shakespeare: period performance conditions and stage history, based on close analysis of selected texts.

Lectures, seminar, 3 hours per week.

Restriction: students must have a minimum of 10.0 overall credits and permission of the Department.

Prerequisite(s): one credit from DART 2P96, 2P97, 2Q92 (2F94), or two ENGL credits numbered 2(alpha)00 to 2(alpha)99.

Note: materials fee and field trip may be required. Also offered as a three-week intensive summer course at the Stratford Festival. Contact the Department for further details. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

\* DART 3P92

**Scriptwriting**

(also offered as ENCW 3P92)

Theory and practice of writing with action, character and dialogue.

Seminar, workshop, 3 hours per week.

Restriction: open to DART (single or combined) and DART (Honours)/BEd (Intermediate/Senior) majors until date specified in Registration guide. Students must have a minimum of 10.0 overall credits.

Prerequisite(s): DART 1P96 (2P92) or IASC/ENCW/WRDS 1P06 or permission of the Department.

Note: materials fee and field trip fee may be required. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

# DART 3P93

**Producing a Performance Event**

(also offered as STAC 3P93)

Functions of management: planning, organizing, leading and controlling in creation of a performance-based cultural event.

Budget development, site selection and development, co-ordination of creative and production priorities, marketing, publicity and fundraising, and analysis of measurement tools.

Lectures, lab, 4 hours per week.

Restriction: students must have a minimum of 10.0 overall credits or permission of the Centre of Studies in Arts and Cultures.

Note: materials fee and field trip fee may be required. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

DART 3P94

**Theatre Criticism**

Introduction to the practical craft of and the theoretical background to theatre criticism.

Seminar/workshop, 4 hours per week

Prerequisite(s): DART 2P96 and 2Q92 (2F94) or permission of the Department.

Note: materials fee and field trip fee may be required. Students with credit in IASC 3F00 may be able to register. Contact the Department. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

DART 3P95

**Studies in Praxis I**

Focused study of performance theories.

Lectures/seminar, 3 hours per week.

Prerequisite(s): one credit from DART 2P96, 2P97, 2Q92 (2F94) or permission of the Department.

Note: materials fee and field trip fee may be required. Students with credit in IASC 3F00 may be able to register. Contact the Department. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

DART 3P97

**Advanced Project in Dramatic Arts I**

Advanced study in any area of mutual interest to the student and the instructor.

Restriction: permission of a faculty supervisor.

Note: a written proposal must be approved by the Department before registration. Materials fee and field trip fee may be required. May occur off campus. Students are expected to pay their own expenses. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

DART 3P98

**Advanced Project in Dramatic Arts II**

Advanced study in an area of mutual interest to the student and instructor.

Restriction: permission of a faculty supervisor.

Prerequisite(s): DART 3P97.

Note: a written proposal must be approved by the Department before registration. Materials fee and field trip fee may be required. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

# DART 3Q90

**Indigenous Cultural Production and Activism**

(also offered as COMM 3Q90, INDG 3Q90, PCUL 3Q90, SOCI 3Q90 and WGST 3Q90)

Draws on cultural, experiential and theoretical texts to better understand Indigenous epistemologies. Examples include ImagineNative and community arts projects.

Lectures, fieldwork, 3 hours per week.

Restriction: students must have a minimum of 7.0 overall credits.

Prerequisite(s): one of DART 1P91, COMM 1F90, one INDG (ABST) credit, PCUL 1F92, SOCI 1F90, WGST 1F90, 2P00 or permission of the instructor.

Note: students are expected to pay their own expenses. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

DART 3Q91

**Contemporary Theatre and Performance**

Integrated study of contemporary theatre and performance, theory, and dramatic literature from the late 20th century to the present, focusing on the context of cultural developments including theories of acting, criticism and critical theory.

Lectures, seminar, 3 hours per week.

Prerequisite(s): DART 2Q92 (2F94) or one ENGL credit numbered 2(*alpha*)00 or above or permission of the Department.

Note: materials fee and field trip fee may be required. Students with one IASC credit may be able to register. Contact the Department. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in DART 3F94.

DART 3Q92

**Foundations in Performance Studies**

Introduction to the interdisciplinary field of performance studies, its foundational texts, theories, and methodologies, examining how performance functions variously as method, practice, and episteme in the study of a range of cultural phenomena and expressive behaviours from performance art, sporting events, business and marketing, ceremony, ritual, and festival to political events, protest and public art.

Lectures, seminar, 3 hours per week.

Prerequisite(s): DART 3Q91 or one ENGL credit numbered 2(*alpha*)00 or above or permission of the Department.

Note: materials fee and field trip fee may be required. Students with one IASC credit may be able to register. Contact the Department. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in DART 3F94.

DART 3V90-3V99

**Advanced Special Studies in Dramatic Arts**

Topics in an area of mutual interest to students and instructor.

Restriction: open to DART (single or combined) and DART (Honours)/BEd (Intermediate/Senior) majors until date specified in Registration guide.

DART 3Y43

**Theatrical Lighting**

Studies in lighting operation and design.

Lectures, seminar/lab, 5 hours per week; additional production time as required.

Restriction: open to DART (single or combined) and DART (Honours)/BEd (Intermediate/Senior) majors until date specified in Registration guide.

Prerequisite(s): DART 2P40 and 2P41 (2F41) or permission of the Department.

Note: materials fee and field trip fee may be required. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

DART 3Y44

**Theatrical Props Production**

Study and construction of theatrical props.

Lectures, seminar/lab, 5 hours per week; additional production time as required.

Restriction: open to DART (single or combined) and DART (Honours)/BEd (Intermediate/Senior) majors until date specified in Registration guide.

Prerequisite(s): DART 2P40 and 2P41 (2F41) or permission of the Department.

Note: materials fee and field trip fee may be required. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

DART 3Y45

**Scenic Painting**

Theories and practice of painting scenery for theatrical use.

Lectures, seminar/lab, 5 hours per week; additional production time as required.

Restriction: open to DART (single or combined) and DART (Honours)/BEd (Intermediate/Senior) majors until date specified in Registration guide.

Prerequisite(s): DART 2P40 and 2P41 (2F41) or permission of the Department.

Note: materials fee and field trip fee may be required. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

DART 3Y46

**Make-up**

Introduction to creating character and special effects through make-up.

Lectures, seminar/lab, 5 hours per week; additional production time as required.

Restriction: open to DART (single or combined) and DART (Honours)/BEd (Intermediate/Senior) majors until date specified in Registration guide.

Prerequisite(s): DART 2P40 and 2P41 (2F41) or permission of the Department.

Note: materials fee and field trip fee may be required. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

DART 3Y47

**Theatrical Puppets**

Study, construction, and performance animation of theatrical puppets.

Lectures, seminar/lab, 5 hours per week; additional production time as required.

Restriction: open to DART (single or combined) and DART (Honours)/BEd (intermediate/Senior) Majors until date specified in Registration guide.

Prerequisite(s): DART 2P40 and 2P41 (2F41) or permission of the department.

Note: also offered in Spring session for two-week intensive. Materials fee required. Field trip fee may be required. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

#### DART 3Y48

##### **Theatrical Masks**

Creative, research and technical approaches to mask-making for theatre.

Lectures, seminar/lab, 5 hours per week; additional production time as required.

Restriction: open to DART (single or combined) and DART (Honours)/BEd (intermediate/Senior) majors until date specified in Registration guide.

Prerequisite(s): DART 2P40 and 2P41 (2F41) or permission of the Department.

Note: also offered in Spring session for two-week intensive. Materials fee required. Field trip fee may be required. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

#### DART 3Y92

##### **Costuming for Theatre**

Creative, research and technical approaches to costuming for theatre.

Lectures, seminar, workshop, lab, 5 hours per week.

Restriction: open to DART (single or combined) and DART (Honours)/BEd (Intermediate/Senior) majors until date specified in Registration guide.

Prerequisite(s): DART 2P40, 2P41 (2F41), 2Q92 (2F94) or permission of the Department.

Note: materials fee and field trip fee may be required. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

#### DART 3Y97

##### **Sound Design for Theatre**

Studies in sound design, its technology and application to theatre.

Lectures, seminar, lab, 5 hours per week; additional production time as required.

Restriction: open to DART (single or combined) and DART (Honours)/BEd (Intermediate/Senior) majors until date specified in Registration guide.

Prerequisite(s): DART 2P40 and 2P41 (2F41) or permission of the Department.

Note: materials fee and field trip fee may be required. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

#### # DART 4F40

##### **Arts Management**

(also offered as STAC 4F40 and VISA 4F40)

Effective management of arts organizations to fulfill social and artistic mandates.

Seminar, 3 hours per week.

Restriction: open to DART (single and combined), DART (Honours)/BEd (Intermediate/Senior), CANA, STAC, VISA (single and combined) and VISA (Honours)/BEd (Intermediate/Senior) majors until date specified in Registration guide. Students must have a minimum of 12.0 overall credits or permission of the instructor.

Note: materials fee may be required. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

#### DART 4F56

##### **Advanced Studies in Theatre**

Collaborative work in one or more theatre productions.

Lectures, seminar/lab, 5 hours per week; additional production time as required.

Restriction: approval to year 4 (honours) and permission of the Department.

Prerequisite(s): DART 2P40 or 2P41; DART 2P42; one credit from DART 3F50, 3F61, DART 3P53 and 3P54 or one-half credit from DART 3Y44, 3Y45, 3Y46, 3Y92, 3Y97.

Co-requisite(s): DART 4P97.

Note: see Department for application procedure. Materials fee and field trip fee may be required. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

DART 4F90

**Critical Theory and Practice**

Advanced study of critical theory, its roots, its engagement with theatre, dramatic literature and performance.

Lectures, seminar, 3 hours per week.

Restriction: open to DART (single or combined), DART (Honours)/BEd (Intermediate/Senior), IASC and STAC majors with a minimum of 14.0 overall credits, a minimum 70 percent major average, a minimum 60 percent non-major average and approval to year 4 (honours).

Prerequisite(s): DART 3Q91 and 3Q92 or permission of the Department.

Note: materials fee and field trip fee may be required. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

DART 4F94

**Honours Thesis Project**

Critical, historical, production and/or creative project in dramatic arts of mutual interest to the student, the supervising instructor and/or Department.

Restriction: students must have a minimum 75 percent major average and permission of the Chair.

Prerequisite(s): DART 4F90 (may be taken concurrently).

Note: a written proposal must be approved by the Department before registration. Materials fee and field trip fee may be required. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

# DART 4P40

**Arts Management: Planning, Operations, Context**

(also offered as STAC 4P40 and VISA 4P40)

Effective management in the arts to fulfill social and artistic mandates. Focus on advocacy, organizational design, strategic planning and industry context to evolve an arts business, organization or career.

Seminar, 3 hours per week.

Restriction: open to STAC, CANA, DART (single or combined), DART (Honours)/BEd (Intermediate/Senior), VISA (single or combined) and VISA (Honours)/BEd, (Intermediate/Senior) majors until date specified in Registration guide.

Prerequisite(s): Students must have a minimum of 12.0 overall credits or permission of the instructor.

Note: materials fee may be required. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in DART 4F40.

# DART 4P41

**Arts Management: Programming, Marketing, Financing**

(also offered as STAC 4P41 and VISA 4P41)

Effective management in the arts to fulfill social and artistic mandates. Focus on creative programming and product creation, audience and client engagement, and resource evolution, including grants and fundraising.

Seminar, 3 hours per week.

Restriction: open to STAC, CANA, DART (single or combined), DART (Honours)/BEd (intermediate/Senior), VISA (single or combined) and VISA (Honours)/BEd (intermediate/Senior) majors until date specified in Registration guide.

Prerequisite(s): students must have a minimum of 12.0 overall credits or permission of the instructor.

Note: materials fee may be required. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in DART 4F40.

DART 4P51

**Shakespeare: Voice and Text**

Embodied study of Shakespeare's verse and prose **using practical tools to decipher, experience and communicate Shakespeare's language.** ~~Fundamentals of anatomy, breath and exploration of sound bridging to text for performance.~~

Workshop, lab.

Restriction: open to DART (single or combined) and DART (Honours)/BEd (Intermediate/Senior) majors with a minimum of 10.0 overall credits and permission of the Department.

Prerequisite(s): DART 2P11 and 3F50.

Note: enrolment limited. It is recommended that students register concurrently in DART 3P91. Materials fee and field trip fee may be required. Offered as a three-week intensive summer course at the Stratford Festival. Contact Department for further details. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

# DART 4P68

**Arts, Heritage and Culture: Public Policy and Governance**

(also offered as CANA 4P68, STAC 4P68 and VISA 4P68)

Examination of federal, provincial and municipal protocols governing heritage, fine and performing arts organizations and Canadian cultural production. Strategies for effective engagement of policy and planning through governance and community relations.

Lectures, seminar, 3 hours per week.

Restriction: open to STAC, CANA, DART (single or combined), DART (Honours)/BEd (Intermediate/Senior), SPMA, VISA (single or combined) and VISA (Honours)/BEd (Intermediate/Senior) majors until date specified in Registration guide. Students must have a minimum of 12.0 overall credits or permission of the Centre for Studies in Arts and Culture.

Note: materials fee may be required. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

DART 4P91

**Internship in Drama in Education and Applied Theatre**

Internship in either an educational or community setting, applying Drama in Education and Applied Theatre theories and practices.

Restriction: open to DART (single or combined) and DART (Honours)/BEd (Intermediate/Senior) majors with a minimum 75 percent overall average, approval to year 4 (honours) and permission of the Department.

Prerequisite(s): one of DART 3F91, 3F92 (3F76), 3F93 (3F77), 3F98 (3F78).

Note: materials fee and field trip fee may be required. Criminal records check and teaching proposal must be received and approved by the professor before beginning of course. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in DART 4F91.

DART 4P97

**Collaborative Stage Production**

Creation, design and production issues, processes and realization for the collaborative ensemble working in a small festival situation.

Lectures, seminar/lab, 5 hours per week; additional production time as required.

Prerequisite(s): DART 2P40 or 2P41; DART 2P42; one credit from DART 3F50, 3F61, DART 3P53 and 3P54 or one-half credit from DART 3Y44, 3Y45, 3Y46, 3Y92, 3Y97.

Co-requisite(s): DART 4F56.

Note: enrolment limited to 16 students. Students taking a design role in the 4F56 ensemble are expected to provide a portfolio or résumé in place of an audition. Materials fee and field trip fee may be required. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

DART 4Y92

**Text, Production, and Performance at the Shaw Festival Theatre**

Perspectives on and practical applications of acting, directing, design, and theatrical production in the repertory program of the Shaw Festival Theatre.

Workshops, 5 hours per week.

Restriction: permission of the Department.

Prerequisite(s): DART 3F50 or permission of the Department.

Note: enrolment limited to 16 students. Studio on location at the Shaw Festival when possible. Transportation is a student responsibility. Materials fee and field trip fee may be required. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in DART 4P92.

DART 4Y93

**Performance III**

Further studies in acting technique emphasizing research and creation of scene-work for contemporary plays with unconventional "extreme" dramaturgy.

Workshops, 3 hours per week.

Prerequisite(s): DART 3F50.

Note: materials fee and field trip fee may be required. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

**CO-OP COURSES**

DART 0N01

**Co-op Work Placement I**

First co-op work placement (4 months) with an approved employer.

Restriction: open to DART Co-op students.

DART 0N02

**Co-op Work Placement II**

Second co-op work placement (4 months) with an approved employer.

Restriction: open to DART Co-op students.

DART 0N03

**Co-op Work Placement III**

Third co-op work placement (4 months) with an approved employer.

Restriction: open to DART Co-op students.

DART 0N04

**Co-op Work Placement IV**

Optional co-op work placement (4 months) with an approved employer.

Restriction: open to DART Co-op students.

DART 0N05

**Co-op Work Placement V**

Optional co-op work placement (4 months) with an approved employer.

Restriction: open to DART Co-op students.

DART 0N90

**Co-op Professional Preparation**

Provides students with the tools, resources and skills to maximize co-op employment and professional development opportunities.

Lectures, presentations, site visits, 1.5 hours per week.

Restriction: open to DART Co-op students.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

DART 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 DART Co-op students.

Prerequisite(s): DART 0N90.

Co-requisite(s): DART 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. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

DART 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 DART Co-op students.

Prerequisite(s): DART 0N90.

Co-requisite(s): DART 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. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

DART 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 DART Co-op students.

Prerequisite(s): DART 0N90.

Co-requisite(s): DART 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. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

DART 2C04

**Co-op Reflective Learning and Integration IV**

Provide 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 DART Co-op students.

Prerequisite(s): DART 0N90.

Co-requisite(s): DART 0N04.

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. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

DART 2C05

**Co-op Reflective Learning and Integration V**

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 DART Co-op students.

Prerequisite(s): DART 0N90.

Co-requisite(s): DART 0N05.

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. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

## 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):

#### **DART 3Y47 - Theatrical Puppets**

1. Course classification: **Regular**
2. Which department will be financially responsible as the Home department?  
**Dramatic Arts**
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: **No**
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**

#### **DART 3Y48 - Theatrical Masks**

1. Course classification: **Regular**
2. Which department will be financially responsible as the Home department?  
**Dramatic Arts**
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: **No**
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**

#### **DART 4P40 - Arts Management: Planning, Operations, Context**

1. Course classification: **Regular**
2. Which department will be financially responsible as the Home department?  
**Studies in Arts and Culture**
3. Indicate additional expenses to be borne by the student, e.g. field trip.  
**materials fee may be required**
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? **DART 4F40**
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**

#### **DART 4P41 - Arts Management: Programming, Marketing, Financing**

1. Course classification: **Regular**
2. Which department will be financially responsible as the Home department?  
**Studies in Arts and Culture**
3. Indicate additional expenses to be borne by the student, e.g. field trip.  
**materials fee may be required.**
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? **DART 4F40**
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.

### **DART 4F40 - Arts Management**

## **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).

- DART 1P91 - Introduction to Theatre and Performance**
- DART 4P51 - Shakespeare: Voice and Text**
- DART 1P92 - Performance as Cultural Practice I**
- DART 1P96 - Script Analysis and Interpretation**
- DART 1P97 - Introduction to Stagecraft, Production and Design**
- DART 1P99 - Introduction to Performance**
- DART 1P94 - Creative Play for Community Development**
- DART 1P95 - Creative Play for Education**
- DART 3P55 - Storytelling in the Musical Theatre**

## 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, 2021**.

**Submitted by Marie Giles on October 15, 2021 at 04:32:22 PM**

**Submitted by David Fancy on October 15, 2021 at 07:21:24 PM**

**Rejected by Neta Gordon on October 20, 2021 at 07:45:39 AM**

A few minor errors in explanations to be fixed. NG

**Submitted by Marie Giles on October 20, 2021 at 09:18:58 AM**

**Submitted by David Fancy on October 20, 2021 at 09:42:11 AM**

**Submitted by Neta Gordon on October 22, 2021 at 08:36:12 AM**

**Submitted by Tricia MacDonald on October 22, 2021 at 03:29:44 PM**

**Edited by Tricia MacDonald on November 25, 2021 at 01:26:02 PM**

**DART 3Y47:** editorial addition of standard program note.

**Edited by Tricia MacDonald (on behalf of Tricia MacDonald) on December 8, 2021 at 11:23:29 AM**

**Program Notes:** correction to program note #2 to indicate pass rather than take as per Department

# Academic Program Calendar Submission #2022-3211

Department/Centre: English

Program(s): English Language and Literature

## Program Additions/Terminations

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

Please note: The calendar year runs from May 1, 2022 to April 30, 2023 and begins with the Spring/Summer sessions. All new programs being introduced or the termination of programs will be effective beginning 2022 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. Context in ENGL 1P91 Decolonizing Literature be introduced.
2. Context in ENGL 1P92 Literature and Wellness be introduced.
3. Context in ENGL 1P93 Literary Traditions be introduced.
4. Context in ENGL 1P94 Reading Literature Today be introduced.
5. Context in ENGL 1F91 English Literature: Tradition and Innovation be terminated.
6. Context in ENGL 1F95 Literature in English: Forms, Themes and Approaches 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.

1. These half-credit courses will replace the full-credit courses being removed so that students in any program needing a full-credit of first year English can fulfill that requirement by completing any two of the half-credit courses
2. These half-credit courses will replace the full-credit courses being removed so that students in any program needing a full-credit of first year English can fulfill that requirement by completing any two of the half-credit courses
3. These half-credit courses will replace the full-credit courses being removed so that students in any program needing a full-credit of first year English can fulfill that requirement by completing any two of the half-credit courses
4. These half-credit courses will replace the full-credit courses being removed so that students in any program needing a full-credit of first year English can fulfill that requirement by completing any two of the half-credit courses
5. These half-credit courses will replace the full-credit courses being removed so that students in any program needing a full-credit of first year English can fulfill that requirement by completing any two of the half-credit courses
6. These half-credit courses will replace the full-credit courses being removed so that students in any program needing a full-credit of first year English can fulfill that requirement by completing any two of the half-credit courses

### 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.

1. Context in ENGL 1P91 Decolonizing Literature be introduced.

**Program Structure:**

A detailed description of the proposed degree/major.

**Appropriate Nomenclature:**

Is the name of the degree and/or major(s) appropriate? Are there similar degrees/majors offered at other universities?

**Financial Viability:**

The Costing of New or Significantly Revised Programs form must be completed and included as part of the

submission.

**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).

**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).

**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.

**Duplication:**

If the proposed degree/major has duplicative similarities to existing programs in Ontario or Canada, reasons for such duplication.

**Library Resources:**

Certification from the Library that adequate Library resources are available to offer the program (please note that Section A of the [Library Support form](#) asks for information about the potential cost of additional Library resources).

No

**Information Technology:**

If significant IT resources will be required to offer the new degree/major(s), certification from the Director of Information and Technology Services that adequate resources will be available is required (please note that Section D of the [IT/ET Support form](#) asks for information about IT resources).

No

**Decanal/Co-operating Department(s)/Centre(s):**

The Dean of the appropriate Faculty must certify that the new degree/major(s) 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(s).

No

**2. Context in ENGL 1P92 Literature and Wellness be introduced.**

**Program Structure:**

A detailed description of the proposed degree/major.

**Appropriate Nomenclature:**

Is the name of the degree and/or major(s) appropriate? Are there similar degrees/majors offered at other universities?

**Financial Viability:**

The Costing of New or Significantly Revised Programs form must be completed and included as part of the submission.

**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).

**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).

**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.

**Duplication:**

If the proposed degree/major has duplicative similarities to existing programs in Ontario or Canada, reasons for such duplication.

**Library Resources:**

Certification from the Library that adequate Library resources are available to offer the program (please note that Section A of the [Library Support form](#) asks for information about the potential cost of additional Library resources).

No

**Information Technology:**

If significant IT resources will be required to offer the new degree/major(s), certification from the Director of Information and Technology Services that adequate resources will be available is required (please note that Section D of the [IT/ET Support form](#) asks for information about IT resources).

No

**Decanal/Co-operating Department(s)/Centre(s):**

The Dean of the appropriate Faculty must certify that the new degree/major(s) 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(s).

No

**3. Context in ENGL 1P93 Literary Traditions be introduced.****Program Structure:**

A detailed description of the proposed degree/major.

**Appropriate Nomenclature:**

Is the name of the degree and/or major(s) appropriate? Are there similar degrees/majors offered at other universities?

**Financial Viability:**

The Costing of New or Significantly Revised Programs form must be completed and included as part of the submission.

**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).

**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).

**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.

**Duplication:**

If the proposed degree/major has duplicative similarities to existing programs in Ontario or Canada, reasons for such duplication.

**Library Resources:**

Certification from the Library that adequate Library resources are available to offer the program (please note that Section A of the [Library Support form](#) asks for information about the potential cost of additional Library resources).

No

**Information Technology:**

If significant IT resources will be required to offer the new degree/major(s), certification from the Director of Information and Technology Services that adequate resources will be available is required (please note that Section D of the [IT/ET Support form](#) asks for information about IT resources).

No

**Decanal/Co-operating Department(s)/Centre(s):**

The Dean of the appropriate Faculty must certify that the new degree/major(s) 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(s).

No

**4. Context in ENGL 1P94 Reading Literature Today be introduced.**

**Program Structure:**

A detailed description of the proposed degree/major.

**Appropriate Nomenclature:**

Is the name of the degree and/or major(s) appropriate? Are there similar degrees/majors offered at other universities?

**Financial Viability:**

The Costing of New or Significantly Revised Programs form must be completed and included as part of the submission.

**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).

**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).

**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.

**Duplication:**

If the proposed degree/major has duplicative similarities to existing programs in Ontario or Canada, reasons for such duplication.

**Library Resources:**

Certification from the Library that adequate Library resources are available to offer the program (please note that Section A of the [Library Support form](#) asks for information about the potential cost of additional Library resources).

No

**Information Technology:**

If significant IT resources will be required to offer the new degree/major(s), certification from the Director of Information and Technology Services that adequate resources will be available is required (please note that Section D of the [IT/ET Support form](#) asks for information about IT resources).

No

**Decanal/Co-operating Department(s)/Centre(s):**

The Dean of the appropriate Faculty must certify that the new degree/major(s) 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(s).

No

**5. Context in ENGL 1F91 English Literature: Tradition and Innovation be terminated.****Program Structure:**

A detailed description of the proposed degree/major.

**Appropriate Nomenclature:**

Is the name of the degree and/or major(s) appropriate? Are there similar degrees/majors offered at other universities?

**Financial Viability:**

The Costing of New or Significantly Revised Programs form must be completed and included as part of the submission.

**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).

**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).

**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.

**Duplication:**

If the proposed degree/major has duplicative similarities to existing programs in Ontario or Canada, reasons for such duplication.

**Library Resources:**

Certification from the Library that adequate Library resources are available to offer the program (please note that Section A of the [Library Support form](#) asks for information about the potential cost of additional Library resources).

No

**Information Technology:**

If significant IT resources will be required to offer the new degree/major(s), certification from the Director of Information and Technology Services that adequate resources will be available is required (please note that Section D of the [IT/ET Support form](#) asks for information about IT resources).

No

**Decanal/Co-operating Department(s)/Centre(s):**

The Dean of the appropriate Faculty must certify that the new degree/major(s) 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(s).

No

**6. Context in ENGL 1F95 Literature in English: Forms, Themes and Approaches be terminated.**

**Program Structure:**

A detailed description of the proposed degree/major.

**Appropriate Nomenclature:**

Is the name of the degree and/or major(s) appropriate? Are there similar degrees/majors offered at other universities?

**Financial Viability:**

The Costing of New or Significantly Revised Programs form must be completed and included as part of the submission.

**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).

**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).

**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.

**Duplication:**

If the proposed degree/major has duplicative similarities to existing programs in Ontario or Canada, reasons for such duplication.

**Library Resources:**

Certification from the Library that adequate Library resources are available to offer the program (please note that Section A of the [Library Support form](#) asks for information about the potential cost of additional Library resources).

**No**

**Information Technology:**

If significant IT resources will be required to offer the new degree/major(s), certification from the Director of Information and Technology Services that adequate resources will be available is required (please note that Section D of the [IT/ET Support form](#) asks for information about IT resources).

**No**

**Decanal/Co-operating Department(s)/Centre(s):**

The Dean of the appropriate Faculty must certify that the new degree/major(s) 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(s).

**No**

## Program Changes

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

Please note: The Calendar year runs from May 1, 2022 to April 30, 2023 and begins with the Spring/Summer sessions. All programs being changed will be effective beginning 2022 Spring Session.

List all proposals, to be implemented, numerically in the following order:

1. Officer of Instruction be revised.
2. Program Note 1. DART 2P97 and Note 4. DART 2P97, 2Q91 be removed from the calendar.
3. Program requirements in Year 1 of all programs be revised by having all references to ENGL 1F91, 1F95 and 1F97 be removed and replaced with ENGL 1P91, 1P92, 1P93, 1P94.
4. Contemporary Culture Program Streams be deleted.
5. ENGL 2P71 Responding to Trauma be added to the course bank.
6. ENGL 1F97 Course Restriction be added.
7. ENGL 3P94 Course Description be revised.
8. WRDS 3P15 Course Title, Description and Teaching Format to be revised.
9. ENCW 3P72, 3P73, ENGL 3P92, 3P73, 4P00, 4P04, 4P06, 4P10, 4P15, 4P20, 4P30, 4P36, 4P37, 4P41, 4P45, 4P61, 4P70, 4P71, 4P72, 4P91, 4V00-4V09, 4V30-4V39, 4V40-4V49, 4V60-4V69, 4V70-4V79, 4V90-4V99, WRDS 3P72, 3P73, 4P10, 4P15, 4P20 be revised.
10. ENGL 3P55 crosslisted at MUSI 3P55 (also offered as DART 3P55) be added to the course bank and homed in the Department of Music.
11. ENGL 3V01 2022-2023: 20th Century Fantasy for Young People variable topics course be added to the course bank.
12. ENGL 3V23 2022-2023: The Poetry of Hester Pulter variable topics course be added to the course bank.
13. ENGL 3V95 2022-2023: Bitch Lit: Subversive Feminist Comics variable topics course be added to the course bank.
14. ENGL 4V71 2022-2023: Contemporary Ecocriticism and ENGL 4V74 2022-2023: Ecohorror be added to the course bank.

### 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. Update List
2. Two DART courses are no longer being offered by the Department of Dramatic Arts
3. These half-credit courses will replace the full-credit courses being removed so that students in any program needing a full-credit of first year English can fulfill that requirement by completing any two of the half-credit courses
4. This program was discontinued a number of years ago. Should be safe to remove all references at this time.
5. New course in instructor's research area.
6. to reflect changes in the course bank
7. To better reflect current practice; removing the names from the description also builds in flexibility for other instructors who may teach the course.
8. To better reflect the course content and teaching format.
9. All references to ECUL be removed from course restrictions as this program has been discontinued.
10. Existing course in MUSI is being cross listed with English and Dramatic Arts.
11. Previously offered variable topics course. Will be offered in the 2022-23 Academic Cycle
12. Previously offered variable topics course. Will be offered in the 2022-23 Academic Cycle
13. Previously offered variable topics course. Will be offered in the 2022-23 Academic Cycle
14. New courses in a rapidly growing and increasingly important area of study in this discipline

### 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.

# English Language and Literature

## *Chair*

James Allard

## *Professors*

Gregory Betts, Tim Conley, Martin Danahay, Adam Dickinson, Neta Gordon, Mathew Martin, Elizabeth Sauer, Barbara K. Seeber, Carole Lynn Stewart

## *Associate Professors*

Robert Alexander, James Allard, Lynn Arner, Natalee Caple, Gale Coskan-Johnson, ~~Ronald Cummings~~, Ann Howey, Leah Knight, Andrew Pendakis, Susan Spearey

## *Academic Advisor*

Liz Hay

## General Information

### *Administrative Assistant*

Liz Keenan

905-688-5550, extension 3469

573A Glenridge 157

[brocku.ca/english](http://brocku.ca/english)

The Literature programs in the Department of English Language and Literature focus on an understanding of the traditions, themes and dynamics of imaginative writing in English, within its various historical and cultural contexts. Students choose courses from a broad range of historically-organized courses, courses in literary genres, and courses in the history of language, criticism and theory. The Writing, Rhetoric and Discourse Studies program focuses on the theoretical, creative and practical applications of writing in and for a range of contexts. The Creative Writing program focuses on the craft of key literary genres, as well as the material and social contexts of creative writing. The Department aims in its programs to foster an informed and critical intelligence, a mastery of the best uses of language, and an appreciation for the social and personal centrality of powerful imaginative and expository writing across times and cultures.

The Department offers a BA Honours in English Language and Literature, a BA Honours in English and Creative Writing, a BA Honours in Writing, Rhetoric and Discourse Studies, a three-year program leading to the BA Pass degree in English Language and Literature or Writing, Rhetoric and Discourse Studies, a combined honours degree in English and Creative Writing and another subject, and combined honours and pass degrees in English Language and Literature and another subject or Writing, Rhetoric and Discourse Studies and another subject. Prospective students to the English and Creative Writing program must submit a portfolio in the Winter term of their first year. See Department for further details on portfolio requirements and due dates. In addition, the Department offers courses on academic, creative and professional writing which are available as electives to all Brock students who wish to explore theories of language production and develop their creative and professional writing skills. The Department also offers a Minor in English Language and Literature and a Minor in Writing, Rhetoric and Discourse Studies as well as a Certificate in Rhetoric and Professional Writing.

Seminars (discussion groups) are the rule in all English Language and Literature courses, encouraging students to become active participants in the study of literary texts. Through close attention to essay assignments, students learn to write in convincing and disciplined ways.

The Department of English Language and Literature offers credit for specified Dramatic Literature courses.

Students may register in courses numbered 4(*alpha*)00 and above only upon admittance to Year 4 studies or with the permission of the instructor and the Chair.

## Program Notes

1. The following Dramatic Arts courses are available for English credit: DART 1P91, 1P92, 2P96, ~~2P97~~, 2Q91, 2Q92, 3P91, 3Q91 and 3Q92.

2. Students may take a maximum of one credit from ENGL 2P80, 2P81, 2P82, 2P83 to satisfy List A requirements.
3. Students may take a maximum of three DART credits for English credit towards an Honours degree, and a maximum of two DART credits towards a Pass degree.
4. The Department recommends that students take one credit in dramatic literature from ENGL 2P80, 2P81, 2P82, 2P83, 2P84, DART 1P91, 1P92, 2P96, ~~2P97, 2Q91~~, 2Q92, 3P92, 3Q91, 3Q92.
5. The Department advises students in English programs to have their programs reviewed each year by the Faculty of Humanities Undergraduate Adviser. Students planning to enter fourth year are required to have their programs approved by the Faculty of Humanities Undergraduate Adviser.
6. Honours students are restricted to two credits numbered 4(*alpha*)00 and above; Combined Honours students are restricted to the number of credits numbered 4(*alpha*)00 and above as specified in the year-by-year program plan.
7. Where List course requirements include one ENGL credit from List D or one ENGL credit from List E, the requirement may be met with one-half credit from List D and one-half credit from List E.
8. 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 credits 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.

## List Courses

List Courses in English and Writing reflect historical periods, studies in genre, and studies in theory and criticism as follows:

List A: Literature to 1740: ENGL 2P19, 2P21, 2P24, 2P80, 2P81, 2P82, 2P83, 2P84, 2P95, 3P21, 3P22, 3P95, 3V23, 4P00, 4P06, 4P70, 4V00-4V09

List B: Literature from 1740 to 1900: ENGL 2P10, 2P26, 2P32, 2P33, 2P60, 2P64, 2P67, 3P26, 3P32, 3P33, 3P40, 3P41, 3P42, 3P44, 3P61, 4P30, 4P36, 4P37, 4P61, 4V30-4V39

List C: Literature of the 20th and 21st Centuries: ENGL 2F62, 2P11, 2P52, 2P53, 2P65, 2P66, 2P68, 2P69, 3P38, 3P39, 3P43, 3P45, 3P66, 3P97, 3V01, 3V91, 4P41, 4P45, 4P64, 4P72, 4V40-4V49

List D: Studies in Genre: ENCW 2P72, 3P06, 3P07, 3P08, 3P72, 3P73, 4P06, 4P07, 4P08, ENGL 2P10, 2P11, 2P13, 2P15, 2P17, 2P19, 2P45, 2P56, 2P82, 2P83, 2P84, 2P93, 2Q99, 3P03, 3P40, 3P41, 3P42, 3P43, 3P45, 3P61, 3P66, 3P90, 3P97, 3V01, 3V23, 3V91, 4P03, 4P64, WRDS 2P20, 3P18

List E: Studies in Theory and Criticism: ENGL 2F62, 2P70, 3P94, 3Q91, 3Q92, 3Q93, 3Q95, 3Q96, 4P71, 4P91, 4V92, WRDS 2P28, 3P28, 4P10, 4P15, 4P20

## Honours Program

### English Language and Literature

Honours English students must complete an array of courses in historical periods, genres and literary criticism or theory. Students planning to proceed to training for intermediate or secondary school teaching are advised to include in their Honours English program three credits in a second teachable discipline.

Eleven ENGL credits are required for this Honours degree

List course requirements are:

- one and one-half ENGL credits from List A (see List Courses; see program note 2)
- one and one-half ENGL credits from List B (see List Courses)
- one and one-half ENGL credits from List C (see List Courses)
- one and one-half ENGL credits from List D (see List Courses)
- one ENGL credit from List E (see List Courses)

*Year 1*

- one credit from One of ENGL 1P91, 1P91, 1P92, 1P93, 1P94, 1P95 and 1P97
- one Sciences context credit
- one Social Sciences context credit
- one Humanities elective credit
- one elective credit

*Years 2 and 3*

- Seven ENGL credits numbered 1(alpha)90 to 3(alpha)99 (see List Course requirements; see program note 8)
- three elective credits

*Year 4*

- One ENGL credit numbered 1(alpha)90 to 3(alpha)99 (see List Course requirements; see program note 8)
- two ENGL credits numbered 4(alpha)00 to 4(alpha)99 (see List Course requirements; see program note 6)
- two elective credits

## English and Creative Writing

Combines study in English literature with workshop and lecture courses designed to give students practical experience in creative writing as well as study in the social and theoretical aspects of creative writing. Students planning to proceed to training for intermediate or secondary school teaching are advised to include in their Honours English and Creative Writing program three credits in a second teachable discipline. Prospective students to the English and Creative Writing program must submit a portfolio in the Winter term of their first year. See Department for further details on portfolio requirements and due dates.

Three ENCW credits and eight credits from ENGL or WRDS are required for this Honours degree

List course requirements are:

- one and one-half ENGL credits from List A (see List Courses; see program note 2)
- one and one-half ENGL credits from List B (see List Courses)
- one and one-half ENGL credits from List C (see List Courses)
- one and one-half ENGL credits from List D (see List Courses)
- one credit from ENGL 2P13, 2P15, 2P45, 2P56, 2P70, 3P41, 3P45, 3P94, WRDS 2P20, 2P28, 3P18, 3P28, 3P90, 4P20

*Year 1*

- one credit from One of ENGL 1P91, 1P91, 1P92, 1P95, 1P93, 1P94 and 1P97
- one Sciences context credit
- one Social Sciences context credit
- one Humanities elective credit
- one elective credit

*Year 2*

- ENCW 2P72
- one of ENCW 3P06, 3P07, 3P08
- two and one-half credits numbered 1(alpha)90 to 3(alpha)99 from ENGL or WRDS (see List Course requirements; see program note 8)
- one and one-half elective credits

*Year 3*

- One credit from ENCW 3P06, 3P07, 3P08, 3P72 and 3P73

- two and one-half ENGL credits numbered 1(alpha)90 to 3(alpha)99 (see List Course requirements; see program note 8)
- one and one-half elective credits

#### Year 4

- One ENCW credit numbered 4(alpha)00 to 4(alpha)99
- one ENGL credit numbered 4(alpha)00 to 4(alpha)99 (see List Course requirements; see program note 6)
- one credit numbered 1(alpha)90 to 3(alpha)99 from ENGL or WRDS (see List Course requirements; see program note 8)
- two elective credits

## English and Contemporary Culture

**Discontinued** English and Contemporary Culture is an alternative four-year Honours program designed for those who wish to combine the study of English with studies in contemporary media and culture. Students planning to proceed to training for intermediate or secondary school teaching are advised to include three credits in their English and Contemporary Culture program in a second teachable discipline.

Nine ENGL credits are required for this Honours degree

List course requirements are:

- one and one-half ENGL credits from List A (see List Courses; see program note 2)
- one and one-half ENGL credits from List B (see List Courses)
- one and one-half ENGL credits from List C (see List Courses)
- one and one-half ENGL credits from List D (see List Courses)
- one ENGL credit from List E (see List Courses)

#### Years 2

- Year 2 is now closed

#### Year 3

- ~~Three ENGL credits numbered 1(alpha)90 to 3(alpha)99 (see List Course requirements; see program note 8)~~
- one additional credit from COMM, PCUL, FILM
- one elective credit

#### Year 4

- ~~Two ENGL credits numbered 4(alpha)00 to 4(alpha)99 (see List Course requirements; see program note 6)~~
- one additional credit from COMM, PCUL, FILM
- two elective credits

## Writing, Rhetoric and Discourse Studies

Combines the study of writing, rhetoric and discourse with the study of English literature.

Five WRDS credits and six ENCW, ENGL, WRDS credits are required for this Honours degree

#### Year 1

- one credit from ENGL 1P91, 1P92, 1P93, 1P94+1P95
- WRDS 1F90
- one Sciences context credit
- one Social Sciences credit
- one elective credit

#### Year 2

- WRDS 2P28
- one and one-half credits from ENCW 2P72, ENGL 2P10, 2P11, 2P13, 2P15, 2P45, 2P56, 2P70, 2P93
- one credit from WRDS 2P12, 2P14, 2P16, 2P18, 2P20, 2P63
- two elective credits

#### Year 3

- WRDS 3P28
- one and one-half credits from ENCW 3P06, 3P07, 3P08, 3P72, 3P73, ENGL 3P03, 3P41, 3P43, 3P44, 3P45, 3P94, 3Q91, 3Q92, 3Q93, 3Q95, 3Q96
- one credit from WRDS 3P15, 3P16, 3P18, 3P63, 3P90, 3P98, 3P99
- two elective credits

#### Year 4

- One credit from WRDS 4F99, 4P00, 4P01, 4P10, 4P15, 4P20, 4P98, 4P99
- one ENCW, ENGL, WRDS credit
- one ENCW, ENGL, WRDS credit numbered 4(alpha)00 to 4(alpha)99
- two elective credits

## Concurrent ENGL BA/BEd

The Department of English Language and Literature and the Faculty of Education co-operate in offering two Concurrent BA (Honours)/BEd programs. The English BA (Honours)/BEd program combines the BA Honours program or BA Integrated Studies Honours program with the teacher education programs 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 BA (Honours)/BEd (Intermediate/Senior) or Education - Concurrent BA Integrated Studies (Honours)/BEd (Junior/Intermediate) program listings for further information.

## Pass Program

### English Language and Literature

Seven ENGL credits are required for an ENGL Pass degree

List course requirements are:

- one ENGL credit from List A (see List Courses; see program note 2)
- one ENGL credit from List B (see List Courses)
- one ENGL credit from List C (see List Courses)
- one ENGL credit from List D (see List Courses)
- one-half ENGL credit from List E (see List Courses)

#### Year 1

- one credit from One of ENGL ~~1P91, 1P91, 1P92, 1P95, 1P93, 1P94 and 1P97~~
- one Sciences context credit
- one Social Sciences context credit
- one Humanities elective credit
- one elective credit

#### Years 2 and 3

- Six ENGL credits numbered 1(alpha)90 to 3(alpha)99 (see List Course requirements; see program note 8)
- four elective credits

## Writing, Rhetoric and Discourse Studies

Combines the study of writing, rhetoric and discourse with the study of English literature.

Three WRDS credits and four ENCW, ENGL, WRDS credits are required for this Pass degree

#### Year 1

- one credit from ENGL ~~1P91, 1P92, 1P93, 1P94 and 1P95~~
- WRDS 1F90

- one Sciences context elective credit
- one Social Sciences elective credit
- one elective credit

#### Year 2

- WRDS 2P28
- one credit from ENCW 2P72, ENGL 2P10, 2P11, 2P13, 2P15, 2P45, 2P56, 2P70, 2P93 (see program note 8)
- one credit from WRDS 2P12, 2P14, 2P16, 2P18, 2P20, 2P63
- two and one-half elective credits

#### Year 3

- WRDS 3P28
- two credits from ENCW 3P06, 3P07, 3P08, 3P72, 3P73, ENGL 3P03, 3P41, 3P43, 3P44, 3P45, 3P94, 3Q91, 3Q92, 3Q93, 3Q95, 3Q96, WRDS 3P15, 3P16, 3P18, 3P63, 3P90, 3P98, 3P99
- two and one-half elective credits

## Combined Major Program

### English Language and Literature

Students may take a combined major in English Language and Literature and a second discipline. For requirements in the other discipline, the student should consult the relevant department/centre. It should be noted that not all departments/centres provide a combined major option.

#### Honours

- one credit from One of ENGL 1P91, 1P91, 1P92, 1P95, 1P93, 1P94, 1P97
- five ENGL credit numbered 1(*alpha*)90 to 3(*alpha*)99 (see List course requirements; see program note 8)
- one ENGL credit numbered 4(*alpha*)00 to 4(*alpha*)99 (see List course requirements; see program notes 6 and 8)

List course requirements are:

- one ENGL credit from List A (see List Courses; see program note 2)
- one ENGL credit from List B (see List Courses)
- one ENGL credit from List C (see List Courses)
- one ENGL credit from List D or one ENGL credit from List E (see List Courses; see program note 7)

#### Pass

- one credit from One of ENGL 1P91, 1P91, 1P92, 1P95, 1P93, 1P94, 1P97
- four ENGL credits numbered 1(*alpha*)90 to 3(*alpha*)99 (see program note 8)

List course requirements are:

- one ENGL credit from List A (see List Courses)
- one ENGL credit from List B (see List Courses)
- one ENGL credit from List C (see List Courses)
- one ENGL credit from List D or one ENGL credit from List E (see List courses; see program note 7)

### English Language and Applied Linguistics

Consult the Applied Linguistics entry for a listing of program requirements.

### English and Creative Writing (Honours only)

Students may take a combined major in English and Creative Writing and a second discipline. For requirements in the other discipline, the student should consult the relevant department/centre. It should be noted that not all departments/centres provide a combined major option.

#### Honours

- one credit from One of ENGL 1P91, 1P91, 1P92, 1P95, 1P93, 1P94, 1P97
- ENCW 2P72
- four ENGL or WRDS credits numbered 1(*alpha*)90 to 3(*alpha*)99 (see List course requirements; see program note 8)

- one of ENCW 3P06, 3P07, 3P08, 3P72, 3P73
- one-half ENCW credit numbered 4(alpha)00 to 4(alpha)99
- one-half ENGL or WRDS credit numbered 4(alpha)00 to 4(alpha)99

List course requirements are:

- one ENGL credit from List A (see List Courses; see program note 2)
- one ENGL credit from List B (see List Courses)
- one ENGL credit from List C (see List Courses)
- one ENGL credit from List D or one ENGL credit from List E (see List Courses; see program note 7)

## Writing, Rhetoric and Discourse Studies

Students may take a combined major in Writing, Rhetoric, and Discourse Studies and a second discipline. For requirements in the other discipline, the student should consult the relevant department/centre. It should be noted that not all departments/centres provide a combined major option.

### Honours

- one credit from ENGL 1P91, 1P92, 1P93, 1P94, 1P95
- WRDS 1F90, 2P28 and 3P28
- one credit from ENCW 2P72, ENGL 2P10, 2P11, 2P13, 2P15, 2P45, 2P56, 2P70, 2P93 (see program note 8)
- one credit from ENCW 3P06, 3P07, 3P08, 3P72, 3P73, ENGL 3P03, 3P41, 3P43, 3P44, 3P45, 3P94, 3Q91, 3Q92, 3Q93, 3Q95, 3Q96, WRDS 3P15, 3P16, 3P18, 3P63, 3P90, 3P98, 3P99
- one credit from WRDS 2P12, 2P14, 2P16, 2P18, 2P20, 2P63
- one of WRDS 4P01, 4P10, 4P15, 4P20, 4P98, 4P99
- one-half ENCW, ENGL, WRDS credit numbered 4(alpha)00 to 4(alpha)99

### Pass

- one credit from ENGL 1P91, 1P92, 1P93, 1P94, 1P95
- WRDS 1F90, 2P28 and 3P28
- one of ENCW 2P72, ENGL 2P10, 2P11, 2P13, 2P15, 2P45, 2P56, 2P70, 2P93
- one of ENCW 3P06, 3P07, 3P08, 3P72, 3P73, ENGL 3P03, 3P41, 3P43, 3P44, 3P45, 3P94, 3Q91, 3Q92, 3Q93, 3Q95, 3Q96, WRDS 3P15, 3P16, 3P18, 3P63, 3P90, 3P98, 3P99
- one credit from WRDS 2P12, 2P14, 2P16, 2P18, 2P20, 2P63

## Certificate in Creative Writing

The Department of English Language and Literature offers a Certificate in Creative Writing designed for persons who already have a degree or do not wish to pursue a degree.

The admission requirements are the same as for the degree program.

The Certificate in Creative Writing is awarded upon completion of the following courses with a minimum 60 percent overall average:

- one credit from One of ENGL 1P91, 1P92, 1P93, 1P94, 1P95
- two credits from ENCW 1P06, 2P72, 3P06, 3P07, 3P08, 3P72, 3P73, 3P92
- one credit from ENGL 2P10, 2P11, 2P13, 2P15, 2P17, 2P45, 2P56, 2P93

See "Certificate Requirements" under Academic Regulations

## Certificate in Rhetoric and Professional Writing

The Department of English Language and Literature offers a Certificate in Rhetoric and Professional Writing for those wishing to acquire a broad, practical experience and understanding of the management, organization and presentation of information and text. Certificate programs are limited to persons not currently enrolled in a degree program at Brock.

The certificate is awarded upon the successful completion of the following courses with a minimum 70 percent overall average:

- Three WRDS credits
- two credits from COMM 1F90, 2P90, 2P91, LING 3P94, 3P95

## Minor Program

### Minor in English Language and Literature

Students in other disciplines may obtain a Minor in English Language and Literature by successfully completing the following courses with a minimum 60 percent overall average:

- one credit from One of ENGL 1P91, 1P94, 1P92, 1P95, 1P93, 1P94, 1P97
- three ENGL credits numbered 2(alpha)00 or above

### Minor in Writing, Rhetoric and Discourse Studies

The Writing, Rhetoric and Discourse Studies Minor program combines the study of writing, rhetoric and discourse with the study of English literature.

Students in other disciplines may obtain a Minor in Writing, Rhetoric and Discourse Studies by successfully completing the following courses with a minimum 60 percent overall average:

- WRDS 1F90
- one ENCW, ENGL, WRDS credit numbered 2(alpha)00 to 3(alpha)99
- two WRDS credits numbered 2(alpha)00 to 3(alpha)99

## 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.

### CREATIVE WRITING COURSES

# ENCW 1P06

#### History and Future of Storytelling

(also offered as IASC 1P06 and WRDS 1P06)

History of storytelling from the earliest oral traditions to contemporary forms of digital expression. Storytelling's cultural roots in fairy tales, legends and myths through to film, video games and interactive fiction. Elements of narrative, structure, character, conflict and dramatic arc. Concepts and practices in rhetoric, storyboarding, and presentation.

Lectures, seminar, 3 hours per week.

Restriction: open to GAMD majors until date specified in Registration guide.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in WRIT 1P06.

\* ENCW 2P72

#### The Creative Writer

(also offered as ENGL 2P72 and WRDS 2P72)

Introduction to creative writing. Emphasis on practical and critical approaches to forms, elements of craft, and editing.

Lectures, seminar, 3 hours per week.

Restriction: open to ENCW (single or combined), ENGL (single or combined), ENGL (Honours)/BEd (Intermediate/Senior), WRDS (single or combined) majors and minors until date specified in Registration guide.

Prerequisite(s): one credit from ENGL 1(alpha)90 to 1(alpha)99, WRDS (WRIT) 1(alpha)90 to 1(alpha)99 or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in WRIT 2P72.

ENCW 3P06

**Creative Writing: Short Fiction**

The craft of short fiction writing.

Seminar, 3 hours per week.

Restriction: open to ENCW (single or combined), ENGL (single or combined), ENGL (Honours)/BEd and WRDS (single or combined) majors until date specified in Registration guide.

Prerequisite(s): one credit from ENGL 1(*alpha*)90 to 1(*alpha*)99, WRDS (WRIT) 1(*alpha*)90 to 1(*alpha*)99 or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in WRDS (ENGL) 3P06.

ENCW 3P07

**Creative Writing: Poetry**

The craft of poetry writing.

Seminar, 3 hours per week.

Restriction: open to ENCW (single or combined), ENGL (single or combined), ENGL (Honours)/BEd and WRDS (single or combined) majors until date specified in Registration guide.

Prerequisite(s): one credit from ENGL 1(*alpha*)90 to 1(*alpha*)99, WRDS (WRIT) 1(*alpha*)90 to 1(*alpha*)99 or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in WRDS (ENGL) 3P07.

ENCW 3P08

**Creative Non-Fiction Writing**

The craft of creative non-fiction writing.

Seminar, 3 hours per week.

Restriction: open to ENCW (single or combined), ENGL (single or combined), ENGL (Honours)/BEd and WRDS (single or combined) majors until date specified in Registration guide.

Prerequisite(s): one credit from ENGL 1(*alpha*)90 to 1(*alpha*)99, WRDS (WRIT) 1(*alpha*)90 to 1(*alpha*)99 or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

\* ENCW 3P72

**The Creative Writer and the Community**

(also offered as ENGL 3P72 and WRDS 3P72)

Consideration of the special place that creative writers occupy in their various communities, literary, local and global.

Lectures, seminar, 3 hours per week.

Restriction: open to ~~ECUL~~, ENCW (single or combined), ENGL (single or combined), ENGL (Honours)/BEd (Intermediate/Senior), WRDS (single or combined) majors and minors until date specified in Registration guide.

Prerequisite(s): two ENGL credits or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in WRIT 3P72.

\* ENCW 3P73

**Creative Writing for Digital Media**

(also offered as ENGL 3P73, IASC 3P73 and WRDS 3P73)

Exploration of new avenues for creative expression opened by digital technologies. Consideration of how digitalization changes such notions as the nature of creativity, genre, audience, authorship and copyright.

Lectures, seminar, 3 hours per week.

Restriction: open to ~~ECUL~~, ENCW (single or combined), ENGL (single or combined), ENGL (Honours)/BEd

(Intermediate/Senior), WRDS (single or combined), GAMD, IASC (single or combined) majors and minors until date specified in Registration guide.

Prerequisite(s): two ENGL credits or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in WRIT 3P73.

# ENCW 3P92

**Scriptwriting**

(also offered as DART 3P92)

Theory and practice of writing with action, character and dialogue.

Seminar, workshop, 3 hours per week.

Restriction: open to DART (single or combined) and DART (Honours)/BEd (Intermediate/Senior) majors until date specified in Registration guide. Students must have a minimum of 10.0 overall credits.

Prerequisite(s): DART 1P96 (2P92) or IASC/ENCW/WRDS 1P06 or permission of the Department.

Note: materials fee and field trip fee required. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

ENCW 4P06

**Advanced Creative Writing: Short Fiction**

Advanced craft of short fiction writing.

Seminar, 3 hours per week.

Restriction: open to ENCW (single or combined) majors with approval to year 4 (honours) or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

ENCW 4P07

**Advanced Creative Writing: Poetry**

Advanced craft of poetry writing.

Seminar, 3 hours per week.

Restriction: open to ENCW (single or combined) majors with approval to year 4 (honours) or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

ENCW 4P08

**Advanced Creative Non-Fiction Writing**

Advanced craft of creative non-fiction writing.

Seminar, 3 hours per week.

Restriction: open to ENCW (single or combined) majors with approval to year 4 (honours) or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

**ENGLISH COURSES**

ENGL 1F91

**English Literature: Tradition and Innovation**

Works from the medieval to the contemporary period, including such authors as Chaucer, Shakespeare, Milton, Swift, Wordsworth, the Brownings, Woolf and Rushdie. Genres include tragedy, romance, epic, and the novel.

Lectures, seminar, 3 hours per week.

Note: particular attention will be paid to perceptive reading and clear, effective writing. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

ENGL 1F95

**Literature in English: Forms, Themes and Approaches**

Fiction, poetry, drama and film drawn from the 19th century to the present. The conventions of genre and the ways writers shape their work to produce meaning. Treatment in literature of such themes as the nature of evil; history, gender and civil strife; constructions of love.

Lectures, seminar, 3 hours per week.

Note: particular attention will be paid to perceptive reading and clear, effective writing. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

ENGL 1F97

**Literature of Trauma and Recovery**

Responses to human suffering, both personal and societal, and the power of words to express and effect change in the face of powerful adversity. Narratives of and responses to illness, violence, death and mourning, war and pestilence, and genocide.

Includes works drawn from fiction, poetry and drama.

Lectures, seminar, 3 hours per week.

**Restriction: open to BEd-Primary/Junior (Aboriginal) majors**

Note: particular attention will be paid to perceptive reading and clear, effective writing. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

ENGL 1P91

**Decolonizing Literature**

Examination of contemporary politics of literature and literary studies with particular attention to cultural struggles, decolonization, and Indigenization.

Lectures, seminar, 3 hours per week.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

ENGL 1P92

**Literature and Wellness**

Examination of literary treatments of health and wellness with particular attention to the relationship among bodies, reading practices, and writing.

Lectures, seminar, 3 hours per week.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

ENGL 1P93

**Literary Traditions**

Examination of key texts and movements in English literatures from the Middle Ages on; particular attention to historical contexts, significant genres, and formal experimentation.

Lectures, seminar, 3 hours per week.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

ENGL 1P94

**Reading Literature Today**

Examination of twentieth and twenty-first century texts with particular attention to genre and critical reading practices.

Lectures, seminar, 3 hours per week.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

\* ENGL 2F62

**Contact in Canadian Literature**

(also offered as CANA 2F62)

Contact between Indigenous peoples and Settler populations in Canadian literature.

Prerequisite(s): one ENGL credit numbered 1(alpha)90 to 1(alpha)99 or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

ENGL 2P10

**Young People's Literature to 1914**

Critical study of fairytales, folk tales, poetry and novels adapted for or directed toward children and young people from the folk-tale heritage to 1914.

Lectures, seminar, 3 hours per week.

Prerequisite(s): one Humanities context credit (minimum 60 percent) or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

ENGL 2P11

**Young People's Literature after 1914**

Critical study of fairytales, folk tales, poetry and novels written for children and young people during the 20th century.

Lectures, seminar, 3 hours per week.

Prerequisite(s): one Humanities context credit (minimum 60 percent) or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

ENGL 2P13

**Genre Studies**

History and characteristics of a particular literary genre such as satire, detective fiction, graphic novels selected by the instructor.

Lectures, seminar, 3 hours per week.

Prerequisite(s): one Humanities context credit (minimum 60 percent) or permission of the instructor.

Note: see Department webpage for details. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

\* ENGL 2P15

**Speculative Fiction**

(also offered as IASC 2P15)

Critical study of some of the histories, contexts, genres, and traditions of science fiction and the literature of the fantastic.

Lectures, seminar, 3 hours per week.

Prerequisite(s): one Humanities context credit (minimum 60 percent) or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

ENGL 2P17

**The Evolution of the Western**

Adaptations of the genre of the Western in literature, film, television, radio, and comics to reflect contemporary politics, forms, and social ideals. Representations of nation, race and gender, and the ways in which this popular form can be used to explore ongoing and new cultural ideas and political issues.

Prerequisite(s): one Humanities context credit (minimum 60 percent) or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Students will not receive earned credit for ENGL 2P17 if ENGL 2P13 has been successfully completed.

ENGL 2P19

**Chaucer**

Chaucer's poetry, especially *The Canterbury Tales*, in relation to late medieval English cultural and social history.

Lectures, seminar, 3 hours per week.

Prerequisite(s): one Humanities context credit (minimum 60 percent) or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

\* ENGL 2P20

**Identity, Identification and Public Address**

(also offered as WRDS 2P20)

Relation between individual and community identity as expressed in public address, history or writing and speaking in the public sphere, and the aesthetic and political constraint on writing as activism, as advocacy and as a participatory practice in local, national and/or transnational publics.

Lectures, seminar, 3 hours per week.

Prerequisite(s): one credit from ENGL 1(*alpha*)90 to 1(*alpha*)99, WRDS (WRIT) 1(*alpha*)90 to 1(*alpha*)99 or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in WRIT 2P20.

ENGL 2P21

**Introduction to Tudor Literature**

Topics, genres, cultural contexts and ideologies which informed the imaginative literature in 16th-century England.

Lectures, seminar, 3 hours per week.

Prerequisite(s): one ENGL credit numbered 1(*alpha*)90 to 1(*alpha*)99, MARS 1F90 or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

ENGL 2P24

**Early 17th-Century Literature**

Early modern drama, poetry and prose, 1603 to the English Revolution, including such writers as Webster, Donne, Jonson and Lanyer.

Lectures, seminar, 3 hours per week.

Prerequisite(s): one ENGL credit numbered 1(*alpha*)90 to 1(*alpha*)99, MARS 1F90 or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

ENGL 2P26

**Restoration and 18th-Century British Literature and Culture I**

Examination of British literature and culture from 1660 to the 1790s.

Lectures, seminar, 3 hours per week.

Prerequisite(s): one ENGL credit numbered 1(*alpha*)90 to 1(*alpha*)99 or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

# ENGL 2P28

**Persuasive Discourse: Theoretical Foundations**

(also offered as IASC 2P28 and WRDS 2P28)

Classical foundations, historical developments and contemporary theory. Relation of language use to cultural practices, ethics, identity and power. Analysis of various genres of texts and persuasive writing in popular culture and mass media.

Lectures, seminar, 3 hours per week.

Restriction: open to ENCW (single or combined), ENGL (single or combined), ENGL (Honours)/BEd (Intermediate/Senior) and WRDS (single or combined) majors and minors until date specified in Registration guide.

Prerequisite(s): one credit from ENGL 1(*alpha*)90 to 1(*alpha*)99, IASC 1F01 (1F00), COMM 1F90, WRDS (WRIT) 1(*alpha*)90 to 1(*alpha*)99 or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in WRIT 2P28.

ENGL 2P32

**British Romanticism I**

Examination of the literature and culture of the Romantic period in Britain from the 1780s to the 1830s.

Lectures, seminar, 3 hours per week.

Prerequisite(s): one ENGL credit numbered 1(*alpha*)90 to 1(*alpha*)99 or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

ENGL 2P33

**British Victorian Literature and Culture I**

Examination of the literature and culture of the Victorian period in Britain from the 1830s to 1901.

Lectures, seminar, 3 hours per week.

Prerequisite(s): one ENGL credit numbered 1(*alpha*)90 to 1(*alpha*)99 or the permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

ENGL 2P45

**Poetry and Poetics**

Construction of a working technical vocabulary for analyzing and discussing poetry, including a variety of poetic styles, authors and periods, as well as a number of critical statements on poetics.

Lectures, seminar, 3 hours per week.

Prerequisite(s): one ENGL credit numbered 1(*alpha*)90 to 1(*alpha*)99 or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

ENGL 2P52

**Postcolonial Literature**

Literatures of resistance and emergence written in English in former British territories, such as those in Africa and the West Indies.

Lectures, seminar, 3 hours per week.

Prerequisite(s): one ENGL credit numbered 1(*alpha*)90 to 1(*alpha*)99 or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in INTC 2P52.

ENGL 2P53

**Southern African Literatures of Transition**

Literary explorations of and interventions in the political and socio-cultural transitions from white regimes to majority-rule politics. Emphasis on histories of trauma, displacement and dispossession.

Lectures, seminar, 3 hours per week.

Prerequisite(s): one ENGL credit numbered 1(*alpha*)90 to 1(*alpha*)99 or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in INTC 2P53.

ENGL 2P56

**The Short Story**

Theory and analysis of the short story from Poe and Hawthorne to contemporary writers.

Lectures, seminars, 3 hours per week.

Prerequisite(s): one Humanities context credit (60 percent) or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

ENGL 2P60

**American Literature: 1800-1865**

Literature of the post-Revolutionary era to the Civil War. Topics include American Romanticism, gender, the literatures of captivity and antislavery, and antebellum meanings of cultural freedom and national selfhood.

Lectures, seminar, 3 hours per week.

Prerequisite(s): one ENGL credit numbered 1(*alpha*)90 to 1(*alpha*)99 or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

\* ENGL 2P64

**Early Canadian Literature**

(also offered as CANA 2P64)

Canadian explorations of cultural conflict and the emergence of the nation from First Contact to Exploration to Settlement.

Lectures, seminar, 3 hours per week.

Prerequisite(s): one ENGL credit numbered 1(*alpha*)90 to 1(*alpha*)99 or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

\* ENGL 2P65

**Twentieth-Century Canadian Literature**

(also offered as CANA 2P65)

Canadian literary response to the radical social and cultural shift of modernism. Topics include war, gender, industrialization and urbanization.

Lectures, seminar, 3 hours per week.

Prerequisite(s): one ENGL credit numbered 1(*alpha*)90 to 1(*alpha*)99 or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

\* ENGL 2P66

**Cultural Conflict in Canadian Literature**

(also offered as CANA 2P66)

Writing from the post-centennial explosion and maturation of Canadian literature, including current cutting-edge work. Topics may include postmodernism, multiculturalism, ecocriticism and small press experimentation.

Lectures, seminar, 3 hours per week.

Prerequisite(s): one ENGL credit numbered 1(*alpha*)90 to 1(*alpha*)99 or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

ENGL 2P67

**American Literature:1865-1910**

Prose of the Reconstruction period, the Gilded Age and the Progressive era, emphasizing the growth of the minority literatures and the rise of realism and regional writing.

Lectures, seminar, 3 hours per week.

Prerequisite(s): one ENGL credit numbered 1(*alpha*)90 to 1(*alpha*)99 or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

ENGL 2P68

**American Literature: 1910-1945**

Literature of the early 20th century, emphasizing the various literary and cultural responses to industrialization and world wars, and the rise of modernism.

Lectures, seminar, 3 hours per week.

Prerequisite(s): one ENGL credit numbered 1(*alpha*)90 to 1(*alpha*)99 or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

ENGL 2P69

**American Prose from 1945**

Topics may include the Cold War, the rise of social movements such as Black Power and Second-Wave Feminism, Vietnam, postmodernism, America and globalization, and expanding the canon of American literatures.

Lectures, seminar, 3 hours per week.

Prerequisite(s): one ENGL credit numbered 1(*alpha*)90 to 1(*alpha*)99 or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

\* ENGL 2P70

**Introduction to Literary Theory**

(also offered as IASC 2P70)

Approaches to meaning and interpretation in the contemporary study of literature.

Lectures, seminar, 3 hours per week.

Prerequisite(s): one ENGL credit numbered 1(*alpha*)90 to 1(*alpha*)99, IASC 1F01 (1F00) or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

ENGL 2P71

**Responding to Trauma**

Responses to personal, societal, and ecological suffering, and the power of words to express and effect change in the face of adversity. Narratives of illness, violence, death and mourning, war and genocide, in fiction, poetry, and drama.

Lectures, seminar, 3 hours per week.

Prerequisite(s): one Humanities context credit (minimum 60 percent) or permission of the instructor.

# ENGL 2P72

**The Creative Writer**

(also offered as ENCW 2P72 and WRDS 2P72)

Introduction to creative writing. Emphasis on practical and critical approaches to forms, elements or craft, and editing.

Lectures, seminar, 3 hours per week.

Restriction: open to ENCW (single or combined), ENGL (single or combined), ENGL (Honours)/BEd (Intermediate/Senior) and WRDS (single or combined) majors and minors until date specified in Registration guide.

Prerequisite(s): one credit from ENGL 1(*alpha*)90 to 1(*alpha*)99, WRDS (WRIT) 1(*alpha*)90 to 1(*alpha*)99 or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in WRIT 2P72.

ENGL 2P80

**Shakespeare 1590-1603**

Representative plays from the first half of Shakespeare's dramatic career emphasizing theoretical and cultural issues raised by the plays in the context of fin-de-siècle Elizabethan England.

Lectures, seminar, 3 hours per week.

Prerequisite(s): one ENGL credit numbered 1(*alpha*)90 to 1(*alpha*)99, MARS 1F90 or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in LART 2P80.

ENGL 2P81

**Shakespeare 1603-1614**

Representative plays from the second half of Shakespeare's dramatic career emphasizing theoretical and cultural issues raised by the plays in the context of the opening decade of James I's culturally divisive reign.

Lectures, seminar, 3 hours per week.

Prerequisite(s): one ENGL credit numbered 1(*alpha*)90 to 1(*alpha*)99 or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in LART 2P81.

ENGL 2P82

**Shakespeare's Comedies**

Representative comedies and tragicomedies emphasizing the variety of Shakespeare's comic modes, from the grotesque to the miraculous, and on theoretical approaches to the comic.

Lectures, seminar, 3 hours per week.

Prerequisite(s): one ENGL credit numbered 1(*alpha*)90 to 1(*alpha*)99 or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in LART 2P82.

ENGL 2P83

**Shakespeare's Tragedies**

Shakespeare's development of tragedy as a genre in the context of early modern aesthetic and cultural concerns. Attention to recent theoretical approaches.

Lectures, seminar, 3 hours per week.

Prerequisite(s): one ENGL credit numbered 1(*alpha*)90 to 1(*alpha*)99 or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in LART 2P83.

ENGL 2P84

**Non-Shakespearean Drama in England, 1576-1642**

Variety of dramatic genres written for the playhouses of early modern London, including plays by Marlowe, Dekker, Jonson, Middleton, Massinger and Ford.

Lectures, seminar, 3 hours per week.

Prerequisite(s): one ENGL credit numbered 1(*alpha*)90 to 1(*alpha*)99, MARS 1F90 or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

# ENGL 2P93

**Popular Narrative**

(also offered as COMM 2P93, FILM 2P93 and PCUL 2P93)

Analysis of storytelling across different media such as novels, film, television, the Internet and video games.

Lectures, seminar, screening, lab, 5 hours per week.

Restriction: open to ENCW (single or combined), ENGL (single or combined), ENGL (Honours)/BEd (Intermediate/Senior), WRDS (single or combined), BCMN, COMM, FILM (single or combined), MCMN and PCUL majors.

Prerequisite(s): one of one ENGL credit numbered 1(*alpha*)90 to 1(*alpha*)99, WRDS 1F90, COMM 1F90, CPCF 1F25, FILM 1F94, PCUL 1F92 or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in ENGL (PCUL/COMM) 2F92.

# ENGL 2P95

**Reading the Middle Ages: The Heroic and the Chivalric**

(also offered as MARS 2P95)

Heroic and chivalric worlds of Europe and how they shaped medieval society. Selections from Beowulf, Anglo-Saxon heroic literature, Eddic poetry, Old Norse sagas, the *lais* of Marie de France, Courtly Love and Arthurian-related narrative.

Lectures, seminar, 3 hours per week.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

# ENGL 2Q91

**Black Women Writing Resistance**

(also offered as WGST 2Q91)

Intersections and interconnections of Black Women's writing and Black Feminist/Womanist thought in the African Diasporas. Critical consideration of Black women's art as mobilizing for survival, placing texts in respective historical, social and political contexts.

Lectures, seminar, 3 hours per week.

Restriction: students must have a minimum of 4.0 overall credits

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

# ENGL 2Q99

**Women, Gender and Literature**

(also offered as WGST 2Q99)

Feminist perspectives on representations of women, gender and writing, focusing on Western and/or World literature.

Lectures, seminar, 3 hours per week.

Restriction: students must have a minimum of 4.0 overall credits.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in INTC 2Q99.

\* ENGL 2V20-2V29

**Studies in Writing by Women**

(also offered as WGST 2V20-2V29)

Selected topics in women's writing.

Prerequisite(s): one ENGL credit numbered 1(alpha)90 to 1(alpha)99, WGST 1F90 or permission of the instructor.

ENGL 2V70-2V79

**English Area Studies**

Studies in a specialized area of English literature.

Prerequisite(s): one ENGL credit numbered 1(alpha)90 to 1(alpha)99 or permission of the instructor.

# ENGL 3P03

**Advanced Studies in Popular Narrative**

(also offered as COMM 3P03, FILM 3P03 and PCUL 3P03)

Case studies in the adaptation of popular texts across media.

Lectures, seminar, screening, lab, 5 hours per week.

Restriction: open to ENCW (single or combined), ENGL (single or combined), ENGL (Honours)/BEd (Intermediate/Senior), WRDS (single or combined), BCMN, COMM, FILM (single or combined), MCMN and PCUL majors.

Prerequisite(s): ENGL 2P93 (2F92).

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

# ENGL 3P18

**True Stories: The Art and Craft of Literary Journalism**

(also offered as WRDS 3P18)

History and theory of narrative non-fiction from Daniel Defoe to Susan Orlean; techniques of narrative craft in the telling of factual stories.

Lectures, seminar, 3 hours per week.

Prerequisite(s): one and one-half ENGL, COMM, PCUL or WRDS (WRIT) credits numbered 2(alpha)00 or above.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in WRIT 3P18.

ENGL 3P21

**Major Tudor Poets and Poetics**

Influential works of Philip Sidney, William Shakespeare and Edmund Spenser, and the literary theories that governed their practice. Texts such as Sidney's *Defence of Poesy*, Shakespeare's sonnets and Spenser's *Faerie Queene*.

Lectures, seminar, 3 hours per week.

Prerequisite(s): two ENGL credits numbered 2(alpha)00 to 2(alpha)99 or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

ENGL 3P22

**The Literature of Milton's Time**

Poetry and prose from the Civil War to the early Restoration period emphasizing Milton.

Lectures, seminar, 3 hours per week.

Prerequisite(s): two ENGL credits numbered 2(alpha)00 to 2(alpha)99 or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

ENGL 3P26

**Restoration and 18th-Century British Literature and Culture II**

Advanced studies in British literature and culture from 1660 to the 1790s.

Lectures, seminar, 3 hours per week.

Prerequisite(s): two ENGL credits numbered 2(alpha)00 to 2(alpha)99 or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

# ENGL 3P28

**Rhetorical Analysis**

(also offered as IASC 3P28 and WRDS 3P28)

Analysis of literary and non-literary texts using categories, insights and practices of classical and contemporary rhetorical studies. Texts include poetry, fiction, drama, journalism, scientific and political writing, and advertising. Attention to the rhetoric of public spaces, issues of social justice, and the building and maintenance of human communities.

Lectures, seminar, 3 hours per week.

Restriction: open to ENCW(single or combined), ENGL (single or combined), ENGL (Honours)/BEd (Intermediate/Senior) and WRDS (single or combined) majors and minors until date specified in Registration guide.

Prerequisite(s): two ENGL credits, one WRDS (WRIT) credit numbered 2(alpha)00 or above or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in WRIT 3P28.

ENGL 3P32

**British Romanticism II**

Advanced studies in the literature and culture of the Romantic period in Britain from the 1780s to the 1830s.

Lectures, seminar, 3 hours per week.

Prerequisite(s): two ENGL credits numbered 2(alpha)00 to 2(alpha)99 or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

ENGL 3P33

**British Victorian Literature and Culture II**

Advanced studies in the literature and culture of the Victorian period in Britain from the 1830s to 1901.

Lectures, seminar, 3 hours per week.

Prerequisite(s): two ENGL credits numbered 2(alpha)00 to 2(alpha)99 or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

ENGL 3P38

**Modernism**

Modernist writing in English, from its experimental beginnings through its engagement with radical social thought in the 1960s.

Lectures, seminar, 3 hours per week.

Prerequisite(s): two ENGL credits numbered 2(*alpha*)00 to 2(*alpha*)99 or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

\* ENGL 3P39

**Contemporary Literature in English**

(also offered as IASC 3P39)

The postmodern period emphasizing the forms, approaches and cultural responses that have characterized writing in English in the later 20th century.

Lectures, seminar, 3 hours per week.

Prerequisite(s): one of two ENGL credits numbered 2(*alpha*)00 to 2(*alpha*)99, IASC (2P57) and 2P70 or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

ENGL 3P40

**The 18th-Century Novel**

The rise of the novel and its development 1700 to 1830 by such writers as Defoe, Richardson, Haywood, Fielding, Goldsmith, Edgeworth, Burney and Austen.

Lectures, seminar, 3 hours per week.

Prerequisite(s): two ENGL credits numbered 2(*alpha*)00 to 2(*alpha*)99 or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

ENGL 3P41

**Gothic Writing**

The gothic in novels, poetry, drama and non-fiction prose from its beginnings to the turn of the 20th century by such writers as Burke, Radcliffe, Lewis, the Shelleys, the Brontës and Stoker.

Lectures, seminar, 3 hours per week.

Prerequisite(s): two ENGL credits numbered 2(*alpha*)00 to 2(*alpha*)99 or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

ENGL 3P42

**The 19th-Century Novel**

Emergence of the novel as the pre-eminent literary form emphasizing engagement with social issues of the period and on realism as a means of representing human experience. May include such writers as Dickens, Gaskell, Eliot, Thackeray, Hardy and James.

Lectures, seminar, 3 hours per week.

Prerequisite(s): two ENGL credits numbered 2(*alpha*)00 to 2(*alpha*)99 or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

ENGL 3P43

**Gothic Traditions since 1900**

The gothic in fiction, non-fiction prose, and popular culture from the turn of the 20th century to the present by such figures as Stoker, Peake, Hitchcock, King, Carter, Rice and Craven.

Lectures, seminar, 3 hours per week.

Prerequisite(s): two ENGL credits numbered 2(*alpha*)00 to 2(*alpha*)99 or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

ENGL 3P44

**Writing the Body in 19th-Century Literature**

Representations in American and British poetry and fiction. Topics include the diseased body, the racialized body, the gendered body and the eroticized body.

Lectures, 3 hours per week.

Prerequisite(s): two ENGL credits numbered 2(alpha)00 to 2(alpha)99 or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

ENGL 3P45

**Modern Poetry and Poetics**

Poetry of the 20th and 21st centuries emphasizing the relationship between form and ideas in poems that investigate the central aesthetic, intellectual and political concerns of the modern period.

Lectures, seminar, 3 hours per week.

Prerequisite(s): two ENGL credits numbered 2(alpha)00 to 2(alpha)99 or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

# ENGL 3P55

**Storytelling in the Musical Theatre**

(also offered as DART 3P55 and MUSI 3P55)

Comparisons between operas/musicals, their theatrical/literary sources, and cinematic adaptations. Topics include the use of narrators, the orchestra's role, point of view, and the contributions of performers and directors.

Lectures, 3 hours per week.

Prerequisite(s): one of ENGL (1F91), (1F95), (1F97), 1P01, 1P02, 1P03, 1P04, MUSI 1P50 (1P55), DART 1P91, DART 1P92, or permission of the instructor.

Note: no prior musical experience is required. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

ENGL 3P61

**Literary Movements in the United States**

Movement or tradition in American literature organized around a school of representation or a cultural tradition such as Hispanic, Asian, African American or Native Literatures.

Lectures, seminar, 3 hours per week.

Prerequisite(s): two ENGL credits numbered 2(alpha)00 or above or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

ENGL 3P66

**Adapting Canadian Literature**

Canadian literature in response to changing 21st-century media environments and other cultural challenges.

Lectures, seminar, 3 hours per week.

Prerequisite(s): two ENGL credits numbered 2(alpha)00 to 2(alpha)99 or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

# ENGL 3P72

**The Creative Writer and the Community**

(also offered as ENCW 3P72 and WRDS 3P72)

Consideration of the special place that creative writers occupy in their various communities, literary, local and global.

Lectures, seminar, 3 hours per week.

Restriction: open to ~~ECUL~~, ENCW (single or combined), ENGL (single or combined), ENGL (Honours)/BEd (Intermediate/Senior), WRDS (single or combined) majors and minors until date specified in Registration guide.

Prerequisite(s): two ENGL credits or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in WRIT 3P72.

# ENGL 3P73

**Creative Writing for Digital Media**

(also offered as ENCW 3P73, IASC 3P73 and WRDS 3P73)

Exploration of new avenues for creative expression opened by digital technologies. Consideration of how digitalization changes such notions as the nature of creativity, genre, audience, authorship and copyright.

Lectures, seminar, 3 hours per week.

Restriction: open to ~~ECUL~~, ENCW (single or combined), ENGL (single or combined), ENGL (Honours)/BEd (Intermediate/Senior), WRDS (single or combined), IASC (single or combined), GAMD majors and minors until date specified in Registration guide.

Prerequisite(s): two ENGL credits or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in WRIT 3P73.

\* ENGL 3P90

**Life Writing**

(also offered as WRDS 3P90)

Cultural productions of the self; theories of and approaches to the study of life writing; texts may include memoirs, diaries, autobiographies and biographies.

Lectures, seminar, 3 hours per week.

Prerequisite(s): two ENGL credits numbered 2(alpha)00 to 2(alpha)99 or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in WRIT 3P90.

ENGL 3P94

**Literary Criticism**

Introduction to the history of literary criticism as it bears on the study of literature, from Aristotle to Brooks and Leavis emphasizing enduring literary critical problems.

Lectures, seminar, 3 hours per week.

Prerequisite(s): two ENGL credits numbered 2(alpha)00 to 2(alpha)99 or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in LART 3P94.

ENGL 3P95

**Medieval English Literature**

Survey of English literature from the Middle Ages. May include such writers as Marie de France, John Gower, Thomas Malory and Margery Kempe, and anonymous tales of Arthurian adventures.

Seminar, 3 hours per week.

Prerequisite(s): two ENGL credits numbered 2(alpha)00 to 2(alpha)99 or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

ENGL 3P97

**Feminism and Speculative Fiction**

Feminist engagements with the traditions of science fiction and the literature of the fantastic. Authors may include Butler, LeGuin, McKillip, Harroway and Bradley.

Lectures, 3 hours per week.

Prerequisite(s): two ENGL credits numbered 2(alpha)00 to 2(alpha)99 or above or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in ENGL 3V93.

ENGL 3Q91

**Structuralist and Poststructuralist Literary Theory**

Development of structuralist and poststructuralist thought from the late 19th century. Includes structuralist theoreticians such as de Saussure, Levi-Strauss and Barthes and poststructuralist theoreticians such as Derrida and Foucault.

Lectures, seminar, 3 hours per week.

Prerequisite(s): two ENGL credits numbered 2(*alpha*)00 to 2(*alpha*)99 or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in ENGL 4P70.

ENGL 3Q92

**Cultural Materialism and Literary Theory**

Examination of the evolving traditions of Marxian and dissident thought and the study of literature as cultural production within a political economy. Includes readings of such authors as Gramsci, Benjamin and Jameson.

Lectures, seminar, 3 hours per week.

Prerequisite(s): two ENGL credits numbered 2(*alpha*)00 to 2(*alpha*)99 or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

ENGL 3Q93

**Psychoanalysis and Literary Theory**

Key concepts and debates in psychoanalysis and their application to the study of literature.

Lectures, seminar, 3 hours per week.

Prerequisite(s): two ENGL credits numbered 2(*alpha*)00 to 2(*alpha*)99 or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

ENGL 3Q95

**Feminist Theory**

Key issues and debates in versions of feminist theory important to the discipline of English. Topics may include gender and knowledge production, gender and colonialist discourses, struggles among competing feminisms, and gender, sexuality, class and race in academe.

Lectures, seminar, 3 hours per week.

Prerequisite(s): two ENGL credits numbered 2(*alpha*)00 to 2(*alpha*)99 or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

ENGL 3Q96

**Queer Theory**

Key issues and debates in versions of queer theory important to the discipline of English literary studies. Readings may include Sedgwick, Edelman, Love, Wiegman and Mu&#328;oz.

Lectures, seminar, 3 hours per week.

Prerequisite(s): two ENGL credits numbered 2(*alpha*)00 to 2(*alpha*)99 or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

ENGL 3V00-3V10

**Topics in Children's Literature**

Advanced Studies in writing for children and young people.

Prerequisite(s): two ENGL credits numbered 2(*alpha*)00 to 2(*alpha*)99 or above or permission of the instructor.

ENGL 3V01

**2022-2023: 20th Century Fantasy for Young People**

Developments and controversies in fantasy fiction for young people throughout the 20th century, Authors may include Lewis, Le Guin, Rowling and Pullman.

Lectures, 3 hours per week.

Prerequisite(s): two ENGL credits numbered 2(alpha)00 to 2(alpha)99 or above or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

\* ENGL 3V20-3V29

**Advanced Studies in Writing by Women**

(also offered as WGST 3V20-3V29)

Selected topics in women's writing at an advanced theoretical and methodological level.

Prerequisite(s): two ENGL credits numbered 2(alpha)00 or above, WGST 1F90 and one-half-credit from ENGL 2V20 to 2V29 or permission of the instructor.

ENGL 3V23

**2022-2023: The Poetry of Hester Pulter**

Study of the long-lost volume of original verse by Hester Pulter (ca. 1605-1678) and its recent scholarly recovery and integration into literary history.

Lectures, 3 hours per week.

Prerequisite(s): two ENGL credits numbered 2(alpha)00 to 2(alpha)99 or above or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

ENGL 3V60-3V69

**Special Topics in Canadian Literature**

ENGL 3V70-3V79

**Theoretical Issues in the Study of Literature**

ENGL 3V90-3V99

**English Area Studies**

Studies in a specialized area of literature in English.

ENGL 3V91

**2021-2022: Social Justice and Cultural Production**

Artistic and theoretical texts of the production and reception of literature, drama and other media that engage issues and advance projects of social justice and equity. How the arts and media are linked to struggles for social justice at local, national and global levels.

Lectures, 3 hours per week.

Prerequisite(s): two ENGL credits numbered 2(alpha)00 to 2(alpha)99 or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

ENGL 3V95

**2022-2023: Bitch Lit: Subversive Feminist Comics**

Study of comics and graphic novels with female, trans, and non-binary anti-heroes. Emergence of graphic literature as a political art form, grappling with social justice and resistance.

Lectures, 3 hours per week.

Prerequisite(s): two ENGL credits numbered 2(alpha)00 to 2(alpha)99 or above or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

ENGL 3V97

**2021-2022: The Lives of Dogs**

Study of canine-centered texts ranging from the eighteenth century to the present in the context of Animal Studies. Writers may include Francis Coventry, Virginia Woolf, J. R. Ackerley, Jack London, and Paul Auster.

Seminar, 3 hours per week

Prerequisite(s): Two ENGL credits numbered 2(alpha)00 to 2(alpha)99 or above or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

ENGL 4F99

**Senior Research Tutorial or Thesis**

Either tutorial combined with individual research or a thesis on a specialized topic or major author, of mutual interest to the student and the instructor.

Restriction: open to students with approval to year 4 (honours) and permission of the Chair.

Note: the Chair must approve proposals for projects and circulate approved projects to the Department. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

\* ENGL 4P00

**Literature of the English Revolution**

(also offered as HIST 4P00)

Writings from the 1640s to the Restoration, including Areopagitica, Eikon Basilike, female prophecy and *Agreement of the People*, from literary, critical, historical and theoretical perspectives.

Seminar, 3 hours per week.

Restriction: open to ~~PCUL~~, ENCW (single or combined), ENGL (single or combined), ENGL (Honours)/BEd (Intermediate/Senior), WRDS (single or combined) majors until date specified in Registration guide. Students must have approval to year 4 (honours) or permission of the instructor and the Chair.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

# ENGL 4P01

**Sources and Methods of Medieval and Renaissance Studies**

(also offered as HIST 4P01 and MARS 4P01)

Exploration of a range of source materials used to address inquiries into Medieval and Renaissance cultural forms and societies.

Seminar, 3 hours per week.

Restriction: open to ENCW, ENGL (single or combined), ENGL (Honours)/BEd (Intermediate/Senior), WRDS (single or combined), HIST (single or combined), HIST (Honours)/BEd (Intermediate/Senior) and MARS majors with approval to year 4 (honours).

Note: students in other disciplines may register with permission of the instructor and Director. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

# ENGL 4P03

**Applied Studies in Popular Narrative**

(also offered as COMM 4P03, FILM 4P03 and PCUL 4P03)

Practical, historical and theoretical approaches to popular narratives.

Lectures, screening, seminar, 4 hours per week.

Restriction: open to ENCW (single or combined), ENGL (single or combined), ENGL (Honours)/BEd (Intermediate/Senior), WRDS (single or combined), BCMN, COMM, FILM (single or combined), MCMN and PCUL majors with approval to Year 4 (honours).

Prerequisite(s): ENGL 3P03.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

ENGL 4P04

**Christopher Marlowe**

Christopher Marlowe's drama and poetry in the context of Elizabethan theatre and culture.

Seminar, 3 hours per week.

Restriction: open to ~~ECUL~~, ENCW (single or combined), ENGL (single or combined), ENGL (Honours)/BEd (Intermediate/Senior) and WRDS (single or combined) majors with approval to year 4 (honours) or permission of the instructor and the Chair.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in ENGL 4V03.

\* ENGL 4P06

**Medieval Literature and Social Control**

(also offered as MARS 4P06)

Medieval English literature in relation to the management of different populations in Britain in the late Middle Ages. Topics include the English Rising of 1381, punishment systems, sexuality, literacies and class, the disciplining of bodies to conform to etiquette, the regulation of female speech, and colonization and civility.

Seminar, 3 hours per week.

Restriction: open to ~~ECUL~~, ENCW (single or combined), ENGL (single or combined), ENGL (Honours)/BEd (Intermediate/Senior), WRDS (single or combined) and MARS (single or combined) majors with approval to year 4 (honours) or permission of the instructor and Chair.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

# ENGL 4P10

**Language and Discourse: Theory and Practice**

(also offered as COMM 4P10 and WRDS 4P10)

Analysis of the relation between stylistic features and discursive contexts; encoding and enacting of social worlds and relations in text (both literary and non-literary); introduction to the field of discourse studies in general, emphasizing critical discourse analysis.

Seminar, 3 hours per week.

Restriction: open to ~~ECUL~~, ENCW (single or combined), ENGL (single or combined), ENGL (Honours)/BEd (Intermediate/Senior), WRDS (single or combined) majors until date specified in Registration guide. Students must have approval to year 4 (honours) or permission of the instructor and the Chair.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in WRIT 4P10.

# ENGL 4P15

**Words on Words: Narratives of Language**

(also offered as WRDS 4P15)

Critical history of the study of language from Socrates to Saussure and after. Theories of the nature and origin of language, the relations among reality, language, and thought, including the relationship between linguistic theories and literary representation in several historical periods.

Seminar, 3 hours per week.

Restriction: open to ~~ECUL~~, ENCW (single or combined), ENGL (single or combined), ENGL (Honours)/BEd (Intermediate/Senior), WRDS (single or combined), ALTS, APLI (single or combined), BCMN, COMM, HEAR, MCMN and SPLS (single or combined) majors with approval to year 4 (honours) or permission of the instructor and the Chair.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in WRIT 4P15.

# ENGL 4P20

**Studies in Cultural Rhetoric**

(also offered as WRDS 4P20)

How writing shapes and is shaped by the cultural, political, and economic spheres; the intersections between the fields of rhetoric and cultural studies and their contributions to writing production and analysis.

Seminar, 3 hours per week.

Restriction: open to ~~ECUL~~, ENCW (single or combined), ENGL (single or combined), ENGL (Honours)/BEd (Intermediate/Senior), WRDS (single or combined), ALTS, APLI (single or combined), HEAR and SPLS (single or combined) majors with approval to year 4 (honours) or permission of the instructor and the Chair.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in WRIT 4P20.

ENGL 4P30

**Jane Austen**

The work of Austen from a variety of critical and theoretical perspectives.

Seminar, 3 hours per week.

Restriction: open to ~~ECUL~~, ENCW (single or combined), ENGL (single or combined), ENGL (Honours)/BEd (Intermediate/Senior) and WRDS (single or combined) majors with approval to year 4 (honours) or permission of the instructor and the Chair.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

ENGL 4P36

**Victorian Afterlives**

Comparison of influential Victorian texts such as *Jekyll and Hyde*, *Dracula* and *Alice in Wonderland* with later reworkings for print, stage and screen. Examination of contemporary revivals of Victorian style in steampunk fiction and artifacts in their cultural context.

Seminar, 3 hours per week.

Restriction: open to ~~ECUL~~, ENCW (single or combined), ENGL (single or combined), ENGL (Honours)/BEd (Intermediate/Senior) and WRDS (single or combined) majors with approval to year 4 (honours) or permission of the instructor and the Chair.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in ENGL 4V36.

ENGL 4P37

**London: Monster City**

Growth of London from a Medieval town into a major metropolitan area as reflected in poetry, novels and first-person accounts. Authors include Samuel Pepys, Charles Dickens, Joseph Conrad and Virginia Woolf.

Seminar.

Restriction: open to ~~ECUL~~, ENCW (single or combined), ENGL (single or combined), ENGL (Honours)/BEd/(Intermediate/Senior) and WRDS (single or combined) majors with approval to year 4 (honours) or permission of the instructor and the Chair.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in ENGL 4V37.

ENGL 4P41

**Advanced Studies in Post-Colonial Literature**

Advanced studies in literature and theories of resistance and emergence focusing on literary responses to post-conflict conditions.

Seminar, 3 hours per week.

Restriction: open to ~~ECUL~~, ENCW (single or combined), ENGL (single or combined), ENGL (Honours)/BEd (Intermediate/Senior) and WRDS (single or combined) majors with approval to year 4 (honours) or permission of the instructor and the Chair.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

ENGL 4P45

**James Joyce's Ulysses**

Close reading and discussion of Joyce's 1922 novel. Various theoretical perspectives and reading approaches.

Seminar, 3 hours per week.

Restriction: open to ~~ECUL~~, ENCW (single or combined), ENGL (single or combined), ENGL (Honours)/BEd (Intermediate/Senior) and WRDS (single or combined) majors with approval to year 4 (honours) or permission of the instructor and the Chair.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

ENGL 4P61

**Advanced Studies in American Literature**

Individual author(s), movements or particular theoretical, social or cultural issues raised in American literature.

Seminar, 3 hours per week.

Restriction: open to ~~ECUL~~, ENCW (single or combined), ENGL (single or combined), ENGL (Honours)/BEd (Intermediate/Senior) and WRDS (single or combined) majors with approval to year 4 (honours) or permission of the instructor and the Chair.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

ENGL 4P64

**Contemporary Canadian Literature**

21st Century writing by Canadian and Indigenous authors. Consideration of radical, decolonial, avant-garde, and conceptually innovative works to challenge learned associations of Canada.

Seminar, 3 hours per week.

Restriction: open to ENCW (single or combined), ENGL (single or combined), ENGL (Honours)/BEd (Intermediate/Senior) and WRDS (single or combined) majors with approval to year 4 (honours) or permission of the instructor and the Chair.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

\* ENGL 4P70

**Reading a Renaissance Woman**

(also offered as MARS 4P70)

The place of books and reading in the life and culture of Anne Clifford. Readings from personal writings and books in her library including extracts (in English) from Ovid's *Metamorphoses*, Cervantes' *Don Quixote*, Castiglione's *Courtier*, Montaigne's *Essays*, Chaucer, Spenser, Jonson and Donne.

Seminar, 3 hours per week.

Restriction: open to ~~ECUL~~, ENCW (single or combined), ENGL (single or combined), ENGL (Honours)/BEd (Intermediate/Senior), WRDS (single or combined) and MARS majors with approval to year 4 (honours) or permission of the instructor and the Chair.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in ENGL (MARS) 3V92 and 4V70.

ENGL 4P71

**Contemporary Theoretical Approaches**

Current and emerging theoretical approaches to the study of literature. Includes movements such as new historicism, postcolonial theory, psychoanalytic criticism, queer and gender theory, trauma theory, ecocriticism and posthumanism.

Seminar, 3 hours per week.

Restriction: open to ~~ECUL~~, ENCW (single or combined), ENGL (single or combined), ENGL (Honours)/BEd (Intermediate/Senior) and WRDS (single or combined) majors with approval to year 4 (honours) or permission of the instructor and the Chair.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

ENGL 4P72

**King Arthur in Literature for Young People**

Ways in which the Arthurian legend has been adapted for use in literature for young people focusing on texts from the 20th century in a range of genres.

Seminar, 3 hours per week.

Restriction: open to ~~ECUL~~, ENCW (single or combined), ENGL (single or combined), ENGL (Honours)/BEd (Intermediate/Senior) and WRDS (single or combined) majors with approval to year 4 (honours) or permission of the instructor and the Chair.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in ENGL 4V72.

ENGL 4P91

**Animal Studies and Literature**

Literary and cultural representations of animals from the early modern period to the 21st century in the context of Human-Animal Studies.

Seminar, 3 hours per week.

Restriction: open to ~~ECUL~~, ENCW (single or combined), ENGL (single or combined), ENGL (Honours)/BEd (Intermediate/Senior) and WRDS (single or combined) majors with approval to year 4 (honours) or permission of the instructor and the Chair.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

ENGL 4P98

**Senior Tutorial or Research Paper**

Either tutorial combined with individual research or a research paper on a specialized topic or major author, of mutual interest to the student and the instructor.

Restriction: open to students with approval to year 4 (honours) and permission of the Chair.

Note: the Chair must approve proposals for projects and circulate approved projects to the Department. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

ENGL 4P99

**Senior Tutorial or Research Paper**

Either tutorial combined with individual research or a research paper on a specialized topic or major author, of mutual interest to the student and the instructor.

Restriction: open to students with approval to year 4 (honours) and permission of the Chair.

Note: the Chair must approve proposals for projects and circulate approved projects to the Department. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

ENGL 4V00-4V09

**Topics in English Literature Before 1800**

Topics selected on the basis of faculty expertise.

Restriction: open to ~~ECUL~~, ENCW (single or combined), ENGL (single or combined), ENGL (Honours)/BEd (Intermediate/Senior) and WRDS (single or combined) majors with approval to year 4 (honours) or permission of the instructor and the Chair.

ENGL 4V30-4V39

**Topics in 19th-Century Literature**

Topics selected on the basis of faculty expertise.

Restriction: open to ~~ECUL~~, ENCW (single or combined), ENGL (single or combined), ENGL (Honours)/BEd (Intermediate/Senior) and WRDS (single or combined) majors with approval to year 4 (honours) or permission of the instructor and the Chair.

ENGL 4V40-4V49

**Topics in Contemporary Literature**

Topics selected on the basis of faculty expertise.

Restriction: open to ~~ECUL~~, ENCW (single or combined), ENGL (single or combined), ENGL (Honours)/BEd (Intermediate/Senior) and WRDS (single or combined) majors with approval to year 4 (honours) or permission of the instructor and the Chair.

ENGL 4V60-4V69

**Topics in Contemporary Canadian Writing**

Topics selected on the basis of faculty expertise.

Seminar, 3 hours per week.

Restriction: open to ~~ECUL~~, ENCW (single or combined), ENGL (single or combined), ENGL (Honours)/BEd (Intermediate/Senior) and WRDS (single or combined) majors with approval to year 4 (honours) or permission of the instructor and the Chair.

ENGL 4V70-4V79

**Text and Context**

Topics selected on the basis of faculty expertise.

Seminar, 3 hours per week.

Restriction: open to ~~ECUL~~, ENCW (single or combined), ENGL (single or combined), ENGL (Honours)/BEd (Intermediate/Senior) and WRDS (single or combined) majors with approval to year 4 (honours) or permission of the instructor and the Chair.

ENGL 4V71

**2022-2023: Contemporary Ecocriticism**

Analysis of current trends in ecocriticism, including animal studies, plant studies, traditional environmental knowledge, ecofeminism, and queer ecology in recent novels, stories, and films.

Seminar, 3 hours per week

Restriction: open to ENCW (single or combined), ENGL (single or combined), ENGL (Honours)/BEd (Intermediate/Senior) and WRDS (single or combined) majors with approval to year 4 (honours) or permission of the instructor and the Chair.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

ENGL 4V74

**2022-2023: Ecohorror**

Analysis of narratives featuring ecological catastrophe from the nineteenth century to the present. Novels, poetry and films depicting the consequences of global warming, environmental pollution, pandemics and zombie outbreaks.

3 hours per week

Restriction: open to ENCW (single or combined), ENGL (single or combined), ENGL (Honours)/BEd (Intermediate/Senior) and WRDS (single or combined) majors with approval to year 4 (honours) or permission of the instructor and the Chair.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

ENGL 4V90-4V99

**English Area Studies**

Studies in a specialized area of literature in English.

Restriction: open to ~~ECUL~~, ENCW (single or combined), ENGL (single or combined), ENGL (Honours)/BEd (Intermediate/Senior) and WRDS (single or combined) majors with approval to year 4 (honours) or permission of the instructor and the Chair.

**WRITING, RHETORIC AND DISCOURSE STUDIES COURSES**

WRDS 1F90

**Writing, Rhetoric and Discourse Studies: An Introduction**

Histories and theories of rhetoric and writing, including such thinkers as the Sophists, Plato, Aristotle, Cicero, Richards, Burke, hooks, Foucault, and Butler. Print-based, digital, and multi-modal writing practices in scholarly, professional and community-based scenes of writing.

Lectures, seminar, 3 hours per week.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

# WRDS 1P06

**History and Future of Storytelling**

(also offered as ENCW 1P06 and IASC 1P06)

History of storytelling from the earliest oral traditions to contemporary forms of digital expression. Storytelling's cultural roots in fairy tales, legends and myths through to film, video games and interactive fiction. Elements of narrative, structure, character, conflict and dramatic arc. Concepts and practices in rhetoric, storyboarding, and presentation.

Lectures, seminar, 3 hours per week.

Restriction: open to GAMD majors until date specified in Registration guide.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in WRIT 1P06.

WRDS 2P12

**Technical Communication and Documents**

Concepts and techniques for writing technical documents. Various genre-specific rhetorical strategies that inform written work within and outside the university setting.

Prerequisite(s): one credit from WRDS (WRIT) 1(alpha)90 to 1(alpha)99, ENGL 1(alpha)90 to 1(alpha)99, COMM 1F90 or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in WRIT 2P12.

\* WRDS 2P14

**Technical Writing**

(also offered as COMM 2P14)

Processes of technical writing and editing. Document design for scientific, corporate and industrial communication. Practical experience in the production of technical documents.

Lectures, lab, 3 hours per week.

Prerequisite(s): one credit from WRDS (WRIT) 1(alpha)90 to 1(alpha)99, ENGL 1(alpha)90 to 1(alpha)99, COMM 1F90 or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in WRIT 2P14.

\* WRDS 2P16

**Communication for Organizations**

(also offered as COMM 2P16)

Theory, strategies and practice of writing for both business and public organizations.

Lectures, lab, 3 hours per week.

Prerequisite(s): one credit from WRDS (WRIT) 1(alpha)90 to 1(alpha)99, COMM 1F90, ENGL 1(alpha)90 to 1(alpha)99 or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in WRIT 2P16.

\* WRDS 2P18

**Reporting and News Writing for Mass Media**

(also offered as COMM 2P18 and PCUL 2P18)

News gathering, writing, and editing for print and electronic media; journalistic style and conventions; interviewing and other information-gathering techniques; editing basics.

Lectures, lab, 3 hours per week.

Restriction: open to WRDS (single or combined), BCMN, COMM, MCMN, PCUL majors, RWRT and WRDS minors until date specified in Registration guide.

Prerequisite(s): one credit from WRDS (WRIT) 1(*alpha*)90 to 1(*alpha*)99, COMM 1F90, ENGL 1(*alpha*)90 to 1(*alpha*)99, PCUL 1F92 or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace assigned grade and credit obtained in WRIT 2P18.

\* WRDS 2P20

**Identity, Identification and Public Address**

(also offered as ENGL 2P20)

Relation between individual and community identity as expressed in public address, history of writing and speaking in the public sphere, and the aesthetic and political constraints on writing as activism, as advocacy and as a participatory practice in local, national and/or transnational publics.

Lectures, seminar, 3 hours per week.

Prerequisite(s): one credit from WRDS (WRIT) 1(*alpha*)90 to 1(*alpha*)99, ENGL 1(*alpha*)90 to 1(*alpha*)99 or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in WRIT 2P20.

\* WRDS 2P28

**Persuasive Discourse: Theoretical Foundations**

(also offered as ENGL 2P28 and IASC 2P28)

Classical foundations, historical developments and contemporary theory. Relation of language use to cultural practices, ethics, identity and power. Analysis of various genres of texts and persuasive writing in popular culture and mass media.

Lectures, seminar, 3 hours per week.

Restriction: open to ENCW(single or combined), ENGL (single or combined), ENGL (Honours)/BEd (Intermediate/Senior) and WRDS (single or combined) majors and minors until date specified in Registration guide.

Prerequisite(s): one credit from WRDS (WRIT) 1(*alpha*)90 to 1(*alpha*)99, COMM 1F90, ENGL 1(*alpha*)90 to 1(*alpha*)99, IASC 1F01 (1F00) or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in WRIT 2P28.

# WRDS 2P63

**Communication Design**

(also offered as COMM 2P63 and PCUL 2P63)

Communication through imagery and typography, including grid usage, composition, visual hierarchy, content development and scale.

Lectures, lab, 3 hours per week.

Prerequisite(s): one credit from WRDS (WRIT) 1(*alpha*)90 to 1(*alpha*)99, COMM 1F90, ENGL 1(*alpha*)90 to 1(*alpha*)99, PCUL 1F92.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in WRIT 2P63.

# WRDS 2P72

**The Creative Writer**

(also offered as ENCW 2P72 and ENGL 2P72)

Introduction to creative writing. Emphasis on practical and critical approaches to forms, elements or craft, and editing.

Lectures, seminar, 3 hours per week.

Restriction: open to ENCW (single or combined), ENGL (single or combined), ENGL (Honours)/BEd (Intermediate/Senior), WRDS (single or combined) majors and minors until date specified in Registration guide.

Prerequisite(s): one credit from ENGL 1(alpha)90 to 1(alpha)99, WRDS (WRIT) 1(alpha)90 to 1(alpha)99 or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace assigned grade and credit obtained in WRIT 2P72.

\* WRDS 3P15

**Virtual Selves Writing for New Media**

(also offered as IASC 3P15)

Analysis of Theory and practice of writing for new online media such as web sites, blogs, Twitter and other social media.

Lectures, seminar, 3 hour per week.

Prerequisite(s): one credit from WRDS (WRIT) 1(alpha)90 to 1(alpha)99, ENGL 1(alpha)90 to 1(alpha)99, COMM 1F90 or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in WRIT 3P15.

WRDS 3P16

**Organizational Discourses**

Relations between culture, discourse and the writing produced in organizational settings; rhetorics of business, management, law, science and media; the role of writing in the production and maintenance of socio-cultural interests and values.

Lectures, seminar, 3 hours per week.

Prerequisite(s): one of WRDS (WRIT) 2P14, 2P16, COMM 2P65 or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in WRIT 3P16.

\* WRDS 3P18

**True Stories: The Art and Craft of Literary Journalism**

(also offered as ENGL 3P18)

History and theory of narrative non-fiction from Daniel Defoe to Susan Orlean; techniques of narrative craft in the telling of factual stories.

Lectures, seminar, 3 hours per week.

Prerequisite(s): one and one-half WRDS (WRIT), COMM, ENGL or PCUL credits numbered 2(alpha)00 or above.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in WRIT 3P18.

\* WRDS 3P28

**Rhetorical Analysis**

(also offered as ENGL 3P28 and IASC 3P28)

Analysis of literary and non-literary texts using categories, insights, and practices of classical and contemporary rhetorical studies. Texts include poetry, fiction, drama, journalism, scientific and political writing, and advertising. Attention to the rhetoric of public spaces, issues of social justice, and the building and maintenance of human communities.

Lectures, seminar, 3 hours per week.

Restriction: open to ENCW (single or combined), ENGL (single or combined), ENGL (Honours)/BEd (Intermediate/Senior) and WRDS (single or combined) majors and minors until date specified in Registration guide.

Prerequisite(s): one WRDS (WRIT) credit, two ENGL credits numbered 2(*alpha*)00 or above or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in WRIT 3P28.

# WRDS 3P63

**Digital Design and Communication**

(also offered as COMM 3P63 and PCUL 3P63)

Introduction to digital design focusing on visual communication by using Adobe software and the Macintosh computer.

Lectures, lab, 3 hours per week.

Restriction: open to WRDS (single or combined), BCMN, COMM, MCMN, PCUL majors, RWRT and WRDS minors with a minimum of 8.0 overall credits.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace assigned grade and credit obtained in WRIT 3P63.

# WRDS 3P72

**The Creative Writer and the Community**

(also offered as ENCW 3P72 and ENGL 3P72)

Consideration of the special place that creative writers occupy in their various communities, literary, local and global.

Lectures, seminar, 3 hours per week.

Restriction: open to ~~ECUL~~, ENCW (single or combined), ENGL (single or combined), ENGL (Honours)/BEd (Intermediate/Senior), WRDS (single or combined) majors and minors until date specified in Registration guide.

Prerequisite(s): two ENGL credits or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in WRIT 3P72.

# WRDS 3P73

**Creative Writing for Digital Media**

(also offered as ENCW 3P73, ENGL 3P73 and IASC 3P73)

Exploration of new avenues for creative expression opened by digital technologies. Consideration of how digitalization changes such notions as the nature of creativity, genre, audience, authorship and copyright.

Lectures, seminar, 3 hours per week.

Restriction: open to ~~ECUL~~, ENCW (single or combined), ENGL (single or combined), ENGL (Honours)/BEd (Intermediate/Senior), WRDS (single or combined), IASC (single or combined), GAMD majors and minors until date specified in Registration guide.

Prerequisite(s): two ENGL credits or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in WRIT 3P73.

# WRDS 3P90

**Life Writing**

(also offered as ENGL 3P90)

Cultural productions of the self; theories of and approaches to the study of life writing; texts may include memoirs, diaries, autobiographies and biographies.

Lectures, seminar, 3 hours per week.

Prerequisite(s): two ENGL credits numbered 2(*alpha*)00 to 2(*alpha*)99 or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in WRIT 3P90.

# WRDS 3P98

**Reporting Arts and Culture**

(also offered as STAC 3P98)

Contexts, genres, conventions and practices of arts journalism in Canada; critical reading of selected texts in arts journalism; practical experience researching and writing arts news, reviews, features, and publicity for print and electronic media.

Lectures, seminar, 3 hours per week.

Prerequisite(s): two credits numbered 2(*alpha*)00 or above from WRDS (WRIT), COMM, ENGL, PCUL or permission of the Centre.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in WRIT 3P98.

# WRDS 3P99

**Interpretive and Critical Writing in the Arts**

(also offered as MLLC 3P99, STAC 3P99 and VISA 3P99)

Principles and methodologies for the written presentation and representation of works of art, artists' practice and events within general and specific disciplinary contexts, discourses and frameworks. Examples from across the arts; practice-based projects from real world events and performances. Orientation to specialized publics in print and other media.

Seminar, 3 hours per week.

Restriction: students must have a minimum 10.0 overall credits or permission of the instructor.

Note: event attendance is required; events fees required. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in WRIT 3P99.

WRDS 3V90-3V99

**Topics in Writing and Culture**

Topics selected on the basis of faculty expertise.

Completion of this course will replace previous assigned grade and credit obtained in WRIT 3V90-3V99.

WRDS 4F99

**Independent Studies in Writing, Rhetoric and Discourse**

Research project related to writing chosen by the student in consultation with a faculty member.

Restriction: open to students with approval to year 4 (honours) and permission of the Chair.

Note: the Chair must approve proposals for projects and circulate approved projects to the Department. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in WRIT 4F99.

WRDS 4P01

**e-portfolio for Rhetoric, Writing and Discourse Studies**

Evidence-based reflection on key pieces of written and/or multi-modal work to showcase rhetorical and critical thinking skills acquired in preparation for scholarly, professional, and/or community-based contexts.

Seminar, 3 hours per week.

Restriction: open to WRDS (single or combined) majors with approval to year 4 (honours) and permission of the instructor and the Chair.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

\* WRDS 4P10

**Language and Discourse: Theory and Practice**

(also offered as COMM 4P10 and ENGL 4P10)

Analysis of the relation between stylistic features and discursive contexts; encoding and enacting of social worlds and relations in text (both literary and non-literary); introduction to the field of discourse studies in general, emphasizing critical discourse analysis.

Seminar, 3 hours per week.

Restriction: open to ~~ECUL~~, ENCW (single or combined), ENGL (single or combined), ENGL (Honours)/BEd (Intermediate/Senior), WRDS (single or combined) majors until date specified in Registration guide. Students must have approval to year 4 (honours) or permission of the instructor and the Chair.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in WRIT 4P10.

\* WRDS 4P15

**Words on Words: Narratives of Language**

(also offered as ENGL 4P15)

Critical history of the study of language from Socrates to Saussure and after. Theories of the nature and origin of language; the relations among reality, language, and thought, including the relationship between linguistic theories and literary representation in several historical periods.

Seminar, 3 hours per week.

Restriction: open to ~~ECUL~~, ENCW (single or combined), ENGL (single or combined), ENGL (Honours)/BEd (Intermediate/Senior), WRDS (single or combined), ALTS, APLI (single or combined), BCMN, COMM, HEAR, MCMN and SPLS (single or combined) majors with approval to year 4 (honours) or permission of the instructor and the Chair.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in WRIT 4P15.

\* WRDS 4P20

**Studies in Cultural Rhetoric**

(also offered as ENGL 4P20)

How writing shapes and is shaped by the cultural, political, and economic spheres; the intersections between the fields of rhetoric and cultural studies and their contributions to writing production and analysis.

Seminar, 3 hours per week.

Restriction: open to ~~ECUL~~, ENCW (single or combined), ENGL (single or combined), ENGL (Honours)/BEd (Intermediate/Senior), WRDS (single or combined), ALTS, APLI (single or combined), HEAR, SPLS (single or combined) majors, with approval to year 4 (honours) or permission of the instructor and the Chair.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in WRIT 4P20.

WRDS 4P98

**Independent Studies in Writing**

Research project related to writing chosen by the student in consultation with a faculty member.

Restriction: open to students with approval to year 4 (honours) and permission of the Chair.

Note: the Chair must approve proposals for projects and circulate approved projects to the Department. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in WRIT 4P98.

WRDS 4P99

**Independent Studies in Writing**

Research project related to writing chosen by the student in consultation with a faculty member.

Restriction: open to students with approval to year 4 (honours) and permission of the Chair.

Note: the Chair must approve proposals for projects and circulate approved projects to the Department. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in WRIT 4P99.

WRDS 4V90-4V99

**Writing Area Studies**

Topics selected on the basis of faculty expertise.

Completion of this course will replace previous assigned grade and credit obtained in WRIT 4V90-4V99.

## 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):

#### ENGL 1P91 - Decolonizing Literature

1. Course classification: **Regular**
2. Which department will be financially responsible as the Home department?  
**English**
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: **No**
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**

#### ENGL 1P92 - Literature and Wellness

1. Course classification: **Regular**
2. Which department will be financially responsible as the Home department?  
**English**
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: **No**
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**

#### ENGL 1P93 - Literary Traditions

1. Course classification: **Regular**
2. Which department will be financially responsible as the Home department?  
**English**
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: **No**
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**

#### ENGL 1P94 - Reading Literature Today

1. Course classification: **Regular**
2. Which department will be financially responsible as the Home department?  
**English**
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: **No**
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**

#### **ENGL 2P71 - Responding to Trauma**

1. Course classification: **Regular**
2. Which department will be financially responsible as the Home department?  
**English**
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: **No**
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**

#### **ENGL 3P55 - Storytelling in the Musical Theatre**

1. Course classification: **Regular**
2. Which department will be financially responsible as the Home department?  
**Music**
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: **No**
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**

#### **ENGL 3V01 - 2022-2023: 20th Century Fantasy for Young People**

1. Course classification: **Regular**
2. Which department will be financially responsible as the Home department?  
**English**
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: **No**
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**

#### **ENGL 3V23 - 2022-2023: The Poetry of Hester Pulter**

1. Course classification: **Regular**
2. Which department will be financially responsible as the Home department?  
**English**
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: **No**
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**

#### **ENGL 3V95 - 2022-2023: Bitch Lit: Subversive Feminist Comics**

1. Course classification: **Regular**
2. Which department will be financially responsible as the Home department?  
**English**
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: **No**
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**

#### **ENGL 4V71 - 2022-2023: Contemporary Ecocriticism**

1. Course classification: **Regular**
2. Which department will be financially responsible as the Home department?  
**English**
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: **No**
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**

#### **ENGL 4V74 - 2022-2023: Ecohorror**

1. Course classification: **Regular**
2. Which department will be financially responsible as the Home department?  
**English**
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: **No**
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.

**ENGL 1F91 - English Literature: Tradition and Innovation**  
**ENGL 1F95 - Literature in English: Forms, Themes and Approaches**  
**ENGL 3V91 - 2021-2022: Social Justice and Cultural Production**  
**ENGL 3V97 - 2021-2022: The Lives of Dogs**

## **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).

**ENGL 3P94 - Literary Criticism**  
**ENGL 3P72 - The Creative Writer and the Community**  
**WRDS 3P15 - Virtual Selves**  
**ENGL 1F97 - Literature of Trauma and Recovery**  
**ENGL 3P73 - Creative Writing for Digital Media**

ENCW 3P72 - The Creative Writer and the Community  
ENCW 3P73 - Creative Writing for Digital Media  
ENGL 4P00 - Literature of the English Revolution  
ENGL 4P04 - Christopher Marlowe  
ENGL 4P06 - Medieval Literature and Social Control  
ENGL 4P10 - Language and Discourse: Theory and Practice  
ENGL 4P15 - Words on Words: Narratives of Language  
ENGL 4P20 - Studies in Cultural Rhetoric  
ENGL 4P30 - Jane Austen  
ENGL 4P36 - Victorian Afterlives  
ENGL 4P37 - London: Monster City  
ENGL 4P41 - Advanced Studies in Post-Colonial Literature  
ENGL 4P45 - James Joyce's Ulysses  
ENGL 4P61 - Advanced Studies in American Literature  
ENGL 4P70 - Reading a Renaissance Woman  
ENGL 4P71 - Contemporary Theoretical Approaches  
ENGL 4P72 - King Arthur in Literature for Young People  
ENGL 4P91 - Animal Studies and Literature  
ENGL 4V00-4V09 - Topics in English Literature Before 1800  
ENGL 4V30-4V39 - Topics in 19th-Century Literature  
ENGL 4V40-4V49 - Topics in Contemporary Literature  
ENGL 4V60-4V69 - Topics in Contemporary Canadian Writing  
ENGL 4V70-4V79 - Text and Context  
ENGL 4V90-4V99 - English Area Studies  
WRDS 3P72 - The Creative Writer and the Community  
WRDS 3P73 - Creative Writing for Digital Media  
WRDS 4P10 - Language and Discourse: Theory and Practice  
WRDS 4P15 - Words on Words: Narratives of Language  
WRDS 4P20 - Studies in Cultural Rhetoric

## 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, 2021**.

**Submitted by Liz Keenan on October 15, 2021 at 04:22:03 PM**

**Submitted by James Allard on October 15, 2021 at 07:12:22 PM**

**Rejected by Neta Gordon on October 18, 2021 at 03:33:17 PM**

Sent back to the Department at their request. NG

**Submitted by Liz Keenan on October 19, 2021 at 01:32:59 PM**

**Submitted by James Allard on October 19, 2021 at 01:55:42 PM**

**Rejected by Neta Gordon on October 20, 2021 at 08:10:24 AM**

Various typos to be addressed (a separate list has been sent); also, revisions required to new course: ENGL 2P71. NG

**Submitted by Liz Keenan on October 20, 2021 at 11:28:50 AM**

**Submitted by James Allard on October 20, 2021 at 11:50:00 AM**

**Submitted by Neta Gordon on October 27, 2021 at 07:26:08 AM**

**Submitted by Tricia MacDonald on October 27, 2021 at 11:53:50 AM**

**Edited by Tricia MacDonald on November 10, 2021 at 11:09:08 AM**

ENGL 1F97: formatting

**Edited by Tricia MacDonald (on behalf of Tricia MacDonald) on November 25, 2021 at 01:36:22 PM**

English Language and Literature: formatting

**Edited by Tricia MacDonald (on behalf of Tricia MacDonald) on November 25, 2021 at 01:37:05 PM**

Writing, Rhetoric and Discourse Studies: formatting

**Edited by Tricia MacDonald (on behalf of Tricia MacDonald) on November 25, 2021 at 01:38:13 PM**

English Language and Literature: formatting

**Edited by Tricia MacDonald (on behalf of Tricia MacDonald) on November 25, 2021 at 01:38:40 PM**

Certificate in Creative Writing: formatting

**Edited by Tricia MacDonald (on behalf of Tricia MacDonald) on November 25, 2021 at 01:39:08 PM**

English and Creative Writing (Honours only): formatting

**Edited by Tricia MacDonald (on behalf of Tricia MacDonald) on November 25, 2021 at 01:39:50 PM**

Writing, Rhetoric and Discourse Studies: formatting

**Edited by Tricia MacDonald (on behalf of Tricia MacDonald) on November 25, 2021 at 01:40:26 PM**

Minor in English Language and Literature: formatting

**Edited by Tricia MacDonald (on behalf of Tricia MacDonald) on December 1, 2021 at 12:00:24 PM**  
**Writing, Rhetoric and Discourse Studies:** formatting

**Edited by Pauline Carroll on December 2, 2021 at 09:53:32 AM**  
**ENGL 1P91:** Humanities subcommittee edits Dec 2, 2021

# Academic Program Calendar Submission #2022-3244

Department/Centre: French

Program(s): French Studies

## Program Additions/Terminations

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

**Please note: The calendar year runs from May 1, 2022 to April 30, 2023 and begins with the Spring/Summer sessions. All new programs being introduced or the termination of programs will be effective beginning 2022 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. Proposal(s) and Effective Date(s)

Please note: The Calendar year runs from May 1, 2022 to April 30, 2023 and begins with the Spring/Summer sessions. All programs being changed will be effective beginning 2022 Spring Session.

List all proposals, to be implemented, numerically in the following order:

1. Officers of Instruction be revised.
2. General Information be revised.
3. FREN 2P44, FREN 2P55, FREN 2P65 course restriction and note be revised.
4. FREN 3P20 course restriction be added.
5. FREN 2P44 course description be revised.
6. FREN 4V21 be deleted and renumbered FREN 2P21 .
7. FREN 4V60 2022-2023: Querelle des femmes in the Renaissance variable topics course be added to the course bank.

### 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 reflect new Acting Chair Renée-Claude Breitenstein as of August 4, 2021.
2. Update website url.
3. To ensure that there is sufficient space for our 2nd year declared majors and minors in any year.
4. To ensure that only Anglophone students have access.
5. To correctly reflect the course content.
6. Replace Course Code with FREN 4P21. Same course as FREN 4V21. Course code change to FREN 4P21.
7. This course reflects the area of specialization of the instructor.

### 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.

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## French Studies

*This program is offered through the Department of Modern Languages, Literatures and Cultures*

*Chair*

Renée-Claude Breitenstein (until June 30, 2022) ~~Carmela Colella~~

*Academic Advisor*

Liz Hay

## General Information

*Administrative Assistant*

Violetta Clitheroe

905-688-5550, extension 3312

Glenridge 573A, Room 263

brocku.ca/[humanities/modern-languages](http://humanities/modern-languages) ~~modernlanguages~~

The Department aims to provide students with a thorough and comprehensive knowledge of spoken and written French, as well as French and Francophone literatures and cultures. In addition to the courses taught in French, the Department offers a series of

courses taught in English (designated MLLC) that may be acceptable for credit toward a degree in French Studies.

The Department favours and facilitates participation by students of French at all levels in Spring/Summer French immersion programs offered in France and Québec.

The Department does not recognize challenge for credit nor on-line or distance education courses offered by other institutions.

## Program Notes

1. Students with Ontario 4U/M standing or equivalent in French take FREN 1F90, and may not take FREN 1F00 or 1F50 without permission of the Department. Permission is granted only in the most exceptional cases. Students whose first language is French and who obtained a minimum of 75 percent in Grade 12 French at a francophone school register in FREN 2F00 and FREN 2F03; francophone students whose average is lower than 75 percent in Grade 12 French at a francophone school register in FREN 1F90.
2. Students without Ontario 4U/M standing or equivalent take FREN 1F00 or 1F50 according to their background. Students with Ontario grade 9 French or equivalent or less take FREN 1F00. Those with Ontario grade 10/11 or equivalent take FREN 1F50. Those with FREN 1F00 who intend to take FREN 1F90 take FREN 1F50.
3. FREN 1F00 and 1F50 are introductory language courses. Students who register in any of these courses must submit an official high school transcript to the instructor as proof of their level of competence in order to receive Departmental confirmation of registration before the end of the second week of classes (see Undergraduate Academic Calendar). Failure to do so will result in deregistration from the course.
4. Unless otherwise stated in the course description, courses numbered 2(alpha)00 or above are taught in French while courses numbered 1F90 and below are taught in French to the extent possible.
5. FREN 1F00 and 1F50 may be taken for degree credit, but cannot be used to meet requirements for major programs in French. However, FREN 1F50 may be included in a minor program in French.
6. French courses numbered 1F00, 1F50, 1F90, 2F00, 3P03 and 4P03 constitute a sequence. Once credit has been obtained in one of these courses, students are not allowed to take for credit a course in this sequence with a lower number. Students may not take two courses at different levels in the sequence during the same term. This regulation also applies to courses taken at other institutions.
7. Departmental courses noted as given in English may be included in major programs. Single Honours programs may include no more than one and a half credits in such courses; single Pass programs may include no more than one-half credit in such courses; combined Pass programs may include no more than one credit in such courses. Combined Honours programs may include no more than one and one-half credits in such courses. If both combined Honours programs are chosen from French Studies, Hispanic and Latin American Studies or Italian Studies, one-half credit in each language is allowed.
8. The Department reserves the right to refuse admission to and/or credit for any of its language courses to a student who has, in the view of the Department, a level of competence unsuited to that course.
9. In the fall of year 3, students pursuing a major program need to submit the Application to Year 4 Studies which must be signed by the Humanities Academic Advisor.
10. 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 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.

## Honours Program

### *Year 1*

- FREN 1F90 (see program note 1)
- one Sciences context credit
- one Social Sciences context credit

- two elective credits

#### *Year 2*

- FREN 2F00 and 2F03
- one FREN or MLLC credit numbered 2(*alpha*)00 or above (see program note 7)
- two elective credits

#### *Year 3*

- FREN 3P03
- two and one-half FREN or MLLC credits numbered 3(*alpha*)00 or above (see program note 7)
- two elective credits

#### *Year 4*

- FREN 4P03
- one FREN or MLLC credit numbered 3(*alpha*)00 or above (see program note 7)
- two and one-half FREN or MLLC credits numbered 4(*alpha*)00 or above (see program note 7)
- one elective credit

## **Concurrent BA (Honours)/BEd**

The Department of Modern Languages, Literatures and Cultures and the Faculty of Education co-operate in offering a Concurrent six-year BA (Honours)/BEd program. The French Studies BA (Honours)/BEd program combines the BA Honours program with the teacher education program for students interested in teaching at the Intermediate/Senior level (grades 7-12.) Refer to the Education - Concurrent BA (Honours)/BEd (Intermediate/Senior) program listing for further information.

## **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 French Studies and a second discipline such as Canadian Studies. For requirements in the other discipline, the student should consult the relevant department/centre. It should be noted that not all departments/centres provide a combined major option.

### **Honours**

#### *Year 1*

- FREN 1F90 (see program note 1)
- one credit from the co-major discipline
- one Sciences context credit
- one Social Sciences context credit
- one elective credit

#### *Year 2*

- FREN 2F00 and 2F03
- two credits from the co-major discipline
- one elective credit

#### *Year 3*

- FREN 3P03
- two FREN or MLLC credits numbered 3(*alpha*)00 or above (see program note 7)
- two credits from the co-major discipline
- one-half elective credit

#### *Year 4*

- FREN 4P03

- one FREN or MLLC credit numbered 3(*alpha*)00 or above (see program note 7)
- one FREN or MLLC credit numbered 4(*alpha*)00 or above (see program notes 7 and 10)
- two credits from the co-major discipline
- one-half elective credit

### **Pass**

Satisfactory completion of the first three years of the Honours program entitles a student to apply for a Pass degree.

## **Certificate in Business French and Translation**

The Certificate in Business French and Translation is designed for persons who already have a degree or do not wish to pursue a degree. Students may therefore not be concurrently registered in a certificate program and a degree program. All credits earned in a certificate program are transferable to a degree program.

Students may obtain a Certificate in Business French and Translation by completing the following courses, taught in French (not open to French Majors):

- FREN 1F90, 2F00, 3P05 and 3P06
- one credit from FREN 2P10, 2P55, 2P57, 2P65, 3P20
- one credit from FREN 4P04, 4P05, 4P07

## **Minor in French Studies**

Students in other disciplines may obtain a Minor in French within their degree program by completing the following courses with a minimum 60 percent overall average:

- FREN 1F90 and 2F00
- one FREN credit (see program note 5)
- one FREN literature and/or culture credit numbered 2(*alpha*)00 or above

## **Course Descriptions**

**Note: 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.

FREN 1F00

### **French I**

Basic grammar; acquisition of fundamental reading, writing, oral expression and comprehension skills.

Lectures, 3 hours per week.

Note: for students with limited or no background in French. Students with Ontario grade 10, 11, 4U/M French or equivalent, may not take this course. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

FREN 1F50

### **French II**

Grammar study; development of reading, writing, oral expression and comprehension skills.

Lectures, 3 hours per week.

Prerequisite(s): Ontario Grade 10 French, Grade 11 French, FREN 1F00 or permission of the course co-ordinator.

Note: students with 4U/M French or equivalent may not take this course. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

FREN 1F90

**French III**

Grammar review; literary, cultural and journalistic readings; practice in reading, writing, oral expression and comprehension. Lectures, 3 hours per week; 1 hour oral practice per week.

Prerequisite(s): one of FREN 1F50, 4U/M French, Français, French immersion or equivalent or permission of the course coordinator.

Note: students must obtain a minimum 65 percent in FREN 1F90 in order to enroll in Year 2 French courses. Not open to Francophones (first language is French and attended a Francophone school) who obtained a minimum of 75 percent in Grade 12 French. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

FREN 1P93

**French Grammar Review and Practice**

Grammar review and practice at the French III Level.

Seminar, 3 hours per week.

Co-requisite(s): FREN 1F90.

Note: Not open to students with a minimum 72 percent in FREN 1F90. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in FREN 1Y91 and 1Y92.

FREN 2F00

**Grammar and Composition**

Intensive grammar review; literary expression; composition; critical written and oral expression.

Lectures, 3 hours per week; 1 hour oral practice per week.

Prerequisite(s): FREN 1F90 (minimum 65 percent).

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

FREN 2F03

**Literature and Culture: The French-Speaking World**

Literature from 1800 to the present in its cultural contexts. Works from different genres, historical periods and cultural traditions.

Dissertation, technical vocabulary, rhetorical terminology and interpretative concepts.

Lectures, 3 hours per week.

Prerequisite(s): FREN 1F90 (minimum 65 percent).

Co-requisite(s): FREN 2F00.

Note: students may not concurrently register in FREN 2F03 and any French literature and culture course numbered 3(alpha)00 or above. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in any French literature course numbered 3(alpha)00 or above.

FREN 2P10

**Introduction to the Linguistic Study of French**

Basic concepts of linguistics through analysis of contemporary French as it is spoken and written throughout the francophone world. Topics may include phonetics, phonology, morphology, lexicology, syntax and semantics.

Lectures, 3 hours per week.

Prerequisite(s): FREN 1F90 (minimum 65 percent).

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

FREN 2P44

**Children's Literature in French: The Picture Book and Beyond**

Selection of texts representative of a variety of genres, including the picture book, fairytale, short story and novel emphasizing the contemporary period. Theory of children's literature. Picture books from France and other francophone regions ~~emphasizing the contemporary period~~; theory of the picture book and its use in the classroom.

Lectures, 3 hours per week.

**Restriction: open to FREN majors and minors with a minimum of 1.0 FREN credit.**

Co-requisite(s): FREN 2F00.

Note: **only open to 2nd year French Majors and all Minors. This** course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

FREN 2P55

**Francophone Cultures and Civilizations**

Ideological, historical and cultural aspects of Francophone societies. Topics may include colonialism, issues in language, literature, the arts and gender.

Lectures, 3 hours per week.

**Restriction: open to FREN majors and minors with a minimum of 1.0 FREN credit.**

Co-requisite(s): FREN 2F00.

Note: **only open to 2nd year French Majors and all Minors. This** course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in FREN 2P95.

FREN 2P57

**Phonetics and Phonology**

Sound patterns of French. Articulatory, auditory and acoustic properties of human speech. Phonemic and non-phonemic (stress, intonation, rhythm) features.

Lectures, seminar, 3 hours per week.

Prerequisite(s): FREN 1F90 (minimum 65 percent).

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

FREN 2P65

**Culture and Civilization of France to 1800**

Art, music, architecture and aesthetics to 1800; intellectual trends; history, politics and society.

Lectures, 3 hours per week.

**Restriction: open to FREN majors and minors with a minimum of 1.0 FREN credit.**

Co-requisite(s): FREN 2F00.

Note: **only open to 2nd year French Majors and all Minors. This** course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

FREN 3P03

**Composition and Stylistics**

Advanced grammar and stylistics of contemporary French. Applications to composition.

Prerequisite(s): FREN 2F00 and 2F03.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

FREN 3P05

**Business French I**

Development of oral and written skills for use of French in business transactions and communications. Developing business vocabulary, focusing on correspondence formulae and terminology.

Lectures, 3 hours per week.

Prerequisite(s): FREN 2F00 or permission of instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

FREN 3P06

**Translation I**

Introduction to fundamental concepts and techniques of translation.

Lectures, 3 hours per week.

Prerequisite(s): FREN 3P03 or permission of instructor.

Note: practice in French-to-English translation. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

FREN 3P20

**Oral French Workshop**

Lexicon (vocabulary), fluency, style, listening skills, comprehension and production.

Seminar, 3 hours per week.

Prerequisite(s): FREN 2F00 or permission of instructor.

Note: ~~multimedia class discussions and oral presentations based on themes of contemporary concerns. Multimedia~~ tools will be used. Not open to **Francophones (first language is French and attended a Francophone school) who obtained a minimum of 75 percent in Grade 12 native speakers of French.** This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

FREN 3P21

**Seventeenth/Eighteenth-Century French Literature**

Baroque, Classicism and Siècle des Lumières. Authors may include Corneille, Molière, Racine, Mme de La Fayette, Montesquieu, Marivaux, Voltaire and Rousseau.

Lectures, 3 hours per week.

Prerequisite(s): FREN 2F00 and 2F03.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in FREN 3P81, 3P82, 3P91 and 3P92.

FREN 3P42

**Nineteenth-Century French Literature**

Romanticism, Realism, Naturalism and other currents. Texts chosen from various genres. Authors may include Stendhal, Musset, Balzac, Hugo, Baudelaire, Zola and Rachilde.

Lectures, 3 hours per week.

Prerequisite(s): FREN 2F00 and 2F03.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in FREN 3P45 and 4P44.

FREN 3P53

**Twentieth-Century French Literature to 1935**

Ideological and aesthetic perspectives. Texts chosen from various genres. Authors may include Proust, Gide, Claudel, Apollinaire, Breton.

Lectures, 3 hours per week.

Prerequisite(s): FREN 2F00 and 2F03.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

FREN 3P65

**Culture and Civilization of France from 1800 to the Present**

Art, music, architecture and aesthetics from the 19th century to the present.

Lectures, 3 hours per week.

Prerequisite(s): FREN 2F00 and 2F03.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

FREN 3P75

**Canadian Literature in French up to the Révolution tranquille**

Analysis of major texts chosen from various genres. Historical, sociological and ideological perspectives.

Lectures, 3 hours per week.

Prerequisite(s): FREN 2F00 and FREN 2F03

Note: Completion of this course will replace previous assigned grade and credit obtained in FREN 3P73 and/or FREN 3P74.

This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

FREN 3P90

**Sociolinguistics of Francophone World**

Introduction to sociolinguistic theories and approaches. Application to sociocultural contexts.

Lectures, 3 hours per week.

Prerequisite(s): FREN 2F00 and 2P10.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

FREN 3P94

**Caribbean Literature in French**

French-language literary works of the Caribbean. Historical, cultural, ideological and theoretical concerns. Authors may include Maryse Condé, René Depestre, Patrick Chamoiseau.

Lectures, 3 hours per week.

Prerequisite(s): FREN 2F00 and 2F03.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in FREN 3P84.

FREN 3P95

**French Literature and Culture in Film**

New Wave and popular cinema; adaptations of French novels; critical texts. Directors may include Godard, Truffaut, Resnais, Rohmer, Wargnier, Chabrol, Berri, Duras.

Lectures, 3 hours per week.

Prerequisite(s): FREN 2F00 and 2F03.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in FREN 3P85.

FREN 3P96

**Critical Theory and Methodology**

Approaches to literary criticism: sociological, phenomenological, psychoanalytic approaches; structuralism, semiotics, narratology, deconstruction, bibliographical research.

Lectures, 3 hours per week.

Prerequisite(s): FREN 2F03; two FREN or MLLC credits numbered 3(alpha)00 or above, with at least one-half credit (taught in French) in literature.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in FREN 4P96.

FREN 3P99

**Contemporary Canadian Theatre in French**

Background and traditions; analysis of selected plays and study of current directions.

Lectures, 3 hours per week.

Prerequisite(s): FREN 2F00 and 2F03.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in FREN 3P89.

FREN 3Q90

**Postcolonial (North) African Literature in French**

French-language postcolonial literary works of (North) Africa by Francophone writers from the region. Historical, cultural, ideological and theoretical concerns. Authors may include Assia Djébar, Ahmadou Kourouma, Albert Memmi and Aminata Sow Fall.

Lectures, 3 hours per week.

Prerequisite(s): FREN 2F00 and 2F03.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in FREN 3P83, 3P87, 3P93 and 3P97.

FREN 3Q91

**Medieval French Literature**

Texts chosen from various genres such as chanson de geste, roman, lai, fabliau, canso, ballade, jeu. Notion of authorship.

Introduction to Old French.

Lectures, 3 hours per week.

Prerequisite(s): FREN 2F00 and 2F03.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in FREN 4P12.

FREN 4P03

**Linguistic Approach to Textual Analysis**

Syntax and semantics of French; theoretical applications to textual analysis of literary genres.

Lectures, 3 hours per week.

Restriction: open to FREN majors with a minimum 70 percent major average (see program note 9), FREN minors with a minimum 70 percent minor average or permission of instructor. Priority will be given to 4th-year French Majors.

Prerequisite(s): FREN 2F03, 3P03 and one-half credit (taught in French) in literature numbered 3(*alpha*)00 or above.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

FREN 4P04

**Translation II: Applications**

Lexical, morphological, syntactic and semantic interrelationships between source text and target text; application of translation methodologies to a variety of texts.

Lectures, 3 hours per week.

Prerequisite(s): FREN 3P03 and 3P06 or permission of instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

FREN 4P05

**French Internship**

Internship in a business where French is used. May include health care, tourism, translation, community services and business.

Tutorial, 1 hour per week plus internship placement time.

Restriction: open to FREN (single or combined) majors with a minimum 78 percent major average and permission of the instructor.

Prerequisite(s): FREN 3P03 and 3P05.

Note: enrolment will be limited to the number of placements available. Students will be interviewed in French in order to determine suitability and appropriate placements. Students will be placed in the community for experiential learning. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

FREN 4P07

**Business French II**

Advanced French oral and written skills for business. Includes professionalization-based modules, analyses of specific industry sectors, and experiential projects.

Lectures, 3 hours per week.

Prerequisite(s): FREN 2F00 and FREN 3P05 or permission of instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

FREN 4P20

**Sixteenth-Century Literature**

Humanism within the French Renaissance. Notions of imitation and subjectivity. Authors may include Rabelais, Du Bellay, Ronsard, Marguerite de Navarre, Montaigne.

Lectures, 3 hours per week.

Prerequisite(s): FREN 2F03; two FREN or MLLC credits numbered 3(*alpha*)00 or above, with at least one-half credit (taught in French) in literature.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

FREN 4P21

**Documentation and Terminology**

Research methods that help translators and scholars find and process information including use of terminological databases.

Lectures, 3 hours per week.

Prerequisite(s): FREN 3P03 and 3P06 or permission of instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in FREN 4V21.

FREN 4P40

**Nineteenth-Century French Society**

Thematic approaches to dominant and marginal societies in nineteenth-century France. Topics may include material and popular cultures, fashion and luxury, prostitution, dandyism, and poverty.

Lectures, 3 hours per week.

Prerequisite(s): FREN 2F03; two FREN or MLLC credits numbered 3(*alpha*)00 or above, with at least one-half credit (taught in French) in literature.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

FREN 4P55

**Twentieth-Century French Literature from 1935 to 1970**

Ideological and aesthetic perspectives. Texts chosen from various genres. Authors may include Malraux, Camus, Sartre, Giraudoux, Robbe-Grillet, Beckett, Char.

Lectures, 3 hours per week.

Prerequisite(s): FREN 2F03; two FREN or MLLC credits numbered 3(*alpha*)00 or above, with at least one-half credit (taught in French) in literature.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

FREN 4P56

**French Literature after 1970**

Contemporary aesthetic movements. Texts chosen from various genres. Authors may include Le Clézio, Yourcenar, Tournier, Bonnefoy, Modiano, Duras.

Lectures, 3 hours per week.

Prerequisite(s): FREN 2F03; two FREN or MLLC credits numbered 3(*alpha*)00 or above, with at least one-half credit (taught in French) in literature.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

FREN 4P65

**(Im)Migrant Identity in Bande Dessinée**

Depiction of the im/migrant experience in contemporary Francophone bande dessinée. Ideological, theoretical and aesthetic aspects. May include Yvan Alagbé, Clément Baloup, Farid Boudjellal, Thierry Groensteen, Scott McCloud and Marjane Satrapi.

Lectures, 3 hours per week.

Prerequisite(s): FREN 2F03; two FREN or MLLC credits numbered 3(*alpha*)00 or above, with at least one-half credit (taught in French) in literature.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in FREN 4V65.

FREN 4P75

**Canadian Literature in French after 1960**

Texts from various genres representing major aesthetic movements.

Lectures, 3 hours per week.

Prerequisite(s): FREN 2F03; two FREN or MLLC credits numbered 3(*alpha*)00 or above, with at least one-half credit (taught in French) in literature.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

FREN 4P79

**Text and Image in Literature in French**

Contemporary literary texts that include photographs. Theoretical and aesthetic aspects. May include Roland Barthes, Nicole Brossard, Sophie Calle, Annie Ernaux and Michel Tournier.

Lectures, 3 hours per week.

Prerequisite(s): FREN 2F03; two FREN or MLLC credits numbered 3(*alpha*)00 or above, with at least one half-credit (taught in French) in literature.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

FREN 4P80

**Beur Literature and Film**

Beur phenomenon in France via novels and film. Historical, cultural, ideological and theoretical concerns. Authors may include Azouz Begag, Nina Bouraoui, Mehdi Charef, Soraya Nini and Leïla Sebbar.

Lectures, 3 hours per week.

Prerequisite(s): FREN 2F03; two FREN or MLLC credits numbered 3(*alpha*)00 or above, with at least one-half credit (taught in French) in literature.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

FREN 4P92

**Research Project**

Independent research project under the supervision of a faculty member.

Restriction: permission of the Department.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

FREN 4V20-4V29

**Special Topics in French Studies**

Special Topics in French Studies

FREN 4V21

**2021-2022: Documentation and Terminology**

Terminological research methods that help translators and scholars find and process information. Term and field-specific research. Use of terminological databases.

Lectures, 3 hours per week.

Prerequisite(s): FREN 3P03 and 3P06 or permission of instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

FREN 4V60-4V99

**Special Research Topics in French Literature**

Course content will vary, depending upon the research and interests of instructors.

Lectures, 3 hours per week.

Prerequisite(s): FREN 2F03; two FREN or MLLC credits numbered 3(*alpha*)00 or above, with at least one-half credit (taught in French) in literature.

FREN 4V60

**2022-2023: Querelle des femmes in the Renaissance**

Texts in French pertaining to the Querelle des femmes phenomenon. Historical, rhetorical, material, cultural, ideological aspects. Authors may include Symphorien Champier, Jean Marot, Marguerite de Navarre, Catherine et Madeleine Des Roches, Marie de Gournay.

Lectures, 3 hours per week.

Prerequisite(s): FREN 2F03; two FREN or MLLC credits numbered 3(*alpha*)00 or above, with at least one-half credit (taught in French) in literature.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

## 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):

#### **FREN 4P21 - Documentation and Terminology**

1. Course classification: **Regular**
2. Which department will be financially responsible as the Home department?  
**French**
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: **No**
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? **FREN 4V21**

#### **FREN 4V60 - 2022-2023: Querelle des femmes in the Renaissance**

1. Course classification: **Regular**
2. Which department will be financially responsible as the Home department?  
**French**
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: **No**
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.

#### **FREN 4V21 - 2021-2022: Documentation and Terminology**

#### 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).

**FREN 2P44 - Children's Literature in French: The Picture Book and Beyond**

**FREN 2P55 - Francophone Cultures and Civilizations**

**FREN 2P65 - Culture and Civilization of France to 1800**

**FREN 3P20 - Oral French Workshop**

## 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, 2021**.

**Submitted by Violetta Clitheroe on October 6, 2021 at 11:07:37 AM**

**Rejected by Renee-Claude Breitenstein on October 11, 2021 at 04:39:23 PM**

FREN3P20 does not have the same restriction as FREN2P55, FREN2P65, etc. In the first list of restrictions, please remove FREN3P20.

**Submitted by Violetta Clitheroe on October 12, 2021 at 01:11:18 PM**

**Submitted by Renee-Claude Breitenstein on October 12, 2021 at 01:14:42 PM**

**Submitted by Neta Gordon on October 14, 2021 at 08:03:28 AM**

**Submitted by Tricia MacDonald on October 14, 2021 at 09:46:04 AM**

**Edited by Tricia MacDonald on October 14, 2021 at 10:03:43 AM**

**FREN 2P44:** no change

**Edited by Tricia MacDonald (on behalf of Tricia MacDonald) on November 3, 2021 at 07:38:24 AM**

**French Studies:** to reflect end date

**Edited by Tricia MacDonald (on behalf of Tricia MacDonald) on November 3, 2021 at 07:42:00 AM**

**Italian Studies:** to reflect end date

**Edited by Pauline Carroll on December 2, 2021 at 10:34:30 AM**

**FREN 4P21:** Humanities subcommittee edits Dec 2, 2021

# Academic Program Calendar Submission #2022-3216

Department/Centre: Digital Humanities

Program(s): Game

## Program Additions/Terminations

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

**Please note: The calendar year runs from May 1, 2022 to April 30, 2023 and begins with the Spring/Summer sessions. All new programs being introduced or the termination of programs will be effective beginning 2022 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. Proposal(s) and Effective Date(s)**

**Please note: The Calendar year runs from May 1, 2022 to April 30, 2023 and begins with the Spring/Summer sessions. All programs being changed will be effective beginning 2022 Spring Session.**

List all proposals, to be implemented, numerically in the following order:

- 1. Bachelor of Arts Game Design (Honours only) Year 4 be revised.**
- 2. Bachelor of Science Game Programming (Honours only) Year 4 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. This course addition to the elective list for GAME BA is supported by the Centre for Digital Humanities where the GAME BA program is housed. (The CDH Director signs off on the GAME submission.)**
- 2. As requested by the Math Department. MATH to STAT code change.**

### **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.

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## Game

*This program is offered through the Centre for Digital Humanities, the Department of Computer Science and Niagara College*

*Program Director*

David Hutchison

*Academic Advisors*

Michael Gicante (Game Design)

Donna Phelps (Game Programming)

## General Information

*Administrative Assistant (Game Design)*

Clara Suba

905-688-5550, extension 3270

Thistle 269D

*Administrative Assistant (Game Programming)*

Donna Phelps

905-688-5550, extension 3157

MCJ 332

[brocku.ca/game](http://brocku.ca/game)

Computer and video games can be complex expressive, narrative, experiential, intelligent, cultural and creative systems. They integrate many types of content and media and are presented on a wide range of interactive digital platforms. The creation of computer games requires highly diverse technical and creative conceptualization, design, implementation and production processes. Games are typically produced by teams of people with specialized knowledge and skills who also understand and

support the larger enterprise of the game which is to provide a user/player with challenge, agency and experience.

The GAME program combines study at Brock University and Niagara College, focusing on the concepts, contexts and mechanics of computer games. Students may choose one of two study options: Bachelor of Arts (Honours) Game Design and an Advanced Diploma in Game Development or a Bachelor of Science (Honours) Game Programming and an Advanced Diploma in Game Development. Students examine the history, discourses and production of games and participate in three major collaborative projects that result in the creation and production of fully realized computer games in the second, third and fourth years of the program.

Eligibility to continue in the GAME program is based on a 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 GAME program. With the approval of the Director of the Centre for Digital Humanities or the Chair of the Department of Computer Science, a student who is not eligible to continue may be permitted to complete a Bachelor of Arts degree in Interactive Arts and Science or a Bachelor of Science degree in Computer Science respectively. Required courses not yet completed in these programs will need to be met.

## **Major Credits**

In calculating the major average for a Game Design major the following are included: BTGD 1P10, 1P11, 1P20, 1P22, 2P31, 2P35, 2P41, 2P45, 3P65, 3Y51, 3Y55, IASC 1P04, 1P05, 1P30, 2P04, 2P05, 3P04, 3P06, 4F03, 4P02, VISA 2P97, 2P99.

In calculating the major average for a Game Programming major the following are included: BTGD 1P11, 1P22, 2P35, 2P45, 3P65, 3P66, 3Y55, 3Y56, 4P77, COSC 1P02, 1P03, 2P03, 2P05, 3P71, IASC 1P04, 1P05, 2P04, 2P05, 3P04, 4F03, 4P02.

## **Entrance Requirement**

Students applying for the GAME program are required to submit a Statement of Interest as part of their application. See [brocku.ca/game](http://brocku.ca/game) for details.

## **Concurrent Study at Brock University and Niagara College**

Students in the GAME program will study at both Brock University and Niagara College each year of the program. The College and University have endeavoured to schedule courses and manage logistics and facilities, including software, hardware and networks, to enable each student's work between both institutions.

## **Facilities**

The Centre for Digital Humanities (CDH) supports the program through a range of media enriched seminar and lab spaces including a state-of-the-art computer graphics lab, game development and game testing labs and two general labs.

The Department of Computer Science maintains a 16 core Redhat Linux server that supports the departmental labs and provides students with access to their files wherever they can connect via the internet. The department has three computer laboratories (MC D205, MC J301 and MC J310) containing multi-core Intel processor computers running both Windows and Linux operating systems with access to development environments, database systems and other special purpose software used in the courses.

Niagara College provides two state-of-the-art gaming labs fully equipped with high end gaming computers and a suite of software used throughout the gaming industry. The program also has a media viewing room with three widescreen monitors to display game development progress with faculty and clients in a multiscreen interactive environment. Small class sizes enhance the experience in using leading industry art production and software development tools.

The CDH and Niagara College partner with The Generator at One in downtown St. Catharines to enable students to work with industry professionals in internships and structured courses that provide access to a world-class media production studio. Students all have access to a sophisticated Motion Capturing System. Workflow is integrated between the green screen/motion capture studio, audio and visual effects suite, 3D scanning and printing, data centre and theatre.

## **Program Notes**

1. Course requirements include those taught at Brock University and Niagara College.
2. The GAME program works on a cohort basis. Students will only be permitted to transfer from other majors into upper years of the program in exceptional cases. Transfer credits may not be awarded.
3. The context credits for the Bachelor of Arts Game Design program are: IASC 1P04 and 1P05 (Humanities); APCO 1P00 and 1P50 (Science); and CPCF 1F25 (Social Science).
4. IASC 1P30 serves as a Sciences context credit (half-credit) for the Bachelor of Game Design program.
5. The context credits for the Bachelor of Science Game Programming program are: IASC 1P04 and 1P05 (Humanities); APCO 1P50 and COSC 1P02 (Science); and CPCF 1F25 (Social Science).
6. 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 some circumstances, in order to meet university degree and program requirements, more than 20 credits may be taken.

## Bachelor of Arts Game Design (Honours only)

Game Design prepares students to analyze and build games and other interactive media expressions. Students create games on varied platforms and gain fluency in computing and scripting. They will learn the principles of and use industry standard technology for 3D modelling, character design, environment design and animation. Students will integrate narrative, writing, art direction, level and game design.

For Niagara College course descriptions see [niagaracollege.ca/media-studies/programs/ba-game-design/](http://niagaracollege.ca/media-studies/programs/ba-game-design/)

### Year 1

- IASC 1P30
- CPCF 1F25
- IASC 1P04, 1P05 and 1P06
- BTGD 1P10/9810, 1P11/9811, 1P20/9820 and 1P22/9822 (Niagara College courses)

### Year 2

- IASC 2P04 and 2P05
- VISA 2Q97 and 2Q99
- BTGD 2P31/9831, 2P33/9833, 2P35/9835, 2P41/9841, 2P44/9844, 2P45/9845 (Niagara College courses)

### Year 3

- APCO 1P50
- two credits from COMM 2P90, 2P91, ENCW 3P73, HIST 3P36, IASC 3F91, 3P11, 3P15, STAC 3P14, VISA 3P10
- IASC 3P04 and 3P06
- BTGD 3P64/9864, 3P65/9865, 3Y51/9851 and 3Y55/9855 (Niagara College courses)

### Year 4

- IASC 4F03 and 4P02
- three and one-half credits from COMM 3P26, 3P90, 3P92, 3Q98, DART 3P92, EDUC 4P62, IASC 3F93, 3F96, 3P93, 3P96, 3P97, 3P98, 3P99, 3Q90, 4V70, PCUL 3Q91, 3Q98, STAC 3P98, 4P72

## Bachelor of Science Game Programming (Honours only)

Game Programming enables students to analyze and build games and to design and create the underlying program structures. Students gain fluency in basic art and technology tools specific to games. They will create games on varied platforms and develop a depth of knowledge in the concepts that underlie game mechanics involving computer science and related mathematics. Students will engage in practices associated with game programming while also participating fully in the entire game production process.

For Niagara College course descriptions see [niagaracollege.ca/media-studies/programs/ba-game-programming/](http://niagaracollege.ca/media-studies/programs/ba-game-programming/)

#### Year 1

- COSC 1P02 and 1P03
- CPCF 1F25
- IASC 1P04 and 1P05
- MATH 1P66 and 1P67
- BTGD 1P11/9811, 1P22/9822 (Niagara College courses)

#### Year 2

- APCO 1P50
- COSC 2P03 and 2P13
- IASC 2P04 and 2P05
- BTGD 2P31/9831, 2P33/9833, 2P35/9835, 2P44/9844 and 2P45/9845 (Niagara College courses)

#### Year 3

- COSC 2P05 and 3P71
- IASC 3P04 and 3P06
- MATH 1P12
- PHYS 1P21
- BTGD 3P64/9864, 3P65/9865, 3P66/9866, 3Y55/9855 and 3Y56/9856 (Niagara College courses)

#### Year 4

- IASC 4F03 and 4P02
- one credit from COSC 3P91, 3P94, 3P98, 3Q95
- one COSC credit numbered 3(alpha)90 or above
- **MATH 1P97 or STAT 1P98** ~~MATH 1P97 or 1P98~~
- BTGD 4P76/9876 and 4P77/9877 (Niagara College courses)

## Descriptions of Courses

See relevant calendar entry for course descriptions.

## 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.

BTGD 1P10

### Digital Graphics for Gaming I

Introduction to Computer Graphic Imaging and Visual Design within the Adobe workflow. Geared specifically the Gaming, Animation and Illustration Industries with Photoshop in conjunction with a Wacom tablet. Art and Design fundamentals such as Color, Composition, Line weight, Form, and Perspective, producing original artwork, layouts, concepts, roughs and compositions consistent with the expectations of the gaming industry.

Restriction: open to GAMD majors.

Note: Niagara College course BTGD 9810. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

BTGD 1P11

### Fundamental 3D and Multimedia Technologies

Introduction to the fundamentals of 3D animation for markets such as games, architecture, visualization and web using industry software. Topics include the navigation of software interface, low and high poly 3D modelling, creating materials, lighting and rendering, key framing and path animation.

Restriction: open to GAMD and GAMP majors.

Note: Niagara College course BTGD 9811. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

BTGD 1P20

### **Digital Graphics for Gaming II**

Development of knowledge in Computer Graphic Imaging and Visual Design. Foundation of traditional Design and Illustration theory that was applied to the Adobe Photoshop work flow in Digital Graphics for Gaming I. Growing and expanding capabilities as artists through other industry leading software packages. Transferring previously learned processes from Photoshop to vector based production in Illustrator. Applying painting and sculpting fundamentals to 3dimensional meshes in Mudbox. Production of concept art and game assets for a number of industry related projects. Placing the created digital graphics and models into the Unity 3D game engine.

Restriction: open to GAMD majors.

Prerequisite(s): BTGD 1P10.

Note: Niagara College course BTGD 9820. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

BTGD 1P22

### **Game Engine Fundamentals**

Fundamental skills for the development of a 2D game. Many industry techniques in the areas of graphic production, animation, and interactive scripting, and how they relate in a production pipeline utilizing a game engine. Development of a set of core skills that can be applied to other engines and production environments. Learning tools for this course may include the Adobe suite, Unity game engine and C# gaming scripts.

Restriction: open to GAMD and GAMP majors.

Prerequisite(s): BTGD 1P11.

Note: Niagara College course BTGD 9822. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

BTGD 2P31

### **Environment Design**

Development of skills necessary for designing and building expansive 3D game environments. Combination of traditional level and map development theory with the design and graphic techniques required to bring them to life in a modern game engine. Industry leading techniques and software for generating terrains, architectural structures and the props and vegetation needed to populate them. Texturing, lighting and particle techniques that are available for enhancing the atmosphere and game play experience from a first person point of view. Mechanical animation techniques, sound effects, and the production of GUI elements and will utilize software such as Unity Pro, 3DS max, Mudbox, Photoshop and audio editing software.

Restriction: open to GAMD and GAMP majors.

Prerequisite(s): BTGD 1P22.

Note: Niagara College course BTGD 9831. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

BTGD 2P33

### **Database Essentials**

In-depth instruction on relational database design strategies as well as fundamental Structured Query Language (SQL) syntax needed for today's work environment. Design, create and maintain a relational database.

Restriction: open to GAMD and GAMP majors.

Note: Niagara College course BTGD 9833. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

BTGD 2P35

### **Game Design and Development I**

Aspects utilizing a game engine in conjunction with scripting. Design elements of various game genres, emphasizing using the game engine to further the students' understanding of game design techniques. Scripting, and graphics concepts are practiced in this WYSIWYG environment. Use of game development environment to complete several micro-game projects.

Restriction: open to GAMD and GAMP majors.

Prerequisite(s): BTGD 1P22.

Note: Niagara College course BTGD 9835. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

BTGD 2P41

**Character Modelling and Animation**

Taking a character from sketch to game engine. Leading modelling, lighting, and texturing techniques from the gaming industry as well as many advanced skills desired in the film, architectural and pre-visualization fields. Low and hi poly modelling techniques, the application of texture maps, and methods of rigging, binding and animating characters. Fully realized character coming to life in the Unity game engine. Software packages include Unity, 3DS max, Mudbox, Photoshop and Motionbuilder.

Restriction: open to GAMD majors.

Prerequisite(s): BTGD 1P20 and 2P31.

Note: Niagara College course BTGD 9841. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

BTGD 2P44

**Project Management**

Conducting team based project work in an effective and professional manner. General project management skills within a variety of contexts: client relationship and communications management, team and leadership development, product and service quality promotion, time management, and project documentation. Centered on a common class project and/or case studies.

Restriction: open to GAMD and GAMP majors and permission of the Program Director.

Note: Niagara College course BTGD 9844. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

BTGD 2P45

**Game Design and Development II**

Placement in mini teams to collectively build on their previous game development skills. Teams will add more advanced animations, particle effects, and lighting techniques to realize a higher level of realism. Engagement of player game experiences by managing input devices, animated models, game mechanics, terrain influences and audio sound effects.

Restriction: open to GAMD and GAMP majors and permission of the Program Director.

Prerequisite(s): BTGD 2P31 and 2P35.

Note: Niagara College course BTGD 9845. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

BTGD 3P64

**The Game Industry Business**

Comprehensive understanding of the computer/video gaming business and how to successfully market themselves within it. Topics include the business environment, planning and organizing a software development/gaming business, preparing a business plan, funding approaches, development contracts, hardware/software procurement, techniques involved in producing game marketing trailers, developing online companies, and the preparation and marketing of digital portfolios.

Restriction: open to GAMD and GAMP majors and permission of the Program Director.

Prerequisite(s): BTGD 3Y55.

Note: Niagara College course BTGD 9864. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

BTGD 3P65

**Game Production II**

Transformation of proposed game project, developed in Game Production I, into reality. Engagement in full video game production activities. Demonstration of functionality requirements at regular intervals throughout the course utilizing presentations, walkthroughs and playable demos resulting in a cohesive, polished and fully functional game.

Restriction: open to GAMD and GAMP majors and permission of the Program Director.

Prerequisite(s): BTGD 3Y55.

Note: Niagara College course BTGD 9865. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

BTGD 3P66

**Graphics Programming Fundamentals**

Establishment of a fundamental understanding of video game graphics programming through both two and three dimension space. Introduction to standard graphics techniques such as: texture and sprite manipulation, transformations, scaling, rotations, 3D rendering and texture mapping. Standard computer graphics API will be used for programming assignments.

Restriction: open to GAMP majors.

Prerequisite(s): BTGD 3Y56.

Note: Niagara College course BTGD 9866. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

BTGD 3Y51

**Advanced Animation Techniques**

Foundation of 3D animation and rigging by exploring the science of motion and its application. Analysis of numerous methods for creating real world motions relevant to characters and mechanical devices. Production of strong gestures, poses, solid acting, and planning of effective animation. Skills required for working in a team environment.

6 hours per week.

Restriction: open to GAMD majors.

Prerequisite(s): BTGD 2P41.

Note: Niagara College course BTGD 9851. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

BTGD 3Y55

**Game Production I**

Students will be assigned to a game development production team. Student teams will work closely to conceive, design, document and prototype a new game concept. Result of term work will be a fully realized and documented game design, accompanied with relevant prototypes and a detailed production schedule. Student teams will move to production in the Game Production II course.

3 hours per week.

Restriction: open to GAMD and GAMP majors and permission of the Program Director.

Prerequisite(s): BTGD 2P44 and 2P45.

Note: Niagara College course BTGD 9855. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

BTGD 3Y56

**Advanced Game Programming Techniques**

Understanding of programming through the implementation of advanced programming methods employed in video game production. Various data structures used to organize and manage game world information and implemented in gaming solutions. Designing and implementation of intelligent systems to solve problems in game applications.

6 hours per week.

Restriction: open to GAMP majors.

Prerequisite(s): BTGD 2P45.

Note: Niagara College course BTGD 9856. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

BTGD 4P76

**Network Game Programming**

Some of the most powerful features of computer use are the ability to access network resources and communicate with others. Opportunity to implement cabled and wireless computer networks through the installation and configuration of connection devices, communications protocols, peer and client/server services, and additional web and server services supporting networked gaming environments.

Restriction: open to GAMP majors.

Prerequisite(s): BTGD 3P66.

Note: Niagara College course BTGD 9876. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

BTGD 4P77

**Mobile Game Development**

Mix of important conceptual knowledge and practical programming skills for developing mobile device applications. Key goal is to make students better software developers and prepare them for developing new and innovative mobile products.

Restriction: open to GAMP majors.

Note: Niagara College course BTGD 9877. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

## 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, 2021**.

**Submitted by David Hutchison on October 14, 2021 at 01:19:32 PM**

**Submitted by Jason Hawreliak on October 14, 2021 at 01:35:48 PM**

**Submitted by Neta Gordon on October 15, 2021 at 08:05:37 AM**

**Submitted by Tricia MacDonald on October 18, 2021 at 02:17:25 PM**

# Academic Program Calendar Submission #2022-3318

Department/Centre: Humanities

Program(s): General Humanities

## Program Additions/Terminations

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

**Please note: The calendar year runs from May 1, 2022 to April 30, 2023 and begins with the Spring/Summer sessions. All new programs being introduced or the termination of programs will be effective beginning 2022 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. Proposal(s) and Effective Date(s)

**Please note: The Calendar year runs from May 1, 2022 to April 30, 2023 and begins with the Spring/Summer sessions. All programs being changed will be effective beginning 2022 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.

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## General Humanities

Students wishing to pursue a pattern of studies that does not coincide with either a single major or a combined major program may choose a Bachelor of Arts (Pass) Degree in General Humanities

### Bachelor of Arts (Pass) Degree

BA in General Humanities is available as a 15-credit degree only. Course selection for this degree program is strictly limited and as the requirements differ from other BA degrees, students should be aware of the specific requirements for this degree. The requirement for graduation with a BA in General Humanities is a minimum 60 percent overall average on completion of program requirements.

A Bachelor of Arts General Humanities degree will carry no major or area of concentration.

Students electing to pursue a General Humanities program should develop a program plan in consultation with an Academic Adviser in the Office of the Registrar or with one of their respective Faculty Academic Advisers in the Faculty of Humanities.

### Program Notes

1. The majority of the credits earned must be offered by Departments/Centres within the Faculty of Humanities. Where Humanities courses are used to satisfy the Social Sciences or Sciences context credit requirement, these courses will not count toward the majority required for the degree.
2. It is recommended that students take HUMA 1P50, one Humanities context credit, one Sciences context credit, one Social Sciences context credit and one and one-half elective credits in Year 1.
3. Students may choose up to two Minors.
4. A student may select a maximum of five credits from each of two disciplines (including courses cross listed with each discipline), with the exception of courses from the Faculties of Applied Health Sciences, Business and Education. In these cases, a maximum of five credits may be taken from any combination of designated Applied Health Sciences, Business and Education courses (including courses cross listed with those faculties.)
5. 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 credits may be taken.

## **Pass Program**

- One Humanities context credit
- one Sciences context credit (see program notes 1 and 2)
- one Social Sciences context credit (see program notes 1 and 2)
- seven additional Humanities credits (see program notes 3 and 4)
- five elective credits (see program notes 2, 3, 4 and 5)

## **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.

HUMA 0N01

### **Work Experience**

Provides students with a work integrated learning experience with an approved employer relevant to the student's degree learning outcomes.

Restriction: Open to students with a minimum of 10.0 credits and who have attained 70% major and 60% non-major average.

Prerequisite(s): Permission of the Instructor (students are required to successfully complete online professional training modules designed and delivered by Co-op, Career and Experiential Education (CCEE) prior to the start of their work experience term).

Note: full-time work experience employment, 35-40 hours per week for 12 to 16 weeks. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

HUMA 1P50

### **The Master Student**

Introduction to core skills and best practices for learning in the Humanities classroom. Modules may include note-taking, effective reading, essay writing, study strategies, time management and learning from feedback.

Lectures, 2 hours per week; seminar, 1 hour per week.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

## 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, 2021**.

**Submitted by Neta Gordon on November 3, 2021 at 08:27:43 AM**

**Submitted by Neta Gordon on November 3, 2021 at 08:28:00 AM**

**Submitted by Neta Gordon on November 3, 2021 at 08:28:18 AM**

**Submitted by Tricia MacDonald on November 4, 2021 at 08:00:17 AM**

# Academic Program Calendar Submission #2022-3305

**Department/Centre:** Hispanic and Latin American Studies

**Program(s):** Hispanic and Latin American Studies

## Program Additions/Terminations

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

**Please note: The calendar year runs from May 1, 2022 to April 30, 2023 and begins with the Spring/Summer sessions. All new programs being introduced or the termination of programs will be effective beginning 2022 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. Proposal(s) and Effective Date(s)

**Please note: The Calendar year runs from May 1, 2022 to April 30, 2023 and begins with the Spring/Summer sessions. All programs being changed will be effective beginning 2022 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.

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## Hispanic and Latin American Studies

*This program is offered through the Department of Modern Languages, Literatures and Cultures*

*Chair*

Renée-Claude Breitenstein (until June 30, 2022) Carmela Colella

*Academic Advisor*

Liz Hay

### General Information

*Administrative Assistant*

Violetta Clitheroe

905-688-5550, extension 3312

Mackenzie Chown A240

[brocku.ca/modernlanguages](http://brocku.ca/modernlanguages)

The Hispanic and Latin American Studies program aims to provide students with a thorough and comprehensive knowledge of Iberian (Spanish and Portuguese) and Latin American cultures. Students in the program acquire excellent linguistic competence and a thorough understanding of these literatures, languages and cultures within the dynamics of a trans-border and interdisciplinary approach. The HLAS program offers an array of courses which exposes students to a broader disciplinary background, and gives them opportunities for cross-disciplinary studies. Students enrolled in the HLAS program mainly work toward dual degrees with majors or minors in other languages and linguistics; and/or combined with a variety of fields, as well as a concentration in Romance Linguistics, as well as a concentration in Spanish and Comparative Studies in Romance Literatures and Cultures. The program equips students with the analytical and experiential skills necessary to pursue graduate research as well as meet the demands of a professional career. Our courses integrate lectures with online modules, small group tutorials and opportunities to apply concepts to real-life situations via internships and community outreach.

The Department also offers a series of courses taught in English (designated MLLC) that may be acceptable for credit toward a degree in Hispanic and Latin American Studies. Students are encouraged to participate in a study program in Latin America, Portugal and/or Spain.

**Experiential Learning and Community Outreach Internship**

Students have the possibility to engage in courses that promote community engagement and global citizenship. These courses also serve as a medium for linguistic fluency and cultural understanding with career-oriented internship experience. Students have the opportunity of enriching their academic studies and professionalization by being placed with community organizations and agencies. Students have also had the opportunity of participating in international placements.

### **Third-year Abroad**

Students have the opportunity to study during their third year at a Spanish-speaking University. In addition to studying Spanish language, literature and culture, students may also take courses in Business, the Humanities, the Social Sciences and other areas. Students must apply in their second year and have credit in SPAN 1F90. In conjunction with programs offered by the International Services and Programs Abroad Office ([brocku.ca/international-services](http://brocku.ca/international-services)).

### **Study in Latin America and Spain**

Students should consult with the Department about other opportunities for intensive study abroad courses at different levels in Spain or Latin America. In conjunction with programs offered by the International Services and Programs Abroad Office.

### **One-Month Study Abroad**

To enhance language skills and knowledge of culture, this program offers students an opportunity to study for a month in the summer in Latin America, Portugal or Spain. Students must consult the Department for information.

Participants may earn a credit in Portuguese or Spanish language from beginner to advanced as appropriate as well as one-half credit from SPAN 2V90-2V99.

### **Program Notes**

1. Students with two or more courses of high school Spanish or previous university Spanish credit take SPAN 1F90 and may not take SPAN 1F00 without permission of the Department. Permission is granted only in the most exceptional cases.
2. Students without two or more courses of high school Spanish or equivalent in the language take SPAN 1F00.
3. SPAN and PORT 1F00 are introductory language courses. Students who register in these courses must submit an official high school transcript to the instructor as proof of their level of competence in order to receive Departmental confirmation of registration before the end of the second week of classes (see Undergraduate Academic Calendar). Failure to do so will result in deregistration from the course.
4. Unless otherwise noted in the course description, courses numbered 2(*alpha*)00 and above are taught in the language, while courses numbered 1F90 and below are taught in the language to the extent possible.
5. SPAN 1F00 can be used to meet requirements for major programs in Hispanic and Latin American Studies. However, SPAN 1F00 may not be included in a minor program in Hispanic and Latin American Studies.
6. SPAN 1F00, 1F90, 2P19 and 2P20 constitute a sequence. Once credit has been obtained in one of these courses, students are not allowed to take for credit a course in the language with a lower number in the sequence. Students may not take two courses at different levels in the sequence during the same term. This regulation also applies to courses taken at other institutions.
7. Students who took SPAN 1F00 in Year 1 must take SPAN 1F90 in Year 2.
8. PORT 1F00 or 1F90 recommended. Students with two or more years of high school Portuguese standing or previous university Portuguese credit take PORT 1F90 and may not take PORT 1F00 without permission of the Department. Permission is granted only in the most exceptional cases. Students without two or more years of high school Portuguese or equivalent in the language take PORT 1F00.
9. Students should meet with the Humanities Academic Adviser to ensure their choice of courses meets the criteria for the combined major degree.
10. 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 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.

## Combined Major Program

Students may take a combined major in Hispanic and Latin American Studies and a second discipline. For requirements in the other discipline, the student should consult the relevant department/centre. It should be noted that not all departments/centres provide a combined major option.

### Honours

#### Year 1

- SPAN 1F00 or 1F90 (see program note 1)
- one credit from the co-major discipline
- one Sciences context credit
- one Social Sciences context credit
- one elective credit (see program note 9)

#### Year 2

- One of SPAN 1F90, one SPAN credit numbered 2(*alpha*)00 or above, one MLLC literature and/or linguistics credit numbered 2(*alpha*)00 or above (see program note 7)
- SPAN 2P19 and 2P20
- two credits from the co-major discipline
- one elective credit (see program note 9)

#### Year 3

- Two SPAN or MLLC literature and/or linguistics credits numbered 2(*alpha*)90 or above
- two credits from the co-major discipline
- one elective credit

#### Year 4

- Two SPAN or MLLC literature and/or linguistics credits numbered 3(*alpha*)90 or above
- two credits from the co-major discipline
- one elective credit

### Pass

Satisfactory completion of the first three years of the Honours program entitles a student to apply for a Pass degree.

## Certificate Program

### Certificate in Language and Culture Proficiency

This certificate is designed for non-native Spanish students seeking Spanish language and culture proficiency in preparation for various professional endeavours. For all students this certificate represents a specialized language knowledge of Spanish. Not open to Spanish heritage or native speakers.

The Certificate in Language and Culture Proficiency is awarded upon completion of the following courses with a minimum 70 percent overall average:

- SPAN 1F00, 1F90, 2P10, 2P11, 2P19, 2P20, 2P95, 2P96, 2V90-2V99 (see program notes 1 and 2)
- one and one-half credits from SPAN 3F80, 3P93, 3P98, 3P99, SPAN courses numbered 4(*alpha*)00 or above

### Certificate in Language Proficiency for Native Speakers

This certificate is designed for native-speaking Spanish students seeking language proficiency in preparation for various professional endeavours. For all students this certificate represents a specialized language knowledge of Spanish. Not open to Spanish non-native speakers.

The Certificate in Language Proficiency for Native Speakers is awarded upon completion of the following courses with a minimum 70 percent overall average:

- SPAN 1F90, 2P11, 2P19, 2P20, 2P95, 3P93 and 4P04 (see program notes 1 and 2)
- one credit from SPAN 3F80, 3P84, 3P99, SPAN courses numbered 4(alpha)00 or above, MLLC 3P80, 4P80

## Minor Program

### Minor in Hispanic and Latin American Studies

Students in other disciplines may obtain a Minor in Hispanic and Latin American Studies within their degree program by completing the following courses with a minimum 60 percent average:

- SPAN 1F90, 2P19 and 2P20
- one SPAN credit numbered 2(alpha)00 or above
- one SPAN credit numbered 3(alpha)00 or above

### Minor in Spanish Language and Romance Linguistics

- SPAN 1F90, 2P19 and 2P20
- one credit from SPAN 2V90, 3P93, 3P99, 4P04, 4V60, LATI 1F00, LING 1P94, 1P95, 2P93, MLLC 2P95
- one credit from MLLC/LING 3P80, MLLC/LING 4Q80, MLLC 4P01, 4P10, 4P11, 3V80-3V89

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## Concentration Program

### Concentration in Spanish Language and Romance Linguistics

Students may earn a Concentration in Spanish Language and Romance Linguistics by successfully completing the following courses as part of the academic work leading to a BA (Honours) in Hispanic and Latin American Studies

- two credits from SPAN 1F90, 2P19 and 2P20, 2P11, 2P96, 2V90, LING 1P94, 1P95
- MLLC 2P95 and one credit from SPAN 3P93, 3P99, 4F80, 4P04, 4V60-4V69, LING 2P93, ITAL 2P94
- two credits from MLLC 3P85, 3V80-3V89, 4P10, 4P11, MLLC/LING 3P80, MLLC/LING 4Q80, LING 4P41
- one FREN, GERM, ITAL, LATIN, PORT language/linguistics credit numbered 1(alpha)90 to 2(alpha)90

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### Concentration in Spanish and Comparative Studies in Romance Literatures and Cultures

Students may earn a Concentration in Spanish and Comparative Studies in Romance Literatures and Cultures by successfully completing the following courses as part of the academic work leading to a BA (Honours) in Hispanic and Latin American Studies:

- two credits from MLLC 1F90, SPAN 1F90, 2P10, 2P11, 2P20, 2P87, 2P90, 2P92, 2P95, 2P96 2V90-99
- MLLC 2F00 and two credits from SPAN 3P85, 3P90, 3P94, 3P97, 3P98, 3Q91, 3Q92, 4P01, 4P04, 4P10, 4P15, 4P60, 4P64, 4P84
- one credit from MLLC 2P90, 300, 3P20, 3V00-, 4P00, 4P10, 4V00-90
- one FREN, ITAL, literature and/or culture credit numbered 2(alpha)00 to 3(alpha)90

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## 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.

## PORTUGUESE COURSES

PORT 1F00

### **Introductory Portuguese Language**

Foundations of grammar from a functional perspective through a communicative approach to language learning. Selected texts for practical insights into the customs and cultural contexts of the contemporary Portuguese-speaking world.

Lectures/seminar, 3 hours per week.

Note: for students with no background in Portuguese. Students who have taken a previous Portuguese course in high school will not be permitted to take this course. Offered as a blended format. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

PORT 1F90

### **Intermediate Portuguese Language**

Review of Portuguese grammar with particular emphasis on written and oral practice. Reading literary and cultural texts for language practice as well as further explore practical insights into the customs and cultural contexts of the contemporary Portuguese-speaking world.

Lectures/seminar, 3 hours per week.

Prerequisite(s): PORT 1F00. One or more high school Portuguese credits or permission of instructor.

Note: for students with some background in Portuguese. Offered as a blended format. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

## SPANISH COURSES

SPAN 1F00

### **Introductory Spanish Language**

Intensive study of Spanish with oral, written and reading practice. Selected readings and multimedia materials for practical insights into the customs and cultural contexts of the contemporary Spanish-speaking world.

Lectures, seminar, 3 hours per week.

Note: for students with no background in the language. Closed to heritage and native speakers of Spanish. Students who have taken a previous Spanish course in high school will not be permitted to take this course. Offered as a blended format. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

SPAN 1F90

### **Intermediate Spanish Language**

Intensive Spanish grammar review. Strengthens oral and written skills and further explores literary and cultural modes of expression from the Spanish-speaking world.

Lectures, tutorial; 4 hours per week.

Prerequisite(s): SPAN 1F00; one or more high school Spanish credits or permission of instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

SPAN 1P95

### **Conquest and Colonization**

Introduction to Ancient American and Iberian civilizations and early Latin America through critical study of European colonialism and contestatory colonial agencies of Africans, Creoles, Native Americans, Mestizos and Europeans.

Lectures, 3 hours per week.

Note: given in English. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in INTC 1P95.

SPAN 2P10

### **Latin American Cultures Since Independence**

Social, political and cultural history of the Latin American nations through text and images. Topics include cultural hybridization and identity.

Lectures, 3 hours per week.

Note: given in English. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in INTC 2P10.

SPAN 2P11

**Cultures of Spain and Portugal**

Formation of Iberian cultures to modern times, in the contexts of social, political, religious, intellectual, literary, and artistic themes and developments. Topics include multicultural and cross-cultural influences, maritime explorations, globalization, diasporic identities, traditions, and innovations, as a reflection of Iberian society in different historical periods. Use of print and visual media texts.

Note: given in English. No knowledge of Spanish and/or Portuguese required. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in INTC 2P11.

SPAN 2P19

**Applied Language: Review and Practice**

Comprehensive grammar review emphasizing language structure, style and critical thinking through print and visual media texts. Lectures/seminar, 3 hours per week.

Prerequisite(s): SPAN 1F90 or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term. Experiential opportunities and Community Service Learning component for interested students.

SPAN 2P20

**Survey of Literary and Cultural Texts**

Further study of major literary and cultural movements from their origins to contemporary times. Focus on research methods, interpretation, and critical writing skills.

Lectures/seminar; 3 hours per week.

Prerequisite(s): SPAN 2P19 or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term. Experiential opportunities and Community Service Learning component for interested students.

# SPAN 2P87

**Blood, Genealogy and Identity in Medieval and Early Modern Spain**

(also offered as MARS 2P87)

Significance of genealogy and blood (ie. limpieza de sangre or blood purity statutes), in the shaping of categories and forms of identification pertaining to Jewish, Muslim and Christian populations, and emerging New Christian groups like Conversos and Moriscos.

Lectures, seminar, 3 hours per week.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

SPAN 2P90

**Culture and Nationhood in the Hispanic World**

Interrelation of culture(s) and conceptions of nationhood within the framework of Spain-Latin American dynamics. Topics include interactions of European, Creole, Indigenous and African peoples; official and unofficial management of multiethnic and multicultural societies.

Lectures, seminar, 3 hours per week.

Prerequisite(s): SPAN 2P19 or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

SPAN 2P92

**Afro-Latino Narratives**

The historical and cultural contributions of Africans and Afro-descendants in Latin America, focusing on the multifaceted "narratives" of and about Afro-Latinos, from the colonial period to present-day.

Lectures/seminar, 3 hours per week.

Note: given in English. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

# SPAN 2P95

**Latin American and Iberian Film**

(also offered as FILM 2P95)

Iberian and Latin American film representations of nationality, ethnicity, gender, religion, exile/migration and politics. Emphasis on national and transnational cultural and socio-political contexts and on the study of national/regional cinema movements. Delivered online.

Note: Spanish and Portuguese language films with English subtitles. Given in English. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in SPAN 2P82 and INTC 2P95.

SPAN 2P96

**Indigenous Latin America**

Interdisciplinary approach to the study of Indigenous peoples, languages, cultures and narrative traditions of Portuguese and Spanish-speaking Americas, focusing on the significance of storytelling, orality's role, and other narrative forms in the transmission of language and culture in the construction of collective memory. Effects of globalization, digital media, and technology on these languages and cultures.

Lectures/seminar, 3 hours a week. Online delivery.

Restriction: permission of instructor.

Note: given in English. No knowledge of Spanish and/or Portuguese required. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

SPAN 2V90-2V99

**Culture in Spanish- and Portuguese-Speaking Regions**

Culture of a country or region in its geographical context. Background preparation research preceding an intensive study period on location. Course content will vary, depending on research interest of instructor.

Restriction: permission of the Department.

Note: students are expected to pay their own expenses.

SPAN 3F80

**Im/migrant and Community Outreach Internship**

Examination of the im/migrant, refugee and newcomer experience in relation to socio-political, cultural and linguistic power dynamics. Promotes community engagement with career-oriented internship experience.

Lectures, 1 hour per week; 60 experience hours.

Restriction: permission of the instructor.

Prerequisite(s): one SPAN credit numbered 2(alpha)00 or above. Permission of the instructor.

Note: offered in the Spring/Summer session. Students will be placed with community organizations and agencies. Placement abroad may be available. Students will be required to provide their own transportation and prepare learning objectives, participate in a site visit, write a work term report and receive a successful work term performance evaluation in consultation with professor. Open to students interested in pursuing various internships in areas of intercultural relations and international professionalization in various fields depending on the student's linguistic background. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

SPAN 3P84

**Diaspora Communities**

Interdisciplinary survey of Portuguese and Spanish communities in and outside US and Canada as expressed in written and/or oral literary texts; artistic representations. Topics may include legacy of the diasporas, role of the other, notion of foreignness, issues of language, identity, exile, assimilation and acculturation.

Lectures, seminar, 3 hours per week.

Note: given in English. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in INTC 3P84.

SPAN 3P85

**Indigenous and Mestizo Narratives**

Culture and knowledge contribution of indigenous and mestizo intellectuals in colonial Latin America, through the study of written records, non-alphabetic media, oral traditions, pictographic and other visual media.

Lectures, seminar, 3 hours per week.

Prerequisite(s): SPAN 2P19 and 2P20 or permission of instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

SPAN 3P90

**Early Modern Spanish Literature and Culture**

Themes and trends in 16th- and 17th-century Spanish drama, prose and poetry, evolution of a national theatre, picaresque, and birth of the modern novel. Film adaptations of key texts to aid comprehension and to consider performative culture.

Lectures, seminar, 3 hours per week.

Prerequisite(s): SPAN 2P19 and 2P20 or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

SPAN 3P93

**Advanced Language and Discourse**

Study of the Spanish language through the analysis of various genres of texts, stylistics and discursive features. Integration of literature, culture and film. Focus on critical thinking, interpretation and critical discourse analysis.

Lectures/seminar, 3 hours per week.

Prerequisite(s): one SPAN credit numbered 2(alpha)00 or above or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

SPAN 3P94

**Iberian Narrative**

Themes and narrative techniques that characterize the works of major 20th-century authors as well as contemporary Spanish and Portuguese authors.

Lectures, seminar, 3 hours per week.

Prerequisite(s): SPAN 2P19 or 2P20 or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

SPAN 3P95

**Contemporary Latin American Narrative**

Multidisciplinary approach (historical, sociological, psychological, mythical) to the study of texts from different cultures and genres.

Lectures, seminar, 3 hours per week.

Prerequisite(s): SPAN 2P19 or 2P20 or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

SPAN 3P97

**Modern Spanish Literature and Culture**

Crises of national identity in poetry and narrative; literary theories dealing with genre, conventions of romanticism, naturalism, realism in context of Iberian culture.

Lectures, seminar, 3 hours per week.

Prerequisite(s): SPAN 2P19 and 2P20 or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

SPAN 3P98

**Chronicle and Testimonial Writing**

Historiography, collective memory versus official history, relation of past to future, oral history and its transcription into testimonial literature.

Lectures, seminar, 3 hours per week.

Prerequisite(s): SPAN 2P19 or 2P20 or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

SPAN 3P99

**Hispanic Linguistics**

Overview of major trends and issues in Spanish and Portuguese linguistics. Topics may include language variation and change, historical linguistics, language contact, dialectology, sociolinguistics, text linguistics. Emphasis on linguistic aspects and theory-driven approaches.

Lectures/seminar, 3 hours per week.

Prerequisite(s): one SPAN credit numbered 2(alpha) or above, and/or permission of the instructor.

Note: given in English. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

# SPAN 3Q63

**Africans in the Early Modern Iberian Atlantic**

(also offered as MARS 3Q63)

Experiences and narratives of Africans in the South Atlantic, linking Iberia, West Africa and the Americas (1400-1700).

Lectures, seminar, 3 hours per week.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

\* SPAN 3Q91

**Renaissance Perceptions of Indigenous Cultures**

(also offered as HIST 3Q91 and MARS 3Q91)

Perceptions and views of indigenous American peoples and civilizations in Renaissance Europe, drawing from written accounts, histories of the Indies, and visual representations of Incas, Aztecs and Mayans.

Lectures/seminar, 3 hours per week.

Prerequisite(s): one SPAN, HIST or MARS credit numbered 1(alpha)90 to 2(alpha)99 or permission of the instructor.

Note: given in English. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

# SPAN 3Q92

**Moors, New Christians and Renegades**

(also offered as HIST 3Q92 and MARS 3Q92)

Contesting identity categories resulting from exchanges and interactions of Christians and Muslims in the early modern Mediterranean world, through the study of historical and fictional primary sources.

Lectures/seminar, 3 hours per week.

Prerequisite(s): one SPAN, HIST or MARS credit numbered 1(alpha)90 to 2(alpha)99 or permission of the instructor.

Note: given in English. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

SPAN 4F80

**Im/migrant and Community Outreach Research and Internship**

Advanced research in the im/migrant, refugee and newcomer experience by expanding on the theme of socio-political, cultural and linguistic power dynamics. Promotes community engagement with career-oriented internship experience.

Lectures, 1 hour per week; 60 volunteer/experience hours.

Prerequisite(s): SPAN 3F80 or permission of instructor.

Note: offered in Spring/Summer session. Students will be placed with community organizations and agencies. Placement abroad may be available. Students will be required to provide their own transportation and prepare learning objectives, participate in a site visit, write a work term report, a major research paper and receive a successful work term performance evaluation in consultation with professor. Open to students interested in pursuing various internships in areas of intercultural relations and international professionalization in various fields depending on the student's linguistic background. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

SPAN 4F99

**Honours Thesis**

Research project carried out under the supervision of a faculty adviser.

Restriction: open to SPAN majors with a minimum of 14.0 overall credits, a minimum 75 percent major average, a minimum 70 percent overall average, approval to year 4 (honours) and permission of instructor.

Note: students contemplating a thesis should consult the instructor at the end of year 3 and must submit a detailed proposal in writing before May 15 prior to entering year 4. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

\* SPAN 4P01

**Latin American Women's Perspectives**

(also offered as WGST 4P01)

Cultural production of Latin American women and their impact on society through a wide selection of media.

Lectures, seminar 3 hours per week.

Prerequisite(s): WGST 1F90 or permission of the instructor.

Note: given in English. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in INTC 4P01.

SPAN 4P04

**Translation: Applications**

Translation theory and its applications in Spanish to English to Spanish. Lexical, morphological, syntactic and semantic interrelation between source text and target text; application of translation methodologies to a variety of texts in various fields.

Lectures/seminar, 3 hours per week.

Prerequisite(s): one SPAN credit numbered 2(alpha)00 or above, or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

SPAN 4P10

**Readings in Medieval Iberian Narrative**

Development of narrative traditions through the early 15th century and their historical contexts.

Lectures, seminar, 3 hours per week.

Prerequisite(s): SPAN 2P19 or 2P20 or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

SPAN 4P15

**Imagining Identity in the Early Modern Hispanic World**

Religious, political and cultural discourses employed in the construction of identities in the Hispanic world. May include gendered identities, definitions of Spanish Christian identity. Creole identities and counter identities, such as Converso, Morisco and Mestizo.

Lectures, seminar, 3 hours per week.

Prerequisite(s): SPAN 2P19 and 2P20 or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

\* SPAN 4P60

**Women in Hispanic Literature: Witches, Vampires and Virgins**

(also offered as WGST 4P60)

Depiction of women as monstrous or deviant. Authors include Carmen Boullosa, Alejandra Pizarnik and Rosario Ferré.

Feminist literary theory of alterity (otherness).

Lectures, seminar, 3 hours per week.

Prerequisite(s): WGST 1F90 or permission of the instructor.

Note: given in English. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in INTC 4P60.

SPAN 4P64

**Island Narratives: Re-imagining Ibero-American Insular Worlds**

Multidisciplinary approach to the study of the island imaginary. Concepts of insular narrative spaces and the Other, language, literature and cultural translatability, oral storytelling tradition, and emerging and emergent narrative identities.

Lectures, seminar, 3 hours per week.

Restriction: permission of the instructor.

Prerequisite(s): one SPAN credit numbered 2(*alpha*)00 or above.

Note: given in English. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in SPAN 4V64 and INTC 4P64.

SPAN 4P84

**Diaspora/Diasporas: Cross-cultural Texts and Context**

Critical approaches to 'diaspora-space' and 'diaspora-times' in the formation of narrative identity across travel writing (diaries, chronicles, letters) autobiographies, and oral narrative discourse. Diasporic parameters focus on Ibero-Afro/Latin America.

Lectures, seminar, 3 hours per week.

Restriction: permission of instructor.

Prerequisite(s): one SPAN credit numbered 2(*alpha*)00 or above.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in SPAN 4V66.

SPAN 4V60-4V69

**Special Research Topics**

Course content may vary, depending on research interests of instructor.

Lectures, seminar, 3 hours per week.

Prerequisite(s): two SPAN credits numbered 3(*alpha*)00 or above.

## 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, 2021**.

**Submitted by Violetta Clitheroe on October 15, 2021 at 01:12:45 PM**

**Submitted by Renee-Claude Breitenstein on October 15, 2021 at 01:18:46 PM**

**Submitted by Neta Gordon on October 17, 2021 at 09:08:31 AM**

**Submitted by Tricia MacDonald on October 18, 2021 at 02:19:21 PM**

**Edited by Tricia MacDonald (on behalf of Tricia MacDonald) on November 3, 2021 at 07:44:36 AM**  
**Hispanic and Latin American Studies:** to reflect end date

# Academic Program Calendar Submission #2022-3207

Department/Centre: History

Program(s): History

## Program Additions/Terminations

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

**Please note: The calendar year runs from May 1, 2022 to April 30, 2023 and begins with the Spring/Summer sessions. All new programs being introduced or the termination of programs will be effective beginning 2022 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. Proposal(s) and Effective Date(s)

Please note: The Calendar year runs from May 1, 2022 to April 30, 2023 and begins with the Spring/Summer sessions. All programs being changed will be effective beginning 2022 Spring Session.

List all proposals, to be implemented, numerically in the following order:

1. Program Notes, to be updated to reflect offering of HIST 1P95 to first year students.
2. Program Notes, to be updated to include HIST 2P95 in pre-requisite information about History/Labour Studies.
3. HIST 1P95: Climate Change: A History to be added to list of first year course offerings.
4. HIST 1P97 course description to be changed.
5. HIST/MARS 2P08 course title and course description to be changed.
6. HIST 2P09 course title and course description to be changed.
7. HIST 2P15 course description to be changed.
8. HIST 2P51 course description to be changed.
9. HIST/CLAS 2P93 change from BC to BCE.
10. HIST/CLAS 2P94 change from BC to BCE.
11. HIST 2P95 (cross listed as LABR 2P93) History of the Global Working Class to be added to list of second year course offerings as new cross-listed course housed in Labour Studies.
12. HIST/CLAS 2P97 change from AD to CE.
13. HIST 2Q93 course description to be changed.
14. HIST/CLAS 2Q96 change from BC to BCE.
15. HIST 2Q97 course title to be changed.
16. HIST/CLAS 3F75 change to prerequisite wording..
17. HIST/CLAS 3M60 course title changed to update year of delivery from 2021-22 to 2022-23.
18. HIST/CLAS 3M61 course title changed to update year of delivery from 2021-22 to 2022-23.
19. HIST 3P20: Colonialism, Shamanism and Spiritualities to be added to list of third year course offerings.
20. HIST 3P66 course title to be changed.
21. HIST 3Q94 be renumbered HIST 3Q95 and course title and course description to be changed.
22. HIST 3V70 crosslisted as CLAS 3V70 variable topics course be deleted from the course bank.
23. HIST 4P26 course title and course description to be changed.
24. Language describing registration restrictions be changed across multiple fourth-year 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. HIST 1P95 is to be included in first-year options for major and minor students. It also functions as a prerequisite for other history courses.
2. HIST 2P95 is a new course number, reflecting our cross-listing with LABR 2P93, which is housed in the Labour Studies department. Program Notes for the History/Labour concentration require updating to reflect this new course number.
3. HIST 1P95 is an addition to History's list of first-year course offerings, corresponds and complements Faculty member's area of speciality.
4. Changes to the course description better reflect current language in Indigenous history.
5. Changes to the course title and course description better reflect what the Instructor is already teaching in the course, particularly in relation to geographic scope. These changes will not affect the content or the course learning outcomes.
6. Changes to the course title and course description better reflect what the Instructor is already teaching in the course. These changes will not affect the content or the course learning outcomes.
7. Changes to the course description better reflect current language in Indigenous history.
8. Changes to the course description better reflect what the Instructor is already teaching in the course. These changes will not affect the content or the course learning outcomes.
9. Revision of dating convention for CLAS/HIST 2P93 from BC to BCE.
10. Revision of dating convention for CLAS/HIST 2P94 from BC to BCE.
11. HIST 2P95 (cross-listed as LABR 2P93) is to be added and cross-listed with LABR.
12. Revision of dating convention for CLAS/HIST 2P97 from AD to CE.
13. Changes to the course description better reflect current language in Indigenous history.
14. Revision of dating convention for CLAS/HIST 2Q96 from BC to BCE.
15. Changes to the course title better reflect current language in Indigenous history.

16. Language clarification: deletion of restriction and revision of prerequisite for CLAS/HIST 3F75.
17. Years of delivery are included in “M” course titles, so changes to the course title will update the year of delivery to 2022-2023.
18. Years of delivery are included in “M” course titles, so changes to the course title will update the year of delivery to 2022-2023.
19. HIST 3P20 is an addition to History’s list of third-year course offerings, corresponds and complements Faculty member’s area of speciality.
20. Changes to the course title better reflect what the Instructor is already teaching in the course. These changes will not affect the content or the course learning outcomes
21. Changes to the course title and course description better reflect what the Instructor is already teaching in the course. These changes will not affect the content or the course learning outcomes.
22. CLAS (home department) has indicated this variable topics course is to be deleted and not offered in 2022-2023.
23. Changes to the course title and course description better reflect what the Instructor is already teaching in the course. These changes will not affect the content or the course learning outcomes.
24. New restrictions reflect updated registration process for fourth-year honours courses, specifically to remove requirement of permission from department before student registration.

### **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.

---

## **History**

### *Chair*

Olatunji Ojo

### *Professors Emeriti*

Craig R. Hanyan, Carmela K. Patrias, Robert R. Taylor

### *Professors*

Jack Lightstone, Maureen K. Lux, R. Andrew McDonald, Behnaz Mirzai, ~~David H. Schimmelpenninck van der Oye (on leave)~~, Mark G. Spencer

### *Associate Professors*

John Bonnett, Jessica Clark, Michael D. Driedger, Tami J. Friedman, Gregor Kranjc, Renee Lafferty, Jane A. McLeod, Elizabeth Neswald, Olatunji Ojo, Colin Rose, Daniel Samson, Maria del Carmen Suescun Pozas, Elizabeth Vlossak, Ning Wang, Murray R. Wickett

### *Director, Co-op, Career and Experiential Education*

Cara Krezek

### *Academic Advisor*

Liz Hay

## **General Information**

### *Administrative Co-ordinator*

Teresa Shanley

905-688-5550, extension 3500

573 Glenridge 257

brocku.ca/history

Historians explore changes in past societies, cultures and peoples. They examine cultural, artistic, political, economic,

intellectual, social, military and national history. Their interests range from the history of individuals and local communities to studies of nations and international relations. They analyse the causes and consequences of significant change over time. They seek to illuminate the past.

The study of history involves surveying and gathering evidence and evaluating, interpreting and refining it by constructing clear and logical arguments on the basis of that evidence.

Within the requirements indicated under the Honours program and Pass program, the Department allows students considerable flexibility in the selection of HIST courses.

To assist students in refining their analytical and critical skills, weekly seminars are a crucial part of every history course. In many courses, individual students are given the responsibility of organizing and leading discussions on particular topics.

The Department of History recommends combining History with other disciplines, such as Child and Youth Studies, Classics, Economics, English Language and Literature, Geography, Labour Studies, Philosophy, Political Science, Psychology, Sociology, Women's and Gender Studies.

To qualify for admission to year 4 (honours), students must have a minimum 70 major average and approval of the Department. The application deadline is March 1 of the preceding academic year. Students wishing to apply for admission must meet with the Humanities Academic Adviser prior to the application deadline. See the Department for additional information.

## **Co-op Program**

The History Co-op program gives students the opportunity to gain job experience in a diverse range of professional fields at the same time that they are working on a well-rounded education.

The History Co-op program combines academic and work terms over a four year period. Students spend two years in an academic setting prior to taking the first work placement. In addition to the current fees for courses in academic study terms, Co-op students are assessed an annual administrative fee (see Schedule of Fees).

Eligibility to continue 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 History Co-op program.

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](http://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 History Co-op program designation will be awarded to those students who have honours standing and who have successfully completed a minimum of twelve months of Co-op work experience.

## **History and Labour Studies-George Brown College**

This program involves courses offered through Brock University and George Brown College. This four-year program combines courses and training in applied labour studies settings at George Brown College with a degree in History and Labour Studies at Brock. The program caters to individuals who wish to have a career in a wide variety of areas including unionized environments, occupational health and safety, politics, or human resources. The program allows students to gain both solid applied skills in these areas, and a strong theoretical knowledge about a variety of these topics. Students who successfully complete the requirements for this program will be granted both a degree from Brock, and two certificates from George Brown College 1) a certificate in Contemporary Labour Perspectives from the George Brown School of Labour, and 2) a Post-Graduate Certificate in Human Resources Management. Gaining both a degree and these certificates would ordinarily involve attending college after gaining a university degree, but the Brock and George Brown program combines the two in a single integrated package that can be completed in four years. Enrolment is limited.

Please consult the *Labour Studies* entry for a listing of program requirements.

## Program Notes

1. History majors must take one Social Sciences credit outside of History to satisfy their Social Sciences context requirement.
2. Courses numbered 3(alpha)90 or above are restricted to students with a minimum of three credits numbered 2(alpha)00 to 2(alpha)99 or permission of the instructor.
3. Students may take a maximum of two credits from HIST 2P60, 2P93, 2P94, 2Q96, 2P97, 3P61, 3P96, 3P97, 4P00 to satisfy History degree requirements.
4. History majors may register in a maximum of 2.0 HIST credits numbered 4(alpha)00 or above per session. Students who exceed the maximum, without departmental approval, may be deregistered without consultation.
5. 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

Eleven HIST credits are required for an Honours degree.

### Year 1

- One credit from HIST 1F90, 1F92, 1F95, 1F96, 1P90, 1P91, 1P94, 1P95, 1P97
- one Sciences context credit
- one Social Sciences context credit (see program note 1)
- two elective credits

### Years 2 and 3

- Six HIST credits numbered 1(alpha)90 to 3(alpha)99 (see program notes 2 and 5)
- four elective credits

### Year 4

- One HIST credit
- one HIST credit numbered 3(alpha)90 or above
- two HIST credits numbered 4(alpha)00 to 4(alpha)99
- one elective credit

## HIST Co-op Program (Honours only)

Students admitted to the HIST Co-op program must follow an approved program pattern. The most common pattern is listed below. For other approved patterns, consult the Co-op Office.

### Year 1

- HIST 1P50
- one credit from HIST 1F90, 1F92, 1F95, 1F96, 1P90, 1P91, 1P94, 1P95, 1P97
- one Social Sciences context credit
- one Sciences context credit
- one and one-half elective credits

### Year 2

- HIST 0N90 and 0N97

- three HIST credits numbered 2(*alpha*)00 to 2(*alpha*)99
- two elective credits (see program note 5)

Spring/Summer Sessions:

- HIST 0N01 and 2C01

*Year 3*

- Three HIST credits (see program note 5)
- two elective credits (see program note 5)

Spring/Summer Sessions:

- HIST 0N02 and 2C02

*Year 4*

- Two HIST credits numbered 3(*alpha*)90 to 3(*alpha*)99
- two HIST credits numbered 4(*alpha*)00 to 4(*alpha*)99
- one elective credit

Spring/Summer Sessions:

- HIST 0N03 and 2C03

## **Concurrent BA (Honours)/BEd**

The Department of History and the Faculty of Education co-operate in offering two Concurrent BA (Honours)/BEd programs. The History BA (Honours)/BEd program combines the BA Honours program or BA Integrated Studies Honours program with the teacher education programs 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 BA (Honours)/BEd (Intermediate/Senior) or Education - Concurrent BA Integrated Studies (Honours)/BEd (Junior/Intermediate) program listings for further information.

## **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 History and a second discipline. For requirements in the other discipline, the student should consult the relevant department/centre. It should be noted that not all departments/centres provide a combined major option.

### **Honours**

- Six HIST credits
- one HIST credit numbered 4(*alpha*)00 to 4(*alpha*)99
- seven credits from the co-major discipline
- one Sciences context credit
- one Social Sciences context credit (see program note 1)
- four elective credits (see program note 5)

### **Pass**

- Five HIST credits
- five credits from the co-major discipline
- one Sciences context credit
- one Social Sciences context credit (see program note 1)
- three elective credits (see program note 5)

## **History and Labour Studies**

### **Honours**

#### *Year 1*

- One credit from HIST 1F90, 1F92, 1F95, 1F96, 1P90, 1P91, 1P94, 1P95, 1P97
- one LABR credit number 1 (alpha)90 to 1 (alpha)99
- one Sciences context credit
- two elective credits

#### *Year 2*

- Two HIST credits numbered 2(alpha)00 or above
- LABR 2P93
- one and one-half LABR credits numbered 2(alpha)00 or above
- one elective credit

#### *Year 3*

- One HIST credit numbered 2(alpha)00 or above
- one HIST credit numbered 3(alpha)00 or above
- two LABR credits numbered 2(alpha)90 or above
- one elective credit

#### *Year 4*

- One credit from LABR 4P21, 4P31, 4P41
- one-half LABR credit numbered 2(alpha)00 or above
- one-half LABR credit numbered 3(alpha)90 or above
- two HIST credits numbered 3(alpha)90 or above
- one elective credit

#### **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 Africana Studies**

*Consult the Department of Sociology's entry for a listing of requirements.*

### **Minor in History**

Students in other disciplines can obtain a Minor in History within their degree program by completing the following courses with a minimum 60 percent overall average:

- One HIST credit numbered 1(alpha)90 to 2(alpha)99
- two HIST credits numbered 2(alpha)00 or above
- one HIST credit numbered 3(alpha)00 or above

### **Brock/Colleges Articulation Agreement**

#### **History and Labour Studies-George Brown College**

Consult the Labour Studies entry for a listing of program requirements.

### **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.

HIST 1F00

**Looking Forward: Developing Historical Skills**

Development of learning and life skills of History majors.

Restriction: permission of the Department

Note: students will be required to participate in an array of workshops designed to promote successful academic habits. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

HIST 1F90

**Empires and Revolutions**

Major empires and revolutions in global history. Introduction to the skills used in analyzing historical evidence.

Lectures, seminar, 3 hours per week.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

HIST 1F92

**Lords of the Sea: British Maritime History, 400-1800**

Chronological and thematic examination of the British maritime world 400-1800. Topics include exploration, discovery, migration and settlement, maritime warfare, ship and navigational technologies, economic and cultural exchanges, piracy and shipwrecks, representations of the seas, and maritime mobility, connections and culture.

Lectures, seminar, 3 hours per week.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

HIST 1F95

**World History since 1914**

Major political, social, economic and cultural trends of the 20th century, focusing on developments in Europe and the way they have affected the rest of the world; the decline of Europe in global political and economic terms. Topics include the world wars, the Russian Revolution, fascism, the Holocaust, the Cold War, decolonization and conflict and its resolution in the international, political and social spheres.

Lectures, seminar, 3 hours per week.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

HIST 1F96

**The Americas**

Comparative themes in the history of the Americas. Topics may include class, colonialism, culture, economics, gender, labour, political systems, race, religion, revolution and war.

Lectures, seminar, 3 hours per week.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

HIST 1P50

**Co-operative Historical Projects**

Introduction to the process, methods and challenges of collaborative research on archival sources.

Seminar, 4 hours per week.

Restriction: open to HICO majors.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

HIST 1P90

**Life in (and after) hard times: how disasters change societies**

Analysis of the impact of disaster and disease on societies from antiquity to the twentieth century. Focus on short- and long-term social, economic and political changes during and after crises. Reflection on how modern societies are similar and different to historical contexts.

Lectures, seminars, 3 hours per week

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

HIST 1P91

**Trendsetting: Global History and Fashion since 1750**

Does international fashion and style have a history? Topics include the development of global fashion systems, the business of fashion, shopping and consumption, relation between fashion and identity, fashion and politics, and transformations in historical fashion trends.

Lectures, seminar, 3 hours per week.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

HIST 1P94

**American History Through its Music**

Social and political contexts of major topics in the history of the United States as seen through its music.

Lectures, seminar, 3 hours per week.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

HIST 1P95

**Climate Change: A History**

Exploration of climate change as a historical phenomenon from the ice age to the current climate crisis. Emergence of the Anthropocene, and connections between nature, human history and climate change.

Lectures, seminar, 3 hours per week

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

HIST 1P97

**The History of Sports in the United States**

History of amateur and professional sports in the U.S. from the colonial era to the present. Topics include **Indigenous** Native American influences, sport in colonial America, rise of mass spectator sport, Victorian womanhood and sport, the professionalization of sports teams, collegiate sports, racism and sports, the Olympics, impact of media and technology, and the cult of sport celebrity.

Lectures, seminar, 3 hours per week.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

HIST 1P98

**Western European Society and Politics to 1800**

Social and political themes in the history of Western Europe before 1800.

Lectures, seminar, 3 hours per week.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

HIST 1P99

**Western European Ideas and Worldviews to 1800**

Turning points in European intellectual and cultural life from the Middle Ages through the Age of Revolutions. Topics include major intellectual trends such as the Renaissance, the Reformation, the Scientific Revolution, the Enlightenment and Romanticism.

Lectures, seminar, 3 hours per week.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

HIST 2F00

**Great Lakes Maritime and Coastal History**

Exploration of the economic, cultural, and environmental histories of the regions' waterway from Indigenous and later European settlement through to the present, tracing interactions between geography, natural resources, and the mobilities of people and materials. Topics include early exploration and commerce, naval warfare, canal systems, maritime communities, watercraft development, staple commodities, port and coastal infrastructure, shipping, and shipwrecks.

Lectures, seminar, 3 hours per week.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

HIST 2F20

**The History of Britain, 1485-2000**

Major social, political, economic and cultural forces that shaped British society in the early modern and modern periods. Focus on daily life in British world and the rise and decline of empire.

Lectures, seminar, 3 hours per week.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

\* HIST 2F27

**Historical Geographic Information Systems**

(also offered as IASC 2F27)

Overview of multiple fields in history in which Geographic Information Systems are applied. Instruction in use of software and provides local history project for students to apply software skills.

Lectures, lab, 3 hours per week.

Note: labs focus on the history of St. Catharines. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

HIST 2F90

**Money and Power in the Atlantic World**

Explores the practice of history through an examination of the early modern Atlantic World. Emphasis on use of traditional historical practices and digital research tools.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

HIST 2P00

**The Early Modern World**

Major characteristics and social, economic, and political developments from 1450-1700. Focus on European expansion and relationships/conflicts with other global societies. Topics include development of major states, intellectual and religious reform, colonial expansion, and socioeconomic inequality.

Lectures, seminar, 3 hours per week.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

\* HIST 2P01

**Colonial Canada**

(also offered as CANA 2P01)

Canadian history from the pre-contact period to 1867.

Lectures, seminar, 3 hours per week.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

\* HIST 2P02

**Post-Confederation Canada**

(also offered as CANA 2P02)

Canadian history from 1867 to the present.

Lectures, seminar, 3 hours per week.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

HIST 2P03

**Early Medieval Britain 400-1000: Celts, Saxons and Vikings**

The end of Roman Britain to the Danish invasions and conquest of 1013-16. Migrations, invasions and settlements of Anglo-Saxons, Scots and Vikings; Romano-British and Brittonic society; quest for King Arthur; processes of state formation; heroic society; warfare; conversion to Christianity.

Lectures, seminar, 3 hours per week.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

HIST 2P04

**The Medieval British Isles, 1000-1485**

Medieval Britain from the Danish invasions and conquest of 1013-16 until the Wars of the Roses. Emphasis on Celtic societies; Norman Conquest and impact; kings and kingship; church and monasticism; Anglo-Celtic relations, including the Scottish Wars of Independence and the English conquest of Wales.

Lectures, seminar, 3 hours per week.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

\* HIST 2P08

**Roots of Latin America and the Caribbean** ~~Colonial Latin America~~

(also offered as MARS 2P08)

~~Background to Spanish and Portuguese colonization, exploration, encounter, conquest, settlement, and the birth of colonial institutions up to 1791. The interweaving of world views, cultures, and traditions of Indigenous Latin America from pre-Hispanic times through 1810 focusing on the clashes, alliances and negotiations among indigenous peoples, Iberians, and enslaved Africans. Topics may include the transformation of politics, societies, conquistadores, economics, culture, religion, spirituality, and land stewardship, slaves and missionaries.~~ ~~Introduction to the history of Latin America from the struggles for independence (1810) to the present. Topics include colonial reform, nation-building and nationalisms, republicanism and political activism, democracy, peasants, immigrants, workers and women in revolution, populism, revolutionary governments, dictatorship, and state terror; culture wars and constitutional amendments; transnational solidarity, human rights and environmental justice movements, and democracies.~~

Lectures, seminar, 3 hours per week.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

HIST 2P09

**Ascent of Latin America and the Caribbean** ~~Modern Latin America~~

~~From Independence starting in 1791 up to the present. Topics include colonial reform, nation-building and nationalisms, republicanism and political activism, democracy, peasants, immigrants, workers and women in revolution, populism, revolutionary governments, dictatorship, and state terror; culture wars and constitutional amendments; transnational solidarity, human rights and environmental justice movements, and democracies.~~ ~~Introduction to the history of Latin America from the struggles for independence (1810) to the present. Topics include colonial reform, nation-building and nationalisms, republicanism and political activism, democracy, peasants, immigrants, workers and women in revolution, populism, revolutionary governments, dictatorship, and state terror; culture wars and constitutional amendments; transnational solidarity, human rights and environmental justice movements, and democracies.~~

Lectures, seminar, 3 hours per week.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

HIST 2P15

**Glory and Despair: The United States 1607-1865**

United States history and culture from earliest European settlement in North America to the Civil War. Topics include early contact between Europeans and ~~Indigenous peoples~~ ~~Native Americans~~, the developing cultures of colonial America, slavery, the American Revolution, the United States Constitution, Jeffersonian America, Jacksonian Democracy, 19th-century social reform, Manifest Destiny and causes of the Civil War.

Lectures, seminar, 3 hours per week.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

HIST 2P16

**Ambiguities of Greatness: The United States 1865 to the Present**

United States history since the Civil War. Emphasis on Reconstruction, industrialization, immigration, labour and reform, imperialism and the world wars, the Great Depression, Cold War, consumer culture, race and gender, social protest and popular culture.

Lectures, seminar, 3 hours per week.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

\* HIST 2P25

**Revolutions in Communication**

(also offered as IASC 2P25)

Major developments in the history of communication from the invention of writing until the modern information age.

Lectures, seminar, 3 hours per week.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

HIST 2P26

**Introduction to Digital History**

Emerging methods for teaching and researching history using new technological solutions. Topics include digital mapping and 3D environmental modelling, online source repositories, gaming history, and database construction and management.

Lectures, seminar, 3 hours per week.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

HIST 2P40

**French Society and Politics in the 18th Century**

Rise of absolutism, war as a stimulus of social reform, the Enlightenment in its social context, comparisons with the developments in Prussia, Austria and Russia, and the origins of the French Revolution.

Lectures, seminar, 3 hours per week.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in HIST 2P41.

HIST 2P51

**Revolution, Capital, Empire: Europe, 1789-1914**

Europe's tumultuous long nineteenth century; from the French Revolution to the outbreak of World War I. Topics may include the birth of industrialization; revolutions and revolutionary movements; the emergence of conservatism, liberalism, socialism and nationalism and their impact on mass politics; urbanization and popular culture; changes in European imperialism; and rising international tensions. It was still dominant globally.

Lectures, seminar, 3 hours per week.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

HIST 2P52

**Twentieth-Century Europe**

Themes in 20th-century European history.

Lectures, seminar, 3 hours per week.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

HIST 2P53

**Totalitarian Temptation: The 20th Century**

Ideologies and politics of Nazism, Fascism, Communism and other 20th-century European developments.

Lectures, seminar, 3 hours per week.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

HIST 2P55

**The Culture of War in the Early Modern World**

Role of warfare in shaping early modern society, focusing on the experiences of soldiers, women and rural communities.

Lectures, seminar, 3 hours per week.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

\* HIST 2P56

**Gender in Modern European History**

(also offered as WGST 2P56)

Men's and women's roles and experiences, and changing notions of femininity and masculinity, from the French Revolution to the present day. Intersection of gender with citizenship, nationalism, imperialism, class, work, education and war.

Lectures, seminar, 3 hours per week.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

# HIST 2P60

**Introduction to the History of Medicine**

(also offered as HLSC 2P60)

Changes in cultural knowledge of health and illness; social perceptions of the role of health care professionals and the impact on individual actions and government policy through history.

Lectures, seminar, 3 hours per week.

Restriction: open to HIST (single or combined), HIST (Honours)/BEd (Intermediate/Senior), CHHS, CHLH, CMTY, HLSC, MSCI, PHTH majors and HIST minors until date specified in Registration guide.

Prerequisite(s): one HIST credit or HLSC 1F90.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

HIST 2P61

**Piracy and Ransoming in African History**

Captivity and ransoming refer to the seizure and release of captives in exchange for payment. Why were people seized? How did captives and state agents respond to captivity? What happened when ransom negotiations failed?

Lectures, seminar, 3 hours per week.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

HIST 2P62

**Africa to 1800**

Sources available for the study of African history, historical geography, social, political and economic institutions, and the slave trade.

Lectures, seminar, 3 hours per week.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in INTC 2P62.

HIST 2P63

**Conflicts and Revolutions in Africa**

Select conflicts since 1800. Roots, and the local and global socio-economic and political implications of these conflicts.

Lectures, seminar, 3 hours per week.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in INTC 2P63.

HIST 2P64

**War and Peace in the Modern Age**

Why and how have states gone to war? How do they keep the peace? Military and diplomatic history of the world beginning with the Napoleonic Wars through the 20th century, focusing on the Great Powers. Conflicts and international relations in Asia and Africa.

Lectures, seminar, 3 hours per week.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

HIST 2P65

**Late Imperial East Asia**

Socio-political change in and international relations between China, Japan, and Korea from the 17th century until the end of World War I.

Lectures, seminar, 3 hours per week.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

HIST 2P66

**Twentieth-Century East Asia**

Socio-political change in and international relations between China, Japan, and Korea since World War I.

Lectures, seminar, 3 hours per week.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

\* HIST 2P70

**The Middle East, 600 - 1800**

(also offered as MARS 2P70)

Major themes in Middle Eastern history from the advent of Islam to 1800 AD Art, culture, religions, migration, minorities, slavery and political developments.

Lectures, seminar, 3 hours per week.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

\* HIST 2P71

**Popular Culture in the Modern Middle East**

(also offered as COMM 2P71 and PCUL 2P71)

Influence and role of internet, music, cinema and theater, paintings, sports, foods and fashion in the daily life of people in the Middle East, and their historical transformations through modernization and globalization. How class, gender, economy and politics shaped and reshaped the artistic representations and popular culture in the region.

Lectures, seminar, 3 hours per week.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

HIST 2P72

**Modern Middle East**

Major developments in the Middle East including nationalism, the Arab-Israeli conflict, colonialism, Middle Eastern states, modernity and Islam, the Iranian Revolution, political economy, the Gulf and Iraq-Iran wars, as well as Islam and politics from the Ottoman and Qajar dynasties to the present.

Lectures, seminar, 3 hours per week.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

\* HIST 2P75

**Heaven and Earth**

(also offered as MARS 2P75)

History of science from ancient Greece through Arabic, European Medieval and Renaissance science into the Early Modern period.

Lectures, seminar, 3 hours per week.

Note: no background in science is required. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in LART 2P75.

HIST 2P76

**Making Modern Science**

Science from the Enlightenment to the atomic bomb including the Industrial Revolution; rise of Big Science; and Darwin, science and religion.

Lectures, seminar, 3 hours per week.

Note: no background in science is required. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in LART 2P76.

\* HIST 2P91

**Europe's Reformations, 1450-1650**

(also offered as MARS 2P91)

Origins, course and consequences of the division of Western Christendom into Protestant and Catholic factions in the 16th century.

Lectures, seminar, 3 hours per week.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

HIST 2P92

**The French Revolution Contested**

Debates about the French Revolution and its European impact (1788-1815) focusing on those about its origins, its role in the development of European political culture and its impact on the experience of women and the poor. Topics include the failure of the constitutional monarchy, the impact of war and the counter-revolution.

Lectures, seminar, 3 hours per week.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

# HIST 2P93

**History of Early Greece**

(also offered as CLAS 2P93)

Social and political history of the Greek world from the Bronze Age to 450 BCE: Minoans and Mycenaenas, Dark Age, colonizing period, tyrants, rise of Sparta, Persian wars, and Athenian Empire. Readings from Greek historians and documents in translation.

Lectures, seminar, 3 hours per week.

Note: CLAS 1P91 is recommended. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in HIST/CLAS 3P03.

# HIST 2P94

**History of Classical Greece**

(also offered as CLAS 2P94)

Social and political history of the Greek world, 450-323 BCE. The great war between Athens and Sparta, rivalry of city-states, rise of national states, Alexander the Great. Readings from Greek historians and documents in translation.

Lectures, seminar, 3 hours per week.

Note: CLASS 2P93 is recommended. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in HIST/CLAS 3P04.

# HIST 2P95

**History of the Global Working Class**

(also offered as LABR 2P93)

Development of the global working class. Topics include the origins of capitalism, diverse forms of working class politics and resistance, the history of international working class solidarity, and how race, gender and geography have structured working class experience and collective action.

Lectures, seminar, 3 hours per week.

Prerequisite(s): one of HIST 1F95, 1F96, 1P99, one credit from LABR numbered 1(*alpha*)90 to 1(*alpha*)99.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade in LABR 2P93.

HIST 2P96

**Early Russia**

Russian history from its beginnings in the Kievan period (ninth century) to the end of Catherine the Great's reign (1796).

Lectures, seminar, 3 hours per week.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

# HIST 2P97

**History of the Early Roman Empire**

(also offered as CLAS 2P97 and ITAL 2P97)

History of Rome from the Battle of Actium to the death of Marcus Aurelius (~~180 CE AD 180~~) emphasizing social and political developments.

Lectures, seminar, 3 hours per week.

Note: CLAS 2Q96 is recommended. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in HIST/CLAS/ITAL 3P06.

HIST 2P98

**Modern Russia**

Politics, society and culture from 19th-century Imperial Russia through the Soviet Union.

Lectures, seminar, 3 hours per week.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

HIST 2P99

**Ideas and Culture before 1850**

Major developments in European intellectual and cultural life, such as the Renaissance, the Scientific Revolution, the Enlightenment, Romanticism and the emergence of modern ideologies.

Lectures, seminar, 3 hours per week.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in LART 2P99.

\* HIST 2Q90

**Canada: War and Nationalism**

(also offered as CANA 2Q90)

Relation between war, ethnicity, and national identity in Canada in the late 19th and early 20th centuries.

Lectures, seminar, 3 hours per week.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

HIST 2Q92

**The United States, 1870-1930**

Emergence of the United States as a global economic, cultural and military power.

Lectures, seminar, 3 hours per week.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

\* HIST 2Q93

**Women in North America to 1865**

(also offered as WGST 2Q93)

Major themes in the history of women in Canada and the United States: **Indigenous** native and European women in New France and British North America; women in the American Revolution; the lives of enslaved women; women and industrialization; women in the west; and social reform.

Lectures, seminar, 3 hours per week.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

\* HIST 2Q94

**Women in North America, 1865 to the Present**

(also offered as WGST 2Q94)

Major themes in the history of women in Canada and the United States: emancipation; industrialization and immigration; suffrage and social movements; gender, race and ethnicity; women and the two world wars; and feminism in the 1960s and 1970s.

Lectures, seminar, 3 hours per week.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

# HIST 2Q96

**History of the Roman Republic**

(also offered as CLAS 2Q96 and ITAL 2Q96)

History of Rome to the Battle of Actium (31 BCE), emphasis on social and political developments from the Gracchi to Julius Caesar.

Lectures, seminar, 3 hours per week.

Note: CLAS 1P92 is recommended. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in HIST/CLAS/ITAL 3P05.

\* HIST 2Q97

**Indigenous-Settler-Native-Newcomer Relations in Canada**

(also offered as CANA 2Q97)

Relationship between Aboriginal people and the newcomers to their lands from the contact era, to military alliance and trade, treaty-making and reserves, emphasizing the roots of current debates and disputes.

Lectures, seminar, 3 hours per week.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

HIST 2Q98

**Everyday Life in Early America**

Themes in the day-to-day life of early Americans, from colonial times to the early 19th century.

Lectures, seminar, 3 hours per week.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

HIST 2V90-2V99

**Topics in History**

Study of a particular area in history.

Lectures, seminar, 3 hours per week.

HIST 3F01

**Historians and the Craft of History**

Historiography, historical methodology and the latest innovative instructional techniques in the discipline of History.

Note: application must be submitted to the Department by April 1st. Students enrolled in this course will act as senior mentors in learning and life skills to junior undergraduates majoring in History. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

\* HIST 3F02

**Making History in Niagara**

(also offered as CANA 3F02)

Research, design and presentation of a proposal for a public history project, using local archives, including Brock Special Collections. Projects may include: special exhibits at local museums, historical societies; libraries; historical information plaques; monuments/ memorials; brochures/ pamphlets; digital/on line exhibits; live performances or other artistic productions. Lectures, seminar, 3 hours per week.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

# HIST 3F50

**Reading the Italian Medieval and Renaissance City**

(also offered as ITAL 3F50, MARS 3F50 and VISA 3F50)

Exploring key monuments, churches, museums and urban sites. Concept of the city as expressed through art, literature and architecture from Medieval to Baroque times. Historical and geographical influences and factors in shaping the city, its culture and traditions. Cities include Rome, Assisi, Florence and Siena.

Prerequisite(s): one HIST, ITAL, MARS or VISA credit or permission of the Italian Studies course co-ordinator.

Note: offered in Italy during Spring session. Given in English. No knowledge of Italian is needed. Begins in May on campus during the Spring Session (3-4 weeks). Departure for Italy at end of May-beginning of June for a 2-week study tour of Rome, Assisi, Florence and Siena. Students are responsible for travel, accommodation and other expenses. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in ITAL (VISA) 2F99 and ITAL (MARS/VISA) 3M50.

# HIST 3F75

**Archaeological Practicum in Mediterranean Lands**

(also offered as CLAS 3F75)

Field work including excavation, surveys, lectures, demonstrations and study tours of ancient sites, monuments and museums.

~~Restriction: permission of the instructor.~~

Prerequisite(s): one of CLAS 2P32, 2P34, 3P22, 3P23, 3P24, 3P25 ~~and/or~~ permission of the ~~instructor~~ Department.

Note: offered in the Spring or Summer session for four to six weeks of intensive study abroad. Students are expected to pay their own expenses. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

# HIST 3F93

**Project Collaborations Across Diverse Programs**

(also offered as IASC 3F93)

Interactive media projects carried out by multi-disciplinary teams of students.

Lectures, seminar, 3 hours per week.

Restriction: students must have a minimum of 10.0 overall credits and permission of the Centre for Digital Humanities (CDH).

Note: enrollment is limited. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

HIST 3M50-3M59

**Historical Studies Abroad**

Study of the history of a country or region in its own cultural and geographical context.

Lectures/seminar.

Restriction: students must have a minimum of 10.0 overall credits, permission of the Department and instructor.

Prerequisite(s): one HIST credit numbered 1(*alpha*)90 to 2(*alpha*)99 and one HIST credit numbered 2(*alpha*)00 to 2(*alpha*)99.

Note: usually offered in the Spring or Summer session with classes at Brock followed by two or three weeks of intensive study abroad. Background preparation and research preceding an intensive study period on location. Students are responsible for travel, accommodation and other expenses.

HIST 3M60-3M65

**Experiential Historical Studies**

Study of regional history emphasizing experiential learning.

Lectures, workshop, field trip.

Restriction: permission of the instructor or Department.

Note: this intensive study course will usually be offered in the Spring or Summer session for 3 or 4 weeks. Background preparation and research preceding an intensive study period on location. Students are responsible for field expenses.

\* HIST 3M60

**~~2021-2022-2023~~: Field School in Local Historical Archaeology**

(also offered as CLAS 3M60)

Archaeological field methods, including but not limited to site survey, excavation, recording and laboratory procedures. Material culture, historic landscapes and archival sources.

Lectures, workshop, field trip, 5 weeks.

Restriction: permission of the instructor or Department.

Note: field site is a local shipyard occupied between 1827 and 1901. Materials fee required. Students are expected to pay their own expenses. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

\* HIST 3M61

**~~2021-2022-2023~~: Local Historical Archaeology**

(also offered as CLAS 3M61)

Practice of archaeology within local historic environments, with a focus on Niagara. Multidisciplinary approaches to human-landscape interaction, connecting material culture, archival sources, and the natural and built environment.

Offered online.

Restriction: permission of the Department.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

HIST 3P00

**Ideas and Culture since 1800**

Intellectual and cultural developments in Europe and the Americas during the 19th and 20th centuries.

Lectures, seminar, 3 hours per week.

Restriction: open to HIST (single or combined), HIST (Honours)/BEd (Intermediate/Senior) majors and minors until date specified in Registration guide.

Prerequisite(s): one HIST credit numbered 1(*alpha*)90 to 2(*alpha*)99 and one HIST credit numbered 2(*alpha*)00 to 2(*alpha*)99 or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in LART 3P00.

HIST 3P01

**Britain and the World, 1500 - 1960**

Politics of and resistance to British colonization and expansion from 1500 to 1960. Case studies from the earliest 'plantations' in Ireland to modern examples in India, the Middle East, and west and east Africa.

Lectures, seminar, 3 hours per week.

Restriction: open to HIST (single or combined), HIST (Honours)/BEd (Intermediate/Senior) majors and minors until date specified in Registration guide.

Prerequisite(s): one HIST credit numbered 1(alpha)90 to 2(alpha)99 and one HIST credit numbered 2(alpha)00 to 2(alpha)99 or permission of the instructor.

Note: HIST 2F20 recommended. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

HIST 3P02

**Introduction to Food History**

Food from early agriculture through the emergence of regional cuisines, the dietary effects of the Columbian exchange and early modern trading empires to the development of food preservation technologies and modern diets.

Lectures, seminar, 3 hours per week

Prerequisite(s): one HIST credit numbered 1(alpha)90 to 2(alpha)99 and one HIST credit numbered 2(alpha)00 to 2(alpha)99 or permission of the Instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

HIST 3P07

**Growing Up: Childhood and Youth Since 1800**

Popular, legal, medical, and professional conceptions of childhood and child-rearing in the 19th and early 20th centuries, focusing on how ethnicity, gender, religion, class and disability influence the experience and understanding of children and young people in the West.

Lectures, seminar, 3 hours per week.

Restriction: open to HIST (single or combined), HIST (Honours)/BEd (Intermediate/Senior) majors and minors until date specified in Registration guide.

Prerequisite(s): one HIST credit numbered 1(alpha)90 to 2(alpha)99 and one HIST credit numbered 2(alpha)00 to 2(alpha)99 or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

HIST 3P10

**African American History, 1619 - 1877**

History of African Americans; struggle for freedom, from the horrors of the Transatlantic Slave Trade to emancipation.

Lectures, seminar, 3 hours per week

Restriction: open to HIST (single or combined), HIST (Honours)/B/Ed (Intermediate/Senior) majors and minors until date specified in Registration guide.

Prerequisite(s): one HIST credit numbered 1(alpha)90 to 2(alpha)99 and one HIST credit numbered 2(alpha)00 to 2(alpha)99 or permission of the Instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in HIST 3P52.

HIST 3P11

**African American History, 1877 - present**

History of African Americans; struggle for equality, from their fight against segregation laws to the Black Lives Matter campaign.

Lectures, seminar, 3 hours per week.

Restriction: open to HIST (single or combined), HIST (Honours)/B/Ed (Intermediate/Senior) majors and minors until date specified in Registration guide.

Prerequisite(s): one HIST credit numbered 1(alpha)90 to 2(alpha)99 and one HIST credit numbered 2(alpha)00 to 2(alpha)99 or permission of the Instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in HIST 3P52.

HIST 3P15

**American Enlightenment**

Intellectual and cultural history of the thirteen colonies and the early republic. Origins, manifestation and decline of the Enlightenment as seen through the life and writings of seminal American thinkers and less well-known figures. Transatlantic focus on dissemination of ideas and their impact.

Lectures, seminar, 3 hours per week.

Restriction: open to HIST (single or combined), HIST (Honours)/BEd (Intermediate/Senior) majors and minors until date specified in Registration guide.

Prerequisite(s): one HIST credit numbered 1(alpha)90 to 2(alpha)99 and one HIST credit numbered 2(alpha)00 to 2(alpha)99 or permission of the instructor.

Note: HIST 2P15 recommended. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

HIST 3P16

**The American Revolution**

What was the American Revolution? Historical and historiographical points of view, combining the perspectives of intellectual, political, cultural, military and social history.

Lectures, seminar, 3 hours per week.

Restriction: open to HIST (single or combined), HIST (Honours)/BEd (Intermediate/Senior) majors and minors until date specified in Registration guide.

Prerequisite(s): one HIST credit numbered 1(alpha)90 to 2(alpha)99 and one HIST credit numbered 2(alpha)00 to 2(alpha)99 or permission of the instructor.

Note: HIST 2P15 recommended. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

HIST 3P18

**Modern American Popular Culture**

Replacement of Victorian ideals with modern popular culture in the 20th century. Multidisciplinary view of American popular culture through the media of literature, art, film and music.

Lectures, seminar, 3 hours per week.

Restriction: open to HIST (single or combined), HIST (Honours)/BEd (Intermediate/Senior) majors and minors until date specified in Registration guide.

Prerequisite(s): one HIST credit numbered 1(alpha)90 to 2(alpha)99 and one HIST credit numbered 2(alpha)00 to 2(alpha)99 or permission of the instructor.

Note: HIST 2P16 recommended. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

HIST 3P19

**Histories of Crime and Violence**

Violence as a significant factor from human prehistory through the early modern period. Emphasis on class and gender.

Lectures, seminar, 3 hours per week.

Restriction: open to HIST (single or combined), HIST (Honours)/BEd (Intermediate/Senior) majors and minors until date specified in Registration guide.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

### HIST 3P20

#### **Colonialism, Shamanism, and Spiritualities**

Encounter of Christianity with Indigenous religious ritual and spirituality in colonial and modern Latin America and the Caribbean. Spiritual domination, resistance, shamans, taitas, curanderos, medicine men and women as mediators between the physical world and the worlds of Spirit, between European and Indigenous sacred and ritual worlds. Contemporary neo-shamanism and ancestor spirituality.

Lectures, seminar, 3 hours per week

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

### HIST 3P21

#### **Race, Class and Gender in Latin America**

How questions of race or ethnicity, class and gender affect the way we understand the construction of a specific modern Latin American nation or region.

Lectures, seminar, 3 hours per week.

Restriction: open to HIST (single or combined), HIST (Honours)/BEd (Intermediate/Senior) majors and minors until date specified in Registration guide.

Prerequisite(s): one HIST credit numbered 1(*alpha*)90 to 2(*alpha*)99 and one HIST credit numbered 2(*alpha*)00 to 2(*alpha*)99 or permission of the instructor.

Note: HIST 2P08 and 2P09 recommended. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

### \* HIST 3P30

#### **The Viking Age**

(also offered as MARS 3P30)

Vikings from their Scandinavian homelands as they raid, trade and settle throughout Europe and the North Atlantic, convert to Christianity, establish new kingdoms and eventually assimilate into medieval Christendom.

Lectures, seminar, 3 hours per week.

Restriction: open to HIST (single or combined), HIST (Honours)/BEd (Intermediate/Senior) majors and minors until date specified in Registration guide. After that date open to HIST (single or combined), HIST (Honours)/BEd (Intermediate/Senior), MARS (single or combined) majors and minors until date specified in Registration guide.

Prerequisite(s): one HIST credit numbered 1(*alpha*)90 to 2(*alpha*)99 and one HIST credit numbered 2(*alpha*)00 to 2(*alpha*)99 or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

### HIST 3P31

#### **The Historian's Toolbox**

Methods and tools that can be applied in research on most historical subjects. Emphasizes the use of primary sources, digital tools and varieties of historical inquiry.

Lectures, seminar, 3 hours per week.

Restriction: open to HIST (single or combined), HIST (Honours)/BEd (Intermediate/Senior) majors and minors until date specified in Registration guide.

Prerequisite(s): one HIST credit numbered 1(*alpha*)90 to 2(*alpha*)99 and one HIST credit numbered 2(*alpha*)00 to 2(*alpha*)99 or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

### HIST 3P33

#### **Imagining the Past: Introduction to Historiography**

Historical thinking, using major examples of historiography from the ancient world until the present.

Lectures, seminar, 3 hours per week.

Restriction: open to HIST (single or combined), HIST (Honours)/BEd (Intermediate/Senior) majors and minors until date specified in Registration guide.

Prerequisite(s): one HIST credit numbered 1(*alpha*)90 to 2(*alpha*)99 and one HIST credit numbered 2(*alpha*)00 to 2(*alpha*)99 or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

HIST 3P35

**North America's First Nations**

Topics in the history of North American Aboriginal peoples.

Lectures, seminar, 3 hours per week.

Restriction: open to HIST (single or combined), HIST (Honours)/BEd (Intermediate/Senior) majors and minors until date specified in Registration guide.

Prerequisite(s): one HIST credit numbered 1(*alpha*)90 to 2(*alpha*)99 and one HIST credit numbered 2(*alpha*)00 to 2(*alpha*)99 or permission of the instructor.

Note: one of HIST 2P01, 2P02, 2P15, 2P16 is recommended. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

\* HIST 3P36

**Digital Innovations: History and Computing I**

(also offered as CLAS 3P36 and IASC 3P36)

Explores innovative, digital methods historians are using to research, express and teach the past.

Lectures, seminar, 3 hours per week.

Note: practical component features introduction to 3D modelling. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in HIST (CLAS/IASC) 3F31.

\* HIST 3P37

**Digital Innovations: History and Computing II**

(also offered as CLAS 3P37 and IASC 3P37)

Surveys ways historians have used computation to transform our understanding of the past.

Lectures, seminar, 3 hours per week.

Note: practical component features introduction to more advanced methods for 3D modelling. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in HIST (CLAS/IASC) 3F31.

HIST 3P45

**United States Foreign Policy Since 1945**

United States foreign policy during the Cold War era including the rise to superpower status, the search for global economic hegemony, the national security state, cultural diplomacy, covert operations and military intervention.

Lectures, seminar, 3 hours per week.

Restriction: open to HIST (single or combined), HIST (Honours)/BEd (Intermediate/Senior) majors and minors until date specified in Registration guide.

Prerequisite(s): one HIST credit numbered 1(*alpha*)90 to 2(*alpha*)99 and one HIST credit numbered 2(*alpha*)00 to 2(*alpha*)99 or permission of the instructor.

Note: HIST 2P16 recommended. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

\* HIST 3P48

**Wealth, Work and Power in the United States**

(also offered as LABR 3P48)

Business, labour and the state in U.S. history, including the evolution of capitalism from home manufacture to mass production to the service sector, the rise of the modern corporation, changing nature of work, sexual and racial divisions of labour, public policy, class conflict, welfare capitalism, the Great Depression and New Deal, business and war, deindustrialization, globalization and free trade.

Lectures, seminar, 3 hours per week.

Restriction: open to HIST (single or combined), HIST (Honours)/BEd (Intermediate/Senior), LABR (single or combined) majors and HIST minors until date specified in Registration guide.

Prerequisite(s): one HIST credit numbered 1(*alpha*)90 to 2(*alpha*)99 and one HIST credit numbered 2(*alpha*)00 to 2(*alpha*)99 or permission of the instructor.

Note: HIST 2P16 recommended. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

HIST 3P55

**London, Paris, Berlin: History Through the Urban Landscape**

Comparative history of capital cities of Britain, France and Germany from 1900 to the present. Themes include industrialization and urbanization, urban, class and gender identities, history and memory in the urban landscape, and cities at war.

Lectures, seminar, 3 hours per week.

Restriction: open to HIST (single or combined), HIST (Honours)/BEd (Intermediate/Senior) majors and minors until date specified in Registration guide.

Prerequisite(s): one HIST credit numbered 1(*alpha*)90 to 2(*alpha*)99 and one HIST credit numbered 2(*alpha*)00 to 2(*alpha*)99 or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

HIST 3P56

**Weimar Germany, 1918-1933**

Rise and fall of Germany's first republic emphasizing the political effects of the social and cultural developments of the interwar period. Topics include the 'New Woman' and gender relations; Berlin cabaret; Brecht; Bauhaus; art, literature, cinema, modernity and Nazism.

Lectures, seminar, 3 hours per week.

Restriction: open to HIST (single or combined), HIST (Honours)/BEd (Intermediate/Senior) majors and minors until date specified in Registration guide.

Prerequisite(s): one HIST credit numbered 1(*alpha*)90 to 2(*alpha*)99 and one HIST credit numbered 2(*alpha*)00 to 2(*alpha*)99 or permission of the instructor.

Note: HIST 2P52 and/or 2P53 recommended. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

HIST 3P57

**Living with the Enemy: The History of World War II Occupation in Europe**

Axis occupation policies in Europe and the daily experiences and reactions of the occupied from 1939 -1945. Topics include resistance, collaboration, economic exploitation, genocide and crimes against humanity, the pillaging of cultural artifacts, post-war justice, retribution, and memory.

Lectures, seminar, 3 hours per week.

Restriction: open to HIST (single or combined), HIST (Honours)/BEd (Intermediate/Senior) majors and minors until date specified in Registration guide.

Prerequisite(s): one HIST credit numbered 1(*alpha*)90 to 2(*alpha*)99 and one HIST credit numbered 2(*alpha*)00 to 2(*alpha*)99 or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

HIST 3P58

**The History of Modern East-Central Europe**

Examination of the diverse peoples inhabiting the lands between the German and Russian worlds from the late 18th century to the present. Topics include external political domination of the region, the struggle for national independence, treatment of minorities, social and economic 'backwardness', the 'bloodlands' of World War II, the consequences of Communist rule, and the challenges of European integration.

Lectures, seminar, 3 hours per week.

Restriction: open to HIST (single or combined), HIST (Honours)/BEd (Intermediate/Senior) majors and minors until date specified in Registration guide.

Prerequisite(s): one HIST credit numbered 1(*alpha*)90 to 2(*alpha*)99 and one HIST credit numbered 2(*alpha*)00 to 2(*alpha*)99 or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

HIST 3P59

**History of Terrorism: Threat, Spin and Struggle**

Evolution of pre-modern and especially modern forms of terrorism, focusing on definitions, origins, tactics and objectives, counter-terrorism, propaganda, and terrorism's consequences. Global developments, emphasizing Europe.

Lectures, seminar, 3 hours per week.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

HIST 3P60

**The World of Genghis Khan: Inner Asia since 500 BC**

History of Mongolia, Tibet and Xinjiang. Political, economic, social and cultural topics. Emphasis on the nomadic encounter with the settled world (China, Russia), including the medieval nomadic invasions, the Great Game and nationalistic policies in the 20th century.

Lectures, seminar, 3 hours per week.

Restriction: open to HIST (single or combined), HIST (Honours)/BEd (Intermediate/Senior) majors and HIST minors until date specified in Registration guide. After that date open to HIST (single or combined), HIST (Honours)/BEd (Intermediate/Senior), MARS (single or combined) majors and HIST minors until date specified in Registration guide.

Prerequisite(s): one HIST credit numbered 1(alpha)90 to 2(alpha)99 and one HIST credit numbered 2(alpha)00 to 2(alpha)99 or permission of the instructor.

Note: seminars will include films and primary sources (in translation). HIST 2P96 recommended. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in INTC 3P60

# HIST 3P61

**Gender and Society in Ancient Mediterranean**

(also offered as CLAS 3P61 and WGST 3P61)

Ancient constructions of femininity and masculinity and their relationship to the social, political and legal systems of the Greco-Roman world. Cultural regions vary.

Lectures, seminar, 3 hours per week.

Prerequisite(s): one of HIST 1P98, 1P99, CLAS 1P91, 1P92, 2P61, WGST 1F90 or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

\* HIST 3P63

**Western Diasporas In the Ancient and Modern Eras**

(also offered as CLAS 3P63)

Reception, presence and experience of migrant and immigrant peoples as cultural, religious and ethnic minorities in both ancient and modern times.

Lectures, seminar, 3 hours per week.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

HIST 3P64

**African Migration, Displacement & Diaspora**

African migration (forced and voluntary) experience. Topics may include migration origins, journeys of refugees attempting to cross state/cultural borders, modes of incorporation, racism, cultural/identity strategies, the political-economic relationship between African migrants and their hosts, and the ideas of 'home' and 'abroad.'

Lectures, seminar, 3 hours per week.

Restriction: open to HIST (single or combined), HIST (Honours)/BEd (Intermediate/Senior) majors and minors until date specified in Registration guide.

Prerequisite(s): one HIST credit numbered 1(alpha)90 to 2(alpha)99 and one HIST credit numbered 2(alpha)00 to 2(alpha)99 or permission of the instructor.

Note: HIST 2P61, 2P62 or 2P63 recommended. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

# HIST 3P65

**Ancient Law in the Near Eastern and Mediterranean Lands**

(also offered as CLAS 3P65)

Principal codified legal corpora of the ancient world, including Mesopotamia, the Levant (Land of Israel), Greece and Rome. Lectures, 3 hours per week.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

HIST 3P66

**Globalisation and African Economy**~~African Economic History~~

Africa, urbanization and globalization including economic and population growth, and rising economic inequality. Topics include the changing nature of global trade, development assistance, non-governmental organizations, and the impact of new development partners such as China.

Lectures, seminar, 3 hours per week.

Restriction: open to HIST (single or combined), HIST (Honours)/BEd (Intermediate/Senior) majors and minors until date specified in Registration guide.

Prerequisite(s): one HIST credit numbered 1(alpha)90 to 2(alpha)99 and one HIST credit numbered 2(alpha)00 to 2(alpha)99 or permission of the instructor.

Note: HIST 2P61, 2P62 or 2P63 recommended. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

HIST 3P67

**Environment and Development in Africa**

African development from a historical perspective. Politics of environments and environment-development linkages in Africa. Topics include the history of human-environment relations--the exploitation of the natural environment, patterns of extraction and trade, extractive economies, plantation agriculture, conservation, tourism, foreign investments and the 'land grab', bioprospecting and urban ecologies.

Lectures, seminar, 3 hours per week.

Restriction: open to HIST(single or combined), HIST (Honours)/BEd (Intermediate/Senior) majors and minors until date specified in Registration guide.

Prerequisite(s): one HIST credit numbered 1(alpha)90 to 2(alpha)99 and one HIST credit numbered 2(alpha)00 to 2(alpha)99 or permission of the Instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

HIST 3P74

**Canadian Immigration and Ethnic History**

Immigrants, immigration movements, problems of adjustment and government policies.

Lectures, seminar, 3 hours per week.

Restriction: open to HIST (single or combined), HIST (Honours)/BEd (Intermediate/Senior) majors and minors until date specified in Registration guide.

Prerequisite(s): one HIST credit numbered 1(alpha)90 to 2(alpha)99 and one HIST credit numbered 2(alpha)00 to 2(alpha)99 or permission of the instructor.

Note: HIST 2P01 or 2P02 recommended. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

\* HIST 3P75

**Canadian Labour History**

(also offered as LABR 3P75)

Canadian workers and the labour movement from the mid-19th century to the present, combining studies of trade unions with the broader context of the social, community and political life of workers. How gender and race/ethnicity have shaped the working class experience.

Lectures, seminar, 3 hours per week.

Restriction: open to HIST (single or combined), HIST (Honours)/BEd (Intermediate/Senior), LABR (single or combined) majors and minors until date specified in Registration guide.

Prerequisite(s): one HIST credit numbered 1(*alpha*)90 to 2(*alpha*)99 and one HIST credit numbered 2(*alpha*)00 to 2(*alpha*)99 or permission of the instructor.

Note: HIST 2P02 recommended. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

HIST 3P76

**Canadian Regional History**

Selected themes in the history of Canada's regions.

Lectures, seminar, 3 hours per week.

Restriction: open to HIST (single or combined), HIST (Honours)/BEd (Intermediate/Senior) majors and minors until date specified in Registration guide.

Prerequisite(s): one HIST credit numbered 1(*alpha*)90 to 2(*alpha*)99 and one HIST credit numbered 2(*alpha*)00 to 2(*alpha*)99 or permission of the instructor.

Note: HIST 2P02 recommended. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

HIST 3P77

**The Canadian West**

The fur trade era when Aboriginal cultures and economies dominated, through the era of mass immigration, to the Depression and its legacy of social, political and medical innovation.

Lectures, seminar, 3 hours per week.

Restriction: open to HIST (single or combined), HIST (Honours)/BEd (Intermediate/Senior) majors and minors until date specified in Registration guide.

Prerequisite(s): one HIST credit numbered 1(*alpha*)90 to 2(*alpha*)99 and one HIST credit numbered 2(*alpha*)00 to 2(*alpha*)99 or permission of the instructor.

Note: HIST 2P02 recommended. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Students will not receive earned credit for HIST 3P77 if HIST 3P76 has been successfully completed.

HIST 3P81

**History of Technology**

The role of machines and technology in shaping Western culture from the Industrial Revolution to the Internet; developments in power, information, communication, transportation and military technologies.

Lectures, seminar, 3 hours per week.

Restriction: open to HIST (single or combined), HIST (Honours)/BEd (Intermediate/Senior) majors and minors until date specified in Registration guide.

Prerequisite(s): one HIST credit numbered 1(*alpha*)90 to 2(*alpha*)99 and one HIST credit numbered 2(*alpha*)00 to 2(*alpha*)99 or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

HIST 3P85

**Minorities of the Middle East**

Politics of modern Middle Eastern states; the formation of national identity; the changes in the position of ethnic and religious minorities; Christians, Jews and Muslims and their religious sectarians; slavery and gender.

Lectures, seminar, 3 hours per week.

Restriction: open to HIST (single or combined), HIST (Honours)/BEd (Intermediate/Senior) majors and minors until date specified in Registration guide.

Prerequisite(s): one HIST credit numbered 1(*alpha*)90 to 2(*alpha*)99 and one HIST credit numbered 2(*alpha*)00 to 2(*alpha*)99 or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

HIST 3P86

**Cultures and Societies of the Middle East**

European imperialism, migration and diaspora, nomads and pastoralists, marriage, national identity, Muslims and non-Muslim communities, urban life, ethnic and religious groups.

Lectures, seminar, 3 hours per week.

Restriction: open to HIST (single or combined), HIST (Honours)/BEd (Intermediate/Senior) majors and minors until date specified in Registration guide.

Prerequisite(s): one HIST credit numbered 1(*alpha*)90 to 2(*alpha*)99 and one HIST credit numbered 2(*alpha*)00 to 2(*alpha*)99 or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

HIST 3P87

**The American West**

Colonial rivalries and ethnic struggles in the settlement of the American West until the present day.

Lectures, seminar, 3 hours per week.

Restriction: open to HIST (single or combined), HIST (Honours)/BEd (Intermediate/Senior) majors and minors until date specified in Registration guide.

Prerequisite(s): one HIST credit numbered 1(*alpha*)90 to 2(*alpha*)99 and one HIST credit numbered 2(*alpha*)00 to 2(*alpha*)99 or permission of the instructor.

Note: HIST 2P15 or 2P16 recommended. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

HIST 3P88

**Women and Gender in China**

Constructs of women, gender and sexuality in China from imperial period to Mao era. Norms, religions, customs, practices and legends in shaping women's life, and changing status, gender relations and sexuality.

Lectures, seminar, 3 hours per week.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

HIST 3P89

**Traditional Chinese World: People and Culture**

Social and cultural history of China from the first empire to the early 20th century. Cultural values and customs, folk religion, family, kinship and gentry, food, medicine, women and gender, lifestyle and regional differences, and the impact of the physical environment.

Lectures, seminar, 3 hours per week.

Restriction: open to HIST (single or combined), HIST (Honours)/BEd (Intermediate/Senior) majors and minors until date specified in Registration guide.

Prerequisite(s): one HIST credit numbered 1(*alpha*)90 to 2(*alpha*)99 and one HIST credit numbered 2(*alpha*)00 to 2(*alpha*)99 or permission of the instructor.

Note: HIST 2P65 recommended. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in INTC 3P89.

HIST 3P90

**The Rise and Fall of the Russian Empire**

The Russian empire and its components over the past 500 years. Topics include expansion, nationalities, diplomacy and the politics of dissolution in the post-Soviet era.

Lectures, seminar, 3 hours per week.

Restriction: open to HIST (single or combined), HIST (Honours)/BEd (Intermediate/Senior) majors and minors until date specified in Registration guide.

Prerequisite(s): one HIST credit numbered 1(*alpha*)90 to 2(*alpha*)99 and two HIST credits numbered 2(*alpha*)00 to 2(*alpha*)99 or permission of the instructor.

Note: HIST 2P96 or 2P98 recommended. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

HIST 3P91

**Epidemics and Ideas: History of Medicine and Disease**

Impact of race, class and gender in the experience of health and healing from early contact to the 20th century in Canadian society.

Restriction: open to HIST (single or combined), HIST (Honours)/BEd (Intermediate/Senior) majors and minors until date specified in Registration guide.

Prerequisite(s): one HIST credit numbered 1(*alpha*)90 to 2(*alpha*)99 and two HIST credits numbered 2(*alpha*)00 to 2(*alpha*)99 or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

HIST 3P92

**The Church Besieged: Religion in North America after 1850**

Real and perceived challenges to Christian churches in North America, late 19th century to modern period. Focus on fundamentalist belief and political engagement, and the emergence of new religious movements in response to, or inspired by, global conflict, feminism, socialism and scientific discovery.

Lectures, seminar, 3 hours per week.

Note: HIST 2P16 recommended. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in HIST 3P09.

HIST 3P93

**Fraternalism and the Freemasons**

Fraternalism as a political, social and cultural force from the period of the Enlightenment until the end of the 19th century. Emphasis on development of public cultures, the spread of Empire, as well as the shaping and expression of gender norms, through participation in the brotherhood.

Lectures, seminar, 3 hours per week.

Restriction: open to HIST (single or combined), HIST (Honours)/BEd (Intermediate/Senior) majors and minors until date specified in Registration guide.

Prerequisite(s): one HIST credit numbered 1(*alpha*)90 to 2(*alpha*)99 and two HIST credits numbered 2(*alpha*)00 to 2(*alpha*)99 or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

HIST 3P94

**Historians and the Age of Religious Wars and Absolutism, 1559-1715**

Historians' approaches to religious division in continental Europe. Political, religious and social developments in France with comparisons to conflict in other European countries.

Lectures, seminar, 3 hours per week.

Restriction: open to HIST (single or combined), HIST (Honours) /BEd (Intermediate/Senior) majors and minors until date specified in Registration guide.

Prerequisite(s): one HIST credit numbered 1(*alpha*)90 to 2(*alpha*)99 and two HIST credits numbered 2(*alpha*)00 to 2(*alpha*)99 or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

HIST 3P95

**God's Country? Religion in North America before 1850**

Influence of religious practices and beliefs on social and political life in North America from contact to 1850. Emphasis on popular religious activity outside of institutional churches and how belief shaped cultural experiences, gender relations and racial politics.

Lectures, seminar, 3 hours per week.

Restriction: open to HIST (single or combined), HIST (Honours)/BEd (Intermediate/Senior) majors and minors until date specified in Registration guide.

Prerequisite(s): one HIST credit numbered 1(*alpha*)90 to 1(*alpha*)99 and two HIST credits numbered 2(*alpha*)00 to 2(*alpha*)99 or permission of the instructor.

Note: HIST 2P01 recommended. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in HIST 3P08.

# HIST 3P96

**Medieval and Early Modern Christianity**

(also offered as MARS 3P96)

Interdisciplinary study of the continuities and discontinuities in the history of the Christian Church from the onset of the Middle Ages to the eve of the Protestant reformations. Examination of ecclesiastical authority, Christianity's interactions with Judaism and Islam, changing social structures, monastic reforms, the Crusades, magic, science, religion, the papacy, and the cult of saints and devotion to relics.

Lectures, seminar, 3 hours per week.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

# HIST 3P97

**The World of the Renaissance and Beyond**

(also offered as MARS 3P97)

Interdisciplinary study of the primary texts relative to the European Renaissance and global questions that reshape the world, emphasizing the historical, cultural and intellectual legacies of the Renaissance, including literature, religion, philosophy, science, medicine and the history of exploration.

Lectures, seminar, 3 hours per week.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

\* HIST 3P98

**French Colonial Canada**

(also offered as CANA 3P98)

"French Canada" and Indigenous peoples in the context of the Atlantic World in the era of settler colonialism, 1604-1763.

Lectures, seminar, 3 hours per week.

Restriction: open to HIST (single or combined), HIST (Honours)/BEd (Intermediate/Senior) majors and minors until date specified in Registration guide.

Prerequisite(s): one HIST credit numbered 1(*alpha*)90 to 2(*alpha*)99 or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

HIST 3P99

**The Challenge to Social Order in 18th-Century England**

The basis of Hanoverian stability and the threat to it from political factionalism, popular dissent and economic upheaval.

Lectures, seminar, 3 hours per week.

Restriction: open to HIST (single or combined), HIST (Honours)/BEd (Intermediate/Senior) majors and minors until date specified in Registration guide.

Prerequisite(s): one HIST credit numbered 1(*alpha*)90 to 2(*alpha*)99 and two HIST credits numbered 2(*alpha*)00 to 2(*alpha*)99 or permission of the instructor.

Note: HIST 2F20 recommended. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

# HIST 3Q91

**Renaissance Perceptions of Indigenous Cultures**

(also offered as MARS 3Q91 and SPAN 3Q91)

Perceptions and views of indigenous American peoples and civilizations in Renaissance Europe, drawing from written accounts, histories of the Indies, and visual representations of Incas, Aztecs and Mayans.

Lectures, seminar, 3 hours per week.

Prerequisite(s): one HIST, MARS, SPAN credit numbered 1(*alpha*)90 to 2(*alpha*)99 or permission of the instructor.

Note: given in English. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

# HIST 3Q92

**Moors, New Christians and Renegades**

(also offered as MARS 3Q92 and SPAN 3Q92)

Contesting identity categories resulting from exchanges and interactions of Christians and Muslims in the early modern Mediterranean world, through the study of historical and fictional primary sources.

Lectures/seminar, 3 hours per week.

Prerequisite(s): one HIST, MARS or SPAN credit numbered 1(*alpha*)90 to 2(*alpha*)99 or permission of the instructor.

Note: given in English. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

HIST 3Q94

**Revolution in Latin America**

Social, economic and intellectual roots of revolution in Mexico and Central America. Comparison of how revolutionary leaders used class, race and gender to recruit allies or isolate enemies.

Lectures, seminar, 3 hours per week.

Restriction: open to HIST (single or combined), HIST (Honours)/BEd (Intermediate/Senior) majors and minors until date specified in Registration guide.

Prerequisite(s): one HIST credit numbered 1(*alpha*)90 to 2(*alpha*)99 and two HIST credits numbered 2(*alpha*)00 to 2(*alpha*)99 or permission of the instructor.

Note: HIST 2P08 and/or 2P09 recommended. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

HIST 3Q95

**Latin America and the Caribbean Unplugged**

Revolutions, revolts, countercurrents, countercultures, undergrounds, cultural and spiritual revivals and liberation theology, soulful returns to the land and the ways of the ancestors in Mexico, Central and South America and the Caribbean from 1800 to the present.

Lectures, seminar, 3 hours per week.

Restriction: open to HIST (single or combined), HIST (Honours)/BEd (Intermediate/Senior) majors and minors until date specified in Registration guide.

Prerequisite(s): one HIST credit numbered 1(*alpha*)90 to 2(*alpha*)99 and two HIST credits numbered 2(*alpha*)00 to 2(*alpha*)99 or permission of the instructor.

Note: HIST 2P08 and/or 2P09 recommended. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in HIST 3Q94.

\* HIST 3Q96

**The Vikings and the Historians**

(also offered as MARS 3Q96)

Select problems and debates in Viking studies and the medieval evidence on which they are based.

Lectures, seminar, 3 hours per week.

Restriction: open to HIST (single or combined), HIST (Honours)/BEd (Intermediate/Senior) and MARS majors and minors until date specified in the Registration guide.

Prerequisite(s): one HIST credit numbered 1(*alpha*)90 to 2(*alpha*)99 and two HIST credits numbered 2(*alpha*)00 to 2(*alpha*)99 or permission of the instructor.

Note: HIST 3P30 is strongly recommended. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

### HIST 3Q97

#### **History and the North American Environment**

Overview of human interaction with nature in North America; nature and natural resources as they shape patterns of human life; how attitudes toward nature shape cultural and political life; the consequences of human alterations of the natural world for natural and human communities.

Seminar, 3 hours per week.

Restriction: open to HIST (single or combined), HIST (Honours)/BEd (Intermediate/Senior) majors and minors until date specified in Registration guide.

Prerequisite(s): one HIST credit numbered 1(*alpha*)90 to 2(*alpha*)99 and two HIST credits numbered 2(*alpha*)00 to 2(*alpha*)99 or permission of the instructor.

Note: one of HIST 2P01, 2P02, 2P15, 2P16 recommended. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

### HIST 3Q98

#### **Environment and History in the Early Modern World**

Role of the environment in shaping human societies from the 14th to the 18th centuries. Emphasis on feedback between built and natural environments. Comparison of European and non-European societies.

Lectures, seminar, 3 hours per week.

Restriction: open to HIST (single or combined), HIST (Honours)/BEd (Intermediate/Senior) majors and minors until date specified in Registration guide.

Prerequisite(s): one HIST credit numbered 1(*alpha*)90 to 1(*alpha*)99 and one HIST credit numbered 2(*alpha*)00 to 2(*alpha*)99 or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

### HIST 3Q99

#### **The Sixties**

Social movements and social change in the United States in the 1960s; student, civil rights, antiwar, women's and other forms of activism; global context; causes and consequences of '60s revolts.

Lectures, seminar, 3 hours per week.

Restriction: open to HIST (single or combined), HIST (Honours)/BEd (Intermediate/Senior) majors and minors until date specified in Registration guide.

Prerequisite(s): one HIST credit numbered 1(*alpha*)90 to 2(*alpha*)99 and two HIST credits numbered 2(*alpha*)00 to 2(*alpha*)99 or permission of the instructor.

Note: HIST 2P16 recommended. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

### HIST 3V70-3V74

#### **Special Topics in History**

Special Topics in History

#### # HIST 3V70

##### **2021-2022: Digital Modelling in Archaeology**

(also offered as CLAS 3V70)

Introduction to 3D modeling of archaeological artifacts, and ethical considerations of utilization. Training in computer applications for processing/analysis of digital models created as part of the Marzamemi Maritime Heritage Project.

Lectures, seminar, 3 hours per week.

Restriction: permission of the Instructor.

Note: students may produce models locally using photogrammetry, and laser/structured light scanning. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

HIST 3V90-3V94

**Topics in Canadian History**

Topics in Canadian History.

Lectures, seminar, 3 hours per week.

Restriction: open to HIST (single or combined), HIST (Honours)/BEd (Intermediate/Senior) majors and minors until date specified in Registration guide.

Prerequisite(s): one of CANA 2P91, 2P92, one HIST credit numbered 1(*alpha*)90 to 2(*alpha*)99 and two HIST credits numbered 2(*alpha*)00 to 2(*alpha*)99 or permission of the instructor.

Note: HIST 2P01 or 2P02 recommended.

\* HIST 4F00

**Voices from the Past: Oral History**

(also offered as CANA 4F00)

Oral history as a source for historical research. Focus on methods and best practices including: ethics; community engagement and shared authority; memory, life-story and digital story-telling; interviewing; recording, archiving and digitization; copyright. Creation of an oral history collection for Brock's Special Collections.

Seminar, 3 hours per week.

Restriction: open to HIST (single or combined), HIST (Honours)/BEd (Intermediate/Senior), and CANA majors with approval to year 4 (honours) ~~and permission of the instructor and Chair~~ **Department** until date specified in Registration guide. ~~After that date open to students with approval to year 4 (honours) and permission of the Department).~~

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

# HIST 4P00

**Literature of the English Revolution**

(also offered as ENGL 4P00)

Writings from the 1640s to the Restoration, including *Areopagitica*, *Eikon Basilike*, female prophecy and *Agreement of the People*, from literary, critical, historical and theoretical perspectives.

Seminar, 3 hours per week.

Restriction: open to ENCW (single or combined), ~~ECUL~~, ENGL (single or combined), ENGL (Honours)/BEd (intermediate/Senior) and WRDS (single or combined) majors until date specified in Registration guide. Students must have approval to year 4 (honours) or permission of the instructor and the Chair.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

# HIST 4P01

**Sources and Methods of Medieval and Renaissance Studies**

(also offered as ENGL 4P01 and MARS 4P01)

Exploration of a range of source materials used to address inquiries into Medieval and Renaissance cultural forms and societies.

Seminar, 3 hours per week.

Restriction: open to HIST (single or combined), HIST (Honours)/BEd (Intermediate/Senior), ENCW, ENGL (single or combined), ENGL (Honours)/BEd (Intermediate/Senior), WRDS (single or combined) and MARS majors with approval to year 4 (honours).

Note: students in other disciplines may register with permission of the instructor and Director. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

HIST 4P02

**Early Modern Cops and Robbers**

Crime and policing in early modern Europe. Readings in primary and secondary sources. Focus on class, gender and race in development of judicial systems. Major trends in historiography of crime and policing.

Seminar, 3 hours per week.

Restriction: open to HIST (single or combined) ~~and~~ HIST (Honours)/~~BEd~~ **BED** (Intermediate/Senior) ~~and CANA~~ majors with approval to year 4 (honours) ~~and~~ permission of the ~~instructor and Chair~~ **Department** until date specified in Registration guide. ~~After that date open to students with approval to year 4 (honours) and permission of the Department.~~

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

HIST 4P07

**Topics in Religious Studies**

Investigation of the manner in which religious belief and practice mediate gender, class, race, culture, politics, and scientific conviction in the West. Topics may include capital punishment, spiritualism, evolution, prohibition, global conflict, persecution, and secularization.

Seminar, 3 hours per week

Restriction: open to HIST (single or combined) and HIST (Honours)/~~BE~~BE (Intermediate/Senior) majors with approval to year 4 (honours) ~~or~~and permission of the ~~instructor and Chair~~Department until date specified in Registration guide. ~~After that date open to students with approval to year 4 (honours) and permission of the Department.~~

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in HIST 4V07.

HIST 4P08

**Slavery in Africa**

Historiography of African slavery from 1400 to the present. Specificities of African slavery, family, women and children, urban/rural, African/Muslim/Euro-American factors, resistance, emancipation and manumission of slaves, related forms of unfree labour.

Restriction: open to HIST (single or combined) and HIST (Honours)/BE (Intermediate/Senior) majors with approval to year 4 (honours) ~~or~~and permission of the ~~instructor and Chair~~Department until date specified in Registration guide. ~~After that date open to students with approval to year 4 (honours) and permission of the Department.~~

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

HIST 4P09

**The American Ghetto**

Formation of ethnic and racial ghettos in the United States from the early 19th century until today. Topics include the push/pull factors that affected the formation of ghettos and their cultural life, focusing on immigrant groups such as the Irish, Jews, Mexicans and Eastern Europeans as well as African Americans.

Seminar, 3 hours per week.

Restriction: open to HIST (single or combined) and HIST (Honours)/BE (Intermediate/Senior) majors with approval to year 4 (honours) ~~or~~and permission of the ~~instructor and Chair~~Department until date specified in Registration guide. ~~After that date open to students with approval to year 4 (honours) and permission of the Department.~~

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

\* HIST 4P10

**History in the Field: Ontario and the War of 1812**

(also offered as CANA 4P10)

Social, cultural, political and economic impact of the War of 1812 in southern Ontario, emphasizing commemoration and public history. Examinations of historic sites, battle fields, and material artifacts will supplement study of historical and historiographical texts; field research at local museums, archives and historic sites.

Seminar, 3 hours per week

Restriction: open to HIST (single or combined), HIST (Honours)/BE (Intermediate/Senior), and CANA majors with approval to year 4 (honours) ~~or~~and permission of the ~~instructor and Chair~~Department until date specified in Registration guide. ~~After that date open to students with approval to year 4 (honours) and permission of the Department.~~

Prerequisite(s): HIST 2P01 or permission of the instructor.

Note: students are responsible for travel and other expenses. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

\* HIST 4P11

**State and Society in Colonial Canada**

(also offered as CANA 4P11)

Major cultural and political themes in Canadian colonial history from the British conquest of Acadia to the Confederation of the colonies.

Seminar, 3 hours per week.

Restriction: open to HIST (single or combined), ~~and HIST (Honours)/BEd (Intermediate/Senior)~~, and CANA majors with approval to year 4 (honours) ~~and permission of the instructor and Chair~~ ~~Department~~ until date specified in Registration guide.

~~After that date open to students with approval to year 4 (honours) and permission of the Department.~~

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

HIST 4P18

**Women and Gender in African History**

Women's changing status and opportunities in the social, political and economic structures of African states and polities from early times to the present. Varieties of social constructions of gender and gender relationships with the changing historical contexts of state formation, trade, religion, imperialism and popular culture.

Seminar, 3 hours per week.

Restriction: open to HIST (single or combined) and HIST (Honours)/BEd (Intermediate/Senior) majors with approval to year 4 (honours) ~~and permission of the instructor and Chair~~ ~~Department~~ until date specified in Registration guide. ~~After that date open to students with approval to year 4 (honours) and permission of the Department.~~

~~After that date open to students with approval to year 4 (honours) and permission of the Department.~~

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

HIST 4P22

**Africa in World History**

The African encounter with the wider world, focusing on African contacts with Arabs and Europeans, global migrations, imperialism and African response, the world wars and decolonization.

Seminar, 3 hours per week.

Restriction: open to HIST (single or combined) and HIST (Honours)/BEd (Intermediate/Senior) majors with approval to year 4 (honours) ~~and permission of the instructor and Chair~~ ~~Department~~ until date specified in Registration guide. ~~After that date open to students with approval to year 4 (honours) and permission of the Department.~~

~~After that date open to students with approval to year 4 (honours) and permission of the Department.~~

Note: HIST 2P62 or 2P63 recommended. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

HIST 4P25

**Race, Ethnicity and Immigration in the United States**

Experiences of various ethnic groups in the development of the United States from the 19th century to present.

Seminar, 3 hours per week.

Restriction: open to HIST (single or combined) and HIST (Honours)/BEd (Intermediate/Senior) majors with approval to year 4 (honours) ~~and permission of the instructor and Chair~~ ~~Department~~ until date specified in Registration guide. ~~After that date open to students with approval to year 4 (honours) and permission of the Department.~~

~~After that date open to students with approval to year 4 (honours) and permission of the Department.~~

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

HIST 4P26

**Latin America and the Caribbean on the World Stage** ~~Topics in Latin American History~~

Global perspectives on Latin America and the Caribbean with a focus on their contributions to science, technology,

medicine ~~Major themes in political, social, economic~~ ~~s~~ and cultural history focusing on race, class, gender, spirituality and

memory, ritual, literature ~~their meanings in context, and the arts, in interaction within institutional frameworks. Sources, their~~

~~analysis and interpretation, and historiographical traditions.~~

Seminar, 3 hours per week.

Restriction: open to HIST (single or combined) and HIST (Honours)/BEd (Intermediate/Senior) majors with approval to year 4 (honours) ~~and permission of the instructor and Chair~~ ~~Department~~ until date specified in Registration guide. ~~After that date open to students with approval to year 4 (honours) and permission of the Department.~~

~~After that date open to students with approval to year 4 (honours) and permission of the Department.~~

Note: HIST 2P08 and/or 2P09 recommended. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

HIST 4P29

**Wallace, Bruce and the Wars of Scotland**

Wars of Independence. Who these men were, what they fought for and why they remain prominent figures in Scottish history and legend.

Seminar, 3 hours per week.

Restriction: open to HIST (single or combined) and HIST (Honours)/BEd (Intermediate/Senior) majors with approval to year 4 (honours) ~~or and permission of the instructor and Chair Department until date specified in Registration guide. After that date open to students with approval to year 4 (honours) and permission of the Department.~~

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

HIST 4P33

**The United States and the Cold War**

The Cold War through such themes as atomic science, the Red Scare, popular culture, sex and gender, civil rights and Third World nationalism.

Seminar, 3 hours per week.

Restriction: open to HIST (single or combined) and HIST (Honours)/BEd (Intermediate/Senior) majors with approval to year 4 (honours) ~~or and permission of the instructor and Chair Department until date specified in Registration guide. After that date open to students with approval to year 4 (honours) and permission of the Department.~~

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

HIST 4P35

**Witchcraft Episodes in Britain and America, 1500-1700**

Persecution for witchcraft within the context of religious change, socio-economic friction and gender relations. Comparative focus on the nature of witchcraft episodes in England, Scotland and New England.

Seminar, 3 hours per week.

Restriction: open to HIST (single or combined) and HIST (Honours)/BEd (Intermediate/Senior) majors with approval to year 4 (honours) ~~or and permission of the instructor and Chair Department until date specified in Registration guide. After that date open to students with approval to year 4 (honours) and permission of the Department.~~

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

HIST 4P36

**American Political Ideas, 1760-1805**

American political ideas and the historiography of the Founding Era.

Seminar, 3 hours per week.

Restriction: open to HIST (single or combined) and HIST (Honours)/BEd (Intermediate/Senior) majors with approval to year 4 (honours) ~~or and permission of the instructor and Chair Department until date specified in Registration guide. After that date open to students with approval to year 4 (honours) and permission of the Department.~~

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

HIST 4P37

**Cultures of Consumption in the British World**

Major social, cultural and economic themes in the history of consumption in Britain from 1750. Global movement of consumer goods across the British world, from imperial sites of production to Britons' homes. Case studies of specific commodities central to international trade networks and popular amongst British consumers.

Seminar, 3 hours per week.

Restriction: open to HIST (single or combined) and HIST (Honours)/BEd (Intermediate/Senior) majors with approval to year 4 (honours) ~~or and permission of the instructor and Chair Department until date specified in Registration guide. After that date open to students with approval to year 4 (honours) and permission of the Department.~~

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

HIST 4P38

**The Russian Revolution**

Causes of the Romanov dynasty's collapse and its replacement by Bolshevism.

Seminar, 3 hours per week.

Restriction: open to HIST (single or combined) and HIST (Honours)/BEd (Intermediate/Senior) majors with approval to year 4 (honours) ~~or and permission of the instructor and Chair Department until date specified in Registration guide. After that date open to students with approval to year 4 (honours) and permission of the Department.~~

Note: HIST 2P98 recommended. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

HIST 4P39

**Gender and Empire in the British World**

History of gender and empire in the British World from 1750, focusing on race and intimacy, sexuality and power, colonial medicine and bodies, and the colonial archive.

Seminar, 3 hours per week.

Restriction: open to HIST (single or combined) and HIST (Honours)/BEd (Intermediate/Senior) majors with approval to year 4 (honours) ~~or and permission of the instructor and Chair Department until date specified in Registration guide. After that date open to students with approval to year 4 (honours) and permission of the Department.~~

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

HIST 4P41

**The Holocaust**

Origins, nature and legacy of the Holocaust.

Seminar, 3 hours per week.

Restriction: open to HIST (single or combined) and HIST (Honours)/BEd (Intermediate/Senior) majors with approval to year 4 (honours) ~~or and permission of the instructor and Chair Department until date specified in Registration guide. After that date open to students with approval to year 4 (honours) and permission of the Department.~~

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

HIST 4P42

**Nazi Germany**

Rise of Hitler and the Third Reich, Nazification of German society, culture and the economy, war, postwar denazification, and coming to terms with the Nazi past focusing on historiography. Topics include race, class and gender, science and technology, Jewish policy and the Holocaust, occupied Europe, resistance and collaboration, and politics of memory and commemoration.

Seminar, 3 hours per week.

Restriction: open to HIST (single or combined) and HIST (Honours)/BEd (Intermediate/Senior) majors with approval to year 4 (honours) ~~or and permission of the instructor and Chair Department until date specified in Registration guide. After that date open to students with approval to year 4 (honours) and permission of the Department.~~

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

HIST 4P43

**Censorship: A Comparative Approach**

Comparison of attitudes and approaches to censorship in a number of contexts including the Inquisition, the English Civil War, absolute monarchy, the French Revolution and the totalitarian state between the Middle Ages and the 20th century.

Seminar, 3 hours per week.

Restriction: open to HIST (single or combined) and HIST (Honours)/BEd (Intermediate/Senior) majors with approval to year 4 (honours) ~~or and permission of the instructor and Chair Department until date specified in Registration guide. After that date open to students with approval to year 4 (honours) and permission of the Department.~~

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

HIST 4P44

### **The French Revolution**

The intersection of the ideals of the French revolutionaries with late 18th-century views about social hierarchy, gender, property and race. Topics include the collapse of absolute monarchy, the origins of the important ideals of the revolutionaries and the obstacles faced in their implementation.

Seminar, 3 hours per week.

Restriction: open to HIST (single or combined) and HIST (Honours)/BEd (Intermediate/Senior) majors with approval to year 4 (honours) ~~or and permission of the instructor and Chair Department until date specified in Registration guide. After that date open to students with approval to year 4 (honours) and permission of the Department.~~

Note: HIST 2P92 recommended. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

HIST 4P46

### **Food and Drink: Society, Science and Economy**

Exploration of major topics connecting food, culture, science, agriculture, economic development and politics from the early modern era to the 20th century.

Seminar, 3 hours per week.

Restriction: open to HIST (single or combined) and HIST (Honours)/BEd (Intermediate/Senior) majors with approval to year 4 (honours) ~~or and permission of the instructor and Chair Department until date specified in Registration guide. After that date open to students with approval to year 4 (honours) and permission of the Department.~~

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

HIST 4P47

### **Material Cultures of Science and Technology**

Material cultures approaches to history; role of artifacts in the history of science and technology; how historians interpret objects and non-traditional material sources and interpret their historical and social significance.

Seminar, 3 hours per week.

Restriction: open to HIST (single or combined) and HIST (Honours)/BEd (Intermediate/Senior) majors with approval to year 4 (honours) ~~or and permission of the instructor and Chair Department until date specified in Registration guide. After that date open to students with approval to year 4 (honours) and permission of the Department.~~

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

\* HIST 4P48

### **Science, Technology and Gender**

(also offered as WGST 4P48)

Science and technology as shaped by cultural perceptions of gender. How has gender influenced ideas of nature, determined scientific inquiry and influenced the path of technological innovation?

Seminar, 3 hours per week.

Restriction: open to HIST (single or combined), and HIST (Honours)/BEd (Intermediate/Senior) and WGST (single or combined) majors with approval to year 4 (honours) ~~or and permission of the instructor and Chair Department until date specified in Registration guide. After that date open to students with approval to year 4 (honours) and permission of the Department.~~

Prerequisite(s): one HIST credit numbered 2(alpha)00 to 2(alpha)99 or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

HIST 4P49

### **Science and 19th-Century Culture**

Social and cultural history of 19th-century science and technology, focusing on Victorian Britain. How railways, evolutionary theory, industrialization and secularization changed people's lives and their perception of the world.

Seminar, 3 hours per week.

Restriction: open to HIST (single or combined) and HIST (Honours)/BEd (Intermediate/Senior) majors with approval to year 4 (honours) ~~or and permission of the instructor and Chair Department until date specified in Registration guide. After that date open to students with approval to year 4 (honours) and permission of the Department.~~

Note: no background in science is required. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

HIST 4P50

**Directed Research**

Directed research on a selected topic.

Restriction: permission of the instructor and the Department.

Note: application form including a research proposal must be submitted by March 31 before entering year 4. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

HIST 4P51

**Digital History Research Seminar**

Designing, developing and executing a digital history research project using cutting-edge methods.

Seminar, 3 hours per week.

Restriction: permission of the instructor and the Department.

Note: topics and materials will be chosen in consultation with the instructor. Prior experience with digital research methods is recommended. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

HIST 4P53

**Nations and Nationalism in Modern Europe**

Evolution of European nations, nationalisms and national identities over the course of the modern era. Major theories of nationalism, conflicting concepts of the nation, historiographical controversies and recent research.

Seminar, 3 hours per week.

Restriction: open to HIST (single or combined) and HIST (Honours)/BEd (Intermediate/Senior) majors with approval to year 4 (honours) ~~or and permission of the instructor and Chair~~ Department until date specified in Registration guide. ~~After that date open to students with approval to year 4 (honours) and permission of the Department.~~

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

HIST 4P55

**Social History of the Renaissance**

Lived experiences of daily life, including childhood and family life, crime and violence, religion, and religious reform.

Seminar, 3 hours per week.

Restriction: open to HIST (single or combined) and HIST (Honours)/BEd (Intermediate/Senior) majors with approval to year 4 (honours) ~~or and permission of the instructor and Chair~~ Department until date specified in Registration guide. ~~After that date open to students with approval to year 4 (honours) and permission of the Department.~~

Note: HIST 2P99 recommended. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

HIST 4P56

**Intellectuals in Revolutionary China**

Major themes in the history of Chinese intellectuals in the 20th century, especially their involvement in the Communist revolution and the development of the People's Republic of China.

Seminar, 3 hours per week.

Restriction: open to HIST (single or combined) and HIST (Honours)/BEd (Intermediate/Senior) majors with approval to year 4 (honours) ~~or and permission of the instructor and Chair~~ Department until date specified in Registration guide. ~~After that date open to students with approval to year 4 (honours) and permission of the Department.~~

Note: HIST 2P66 recommended. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

HIST 4P57

**China under Communist Rule**

Major features and sociopolitical life of China under the Communists; political campaigns, persecutions, economic adventures, and social upheavals. China after Mao and the transformation to 'autocratic capitalism' and the 'rise of China'.

Seminar, 3 hours per week.

Restriction: open to HIST (single or combined) and HIST (Honours)/BEd (Intermediate/Senior) majors with approval to year 4 (honours) ~~or and permission of the instructor and Chair~~ Department until date specified in Registration guide. ~~After that date open to students with approval to year 4 (honours) and permission of the Department.~~

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

HIST 4P59

**Women of the Middle East**

The significance of religion, culture, economy and politics in shaping the role of women and their contributions to modern Middle Eastern societies. The changing status of Middle Eastern women, and their images in tradition and Islamic law as well as Western literature.

Seminar, 3 hours per week.

Restriction: open to HIST (single or combined) and HIST (Honours)/BEd (Intermediate/Senior) majors with approval to year 4 (honours) ~~or~~ and permission of the ~~instructor and Chair~~ Department until date specified in Registration guide. ~~After that date open to students with approval to year 4 (honours) and permission of the Department.~~

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

HIST 4P61

**Histories of the End: Varieties of Apocalypticism**

The history of apocalyptic thought and millenarian movements studied from a comparative perspective.

Seminar, 3 hours per week.

Restriction: open to HIST (single or combined) and HIST (Honours)/BEd (Intermediate/Senior) majors with approval to year 4 (honours) ~~or~~ and permission of the ~~instructor and Chair~~ Department until date specified in Registration guide. ~~After that date open to students with approval to year 4 (honours) and permission of the Department.~~

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

HIST 4P62

**Religious Radicalism**

Religious dissent and nonconformity examined using the principles of inquiry-based learning.

Seminar, 3 hours per week.

Restriction: open to HIST (single or combined) and HIST (Honours)/BEd (Intermediate/Senior) majors with approval to year 4 (honours) ~~or~~ and permission of the ~~instructor and Chair~~ Department until date specified in Registration guide. ~~After that date open to students with approval to year 4 (honours) and permission of the Department.~~

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

HIST 4P64

**Slavery in the Middle East**

Comparative analysis of the institution of slavery in the Middle East since 1800. Political, economic, social and legal ideologies for the organization of the slave trade, the abolition of slavery and the emancipation of slaves.

Seminar, 3 hours per week.

Restriction: open to HIST (single or combined) and HIST (Honours)/BEd (Intermediate/Senior) majors with approval to year 4 (honours) ~~or~~ and permission of the ~~instructor and Chair~~ Department until date specified in Registration guide. ~~After that date open to students with approval to year 4 (honours) and permission of the Department.~~

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

HIST 4P65

**First Nations in Modern Canada**

History of Aboriginal people in Canada including colonialism, interactions with missionaries, treaties and Aboriginal sovereignty, education and residential schools, health and health care policies, activism, oral narratives, land claims and resource exploitation.

Seminar, 3 hours per week.

Restriction: open to HIST (single or combined) and HIST (Honours)/BEd ~~open to HIST (single or combined) and HIST (Honours)/BEd~~ (Intermediate/Senior) majors with approval to year 4 (honours) ~~or~~ and permission of the ~~instructor and Chair~~ Department until date specified in Registration guide. ~~After that date open to students with approval to year 4 (honours) and permission of the Department.~~

Note: HIST 2Q97 recommended. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

HIST 4P67

**The World We Have Lost: Comparative Rural History**

Major patterns of international rural history, emphasizing cultural, political and social questions.

Seminar, 3 hours per week.

Restriction: open to HIST (single or combined) and HIST (Honours)/BEd (Intermediate/Senior) majors with approval to year 4 (honours) ~~or and permission of the instructor and Chair~~ Department until date specified in Registration guide. ~~After that date open to students with approval to year 4 (honours) and permission of the Department.~~

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

HIST 4P70

**Seminar in Academic Editing and Publishing**

Faculty guidance in managing, editing and producing the Brock University Historical Society's undergraduate journal *The General*.

Restriction: permission of the instructor and the Department.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

HIST 4P90

**Advanced Seminar**

Graduate level seminar on a selected topic.

Restriction: permission of the instructor and the Department.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

HIST 4P99

**Honours Tutorial**

Directed reading in a selected field.

Restriction: permission of the instructor and the Department.

Note: application form including a research proposal must be submitted by March 31 before entering year 4. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

HIST 4V00-4V05

**Themes in Literature and History**

Seminar, 3 hours per week.

Restriction: open to HIST (single or combined) and HIST (Honours)/BEd (Intermediate/Senior) majors with approval to year 4 (honours) until date specified in Registration guide and then open to other students with permission of the Department.

HIST 4V06-4V79

**Topics in History**

Studies of selected problems in different eras of Canadian, American and European history. Topics studied in any given year will focus on a particular theme.

Seminar, 3 hours per week.

Restriction: open to HIST (single or combined) and HIST (Honours)/BEd (Intermediate/Senior) majors with approval to year 4 (honours) ~~or permission of the instructor and Chair~~ until date specified in Registration guide ~~and then open to other students with permission of the Department.~~

**CO-OP COURSES**

HIST 0N01

**Work Placement I**

First co-op work placement (4 months) with an approved employer.

Restriction: open to HIST Co-op students.

HIST 0N02

**Work Placement II**

Second co-op work placement (4 months) with an approved employer.

Restriction: open to HIST Co-op students.

HIST 0N03

**Work Placement III**

Third co-op work placement (4 months) with an approved employer.

Restriction: open to HIST Co-op students.

HIST 0N04

**Work Placement IV**

Optional fourth co-op work placement (4 months) with an approved employer.

Restriction: open to HIST Co-op students.

HIST 0N05

**Work Placement V**

Optional fifth co-op work placement (4 months) with an approved employer.

Restriction: open to HIST Co-op students.

HIST 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 HIST Co-op students.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

HIST 0N97

**Co-op Leadership Workshop**

Provides students with skills in interpersonal communication, conflict management and problem solving, group work and leadership strengths and styles.

Seminar, 2 hours per week.

Restriction: open to HIST Co-op students or permission of the Co-ordinator of the Foundations in Leadership Series.

Note: students will be charged a fee for supplies. Students who complete this course will achieve Bronze, Silver, Gold and Platinum certification in the Foundations in Leadership Professional Development Series. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

HIST 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 HIST Co-op students.

Prerequisite(s): HIST 0N90.

Co-requisite(s): HIST 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. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

HIST 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 HIST Co-op students.

Prerequisite(s): HIST 0N90.

Co-requisite(s): HIST 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. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

HIST 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 HIST Co-op students.

Prerequisite(s): HIST 0N90.

Co-requisite(s): HIST 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. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

HIST 2C04

**Co-op Reflective Learning and Integration IV**

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 HIST Co-op students.

Prerequisite(s): HIST 0N90.

Co-requisite(s): HIST 0N04.

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. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

HIST 2C05

**Co-op Reflective Learning and Integration V**

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 HIST Co-op students.

Prerequisite(s): HIST 0N90.

Co-requisite(s): HIST 0N05.

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. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

## 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):

#### **HIST 1P95 - Climate Change: A History**

1. Course classification: **Regular**
2. Which department will be financially responsible as the Home department?  
**History**
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**

#### **HIST 2P95 - History of the Global Working Class**

1. Course classification: **Regular**
2. Which department will be financially responsible as the Home department?  
**Labour 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: **No**
5. Does this addition affect program requirements in other departments/centres? **Yes**
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? **LABR 2P93**
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**

#### **HIST 3P20 - Colonialism, Shamanism, and Spiritualities**

1. Course classification: **Regular**
2. Which department will be financially responsible as the Home department?  
**History**
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: **No**
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**

#### **HIST 3Q95 - Latin America and the Caribbean Unplugged**

1. Course classification: **Regular**
2. Which department will be financially responsible as the Home department?  
**History**
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: **No**
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? **HIST 3Q94**

## 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.

**HIST 3Q94 - Latin America and the Caribbean Unplugged**  
**HIST 3V70 - 2021-2022: Digital Modelling in Archaeology**

## 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).

**HIST 4P02 - Early Modern Cops and Robbers**  
**HIST 2P51 - Revolution, Capital, Empire: Europe, 1789-1914**  
**HIST 2Q97 - Indigenous-Settler Relations in Canada**  
**HIST 3M60 - 2022-2023: Field School in Local Historical Archaeology**  
**HIST 3M61 - 2022-2023: Local Historical Archaeology**  
**HIST 2P08 - Roots of Latin America and the Caribbean**  
**HIST 2P09 - Ascent of Latin America and the Caribbean**  
**HIST 4P26 - Latin America and the Caribbean on the World Stage**  
**HIST 3F75 - Archaeological Practicum in Mediterranean Lands**  
**HIST 2P97 - History of the Early Roman Empire**  
**HIST 2Q96 - History of the Roman Republic**  
**HIST 2P93 - History of Early Greece**  
**HIST 2P94 - History of Classical Greece**  
**HIST 1P97 - The History of Sports in the United States**  
**HIST 2P15 - Glory and Despair: The United States 1607-1865**  
**HIST 2Q93 - Women in North America to 1865**  
**HIST 3P66 - Globalisation and African Economy**  
**HIST 4F00 - Voices from the Past: Oral History**  
**HIST 4P10 - History in the Field: Ontario and the War of 1812**  
**HIST 4P11 - State and Society in Colonial Canada**  
**HIST 4P48 - Science, Technology and Gender**  
**HIST 4P07 - Topics in Religious Studies**  
**HIST 4P08 - Slavery in Africa**  
**HIST 4P09 - The American Ghetto**  
**HIST 4P18 - Women and Gender in African History**  
**HIST 4P22 - Africa in World History**  
**HIST 4P25 - Race, Ethnicity and Immigration in the United States**  
**HIST 4P29 - Wallace, Bruce and the Wars of Scotland**  
**HIST 4P33 - The United States and the Cold War**  
**HIST 4P35 - Witchcraft Episodes in Britain and America, 1500-1700**  
**HIST 4P36 - American Political Ideas, 1760-1805**  
**HIST 4P37 - Cultures of Consumption in the British World**  
**HIST 4P38 - The Russian Revolution**  
**HIST 4P39 - Gender and Empire in the British World**  
**HIST 4P41 - The Holocaust**  
**HIST 4P42 - Nazi Germany**  
**HIST 4P43 - Censorship: A Comparative Approach**  
**HIST 4P44 - The French Revolution**  
**HIST 4P46 - Food and Drink: Society, Science and Economy**  
**HIST 4P47 - Material Cultures of Science and Technology**  
**HIST 4P49 - Science and 19th-Century Culture**  
**HIST 4P53 - Nations and Nationalism in Modern Europe**  
**HIST 4P55 - Social History of the Renaissance**

**HIST 4P56 - Intellectuals in Revolutionary China**  
**HIST 4P57 - China under Communist Rule**  
**HIST 4P59 - Women of the Middle East**  
**HIST 4P61 - Histories of the End: Varieties of Apocalypticism**  
**HIST 4P62 - Religious Radicalism**  
**HIST 4P64 - Slavery in the Middle East**  
**HIST 4P65 - First Nations in Modern Canada**  
**HIST 4P67 - The World We Have Lost: Comparative Rural History**  
**HIST 4V06-4V79 - Topics in History**  
**HIST 4P00 - Literature of the English Revolution**

## 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, 2021**.

**Submitted by Teresa Shanley on October 15, 2021 at 09:28:44 AM**

**Submitted by Olatunji Ojo on October 15, 2021 at 10:11:20 AM**

**Submitted by Neta Gordon on October 15, 2021 at 10:39:23 AM**

**Submitted by Tricia MacDonald on October 18, 2021 at 02:18:09 PM**

**Rejected by Tricia MacDonald on November 17, 2021 at 02:47:14 PM**  
As requested by the Department.

**Submitted by Teresa Shanley on November 19, 2021 at 11:44:41 AM**

**Submitted by Olatunji Ojo on November 19, 2021 at 11:51:42 AM**

**Submitted by Neta Gordon on November 19, 2021 at 12:34:15 PM**

**Submitted by Tricia MacDonald on November 19, 2021 at 12:49:11 PM**

**Edited by Sarah Sager on November 22, 2021 at 01:14:23 PM**  
**HIST 2P97:** corrected home department and typo

**Edited by Tricia MacDonald on November 22, 2021 at 04:03:51 PM**  
**HIST 2P95:** formatting

**Edited by Pauline Carroll on December 2, 2021 at 10:46:46 AM**  
**HIST 1P95:** Subcommittee edits Dec 2, 2021

**Edited by Tricia MacDonald (on behalf of Tricia MacDonald) on December 2, 2021 at 12:12:06 PM**  
**History:** Update to list

# Academic Program Calendar Submission #2022-3276

**Department/Centre:** Interactive Arts and Science

**Program(s):** Interactive Arts and Science

## Program Additions/Terminations

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

**Please note: The calendar year runs from May 1, 2022 to April 30, 2023 and begins with the Spring/Summer sessions. All new programs being introduced or the termination of programs will be effective beginning 2022 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. Proposal(s) and Effective Date(s)

**Please note: The Calendar year runs from May 1, 2022 to April 30, 2023 and begins with the Spring/Summer sessions. All programs being changed will be effective beginning 2022 Spring Session.**

List all proposals, to be implemented, numerically in the following order:

1. IASC 1P03 be crosslisted as STAC 1P03 and homed in the Centre for Digital Humanities and course restriction be revised.
2. IASC 2P50 (crosslisted as CLAS 2P50) course title and description be revised.
3. IASC 3P15 (crosslisted as WRDS 3P15) course title, description and pre-requisite be revised.
4. IASC 4P72 be revised to reflect that is no longer crosslisted with VISA 4P72.
5. IASC 4V70: Advanced Topics in Game Design variable topic course be added to the course bank.

### 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. At the request of STAC
2. At the request of Classics
3. At the request of English
4. Update to the course bank as per STAC.
5. The course fills a gap in courses focusing on game design as a discipline.

### 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.

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## Interactive Arts and Science

*This program is offered through the Centre for Digital Humanities*

*Director*

Jason Hawreliak

*Academic Advisor*

Michael Gicante

### General Information

*Administrative Assistant*

Clara Suba

905-688-5550 extension 3270

Thistle 269D

[brocku.ca/iasc](http://brocku.ca/iasc)

The Interactive Arts and Science (IASC) program focuses on the intersection of digital technologies and the humanities. The program prepares the next generation of digital media innovators and scholars.

The IASC program is offered through the Centre for Digital Humanities (CDH), which is centrally located on Brock's main campus. The CDH features a wide range of media production facilities that IASC students can utilize in order to achieve their scholarly and creative goals.

The IASC program features academic and hands-on experiences that blend theory and practice. Students explore digital and interactive tools for analyzing, representing and visualizing ideas across disciplinary subjects.

IASC students can choose from a wide selection of courses that focus on interactive media, its theoretical foundations and underlying production methods. Several courses are cross-listed with other academic programs at Brock. There are also directed project courses and an internship option that allow students to gain credit for learning experiences outside the formal classroom.

The IASC program is highly individualized. IASC students can pursue an Honours or Pass Major, a Combined Major or a Minor program of study. Students can also focus their IASC studies on one of four concentration areas.

Most courses are taught in small groups. The IASC program is designed to maximize choice and flexibility so that students can personalize their programs of study. There are also opportunities to collaborate with others, including faculty members and industry experts, on scholarly and interactive media projects.

## Program Notes

1. Context credits must normally be completed within the first 10.0 credits.
2. Enrolment in some Interactive Arts and Science courses is restricted due to space and equipment limitations.
3. Portfolio assessment and interview may be required for students seeking to change their major to Interactive Arts and Science. The Centre will consider these requests in January and May of each year. Contact the Director for more information.
4. Non-majors and those without a declared minor in Interactive Arts and Science may enroll in a maximum of one IASC studio course without a portfolio.
5. 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 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.

## Honours Program

### *Year 1*

- IASC 1F01, 1F02 and 1P30
- one half IASC credit numbered 1(*alpha*)00 to 1(*alpha*)99
- one Sciences context credit (see program note 1)
- one Social Sciences context credit (see program note 1)

### *Year 2*

- IASC 2P01, 2P02, 2P03, 2P06 and 2P08
- one and one-half credits from IASC courses numbered 2(*alpha*)00 to 3(*alpha*)99, COMM 2P26, DART 1P96, 2Q91, 2Q92, FILM 1F94, VISA 2P61 (see program note 5)
- one elective credit

### *Year 3*

- IASC 3F02 and 3P97
- two and one-half credits from IASC courses numbered 2(*alpha*)00 to 3(*alpha*)99, DART 3F61, 3Q91, 3Q92, FILM 2P90, 2P94, 2P99, PCUL 2P20 (see program note 5)
- one elective credit

### *Year 4*

- IASC 4L00
- two credits from IASC courses numbered 3(*alpha*)90 or above, DART 3P92, 4F90, FILM 3P93 (see program note 5)

- one elective credit

OR

*Year 4*

- IASC 4F01
- two credits from IASC courses numbered 3(alpha)90 or above, DART 3P92, 4F90, FILM 3P93 (see program note 5)
- two elective credits

## 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

Interactive Arts and Science students may combine either an Honours or Pass program and a second discipline. For requirements in the other discipline, the student should consult the relevant department/centre. It should be noted that not all departments/centres provide a combined major option.

### Honours

- IASC 1F01
- one-half IASC credit numbered 1(alpha)00 to 1(alpha)99
- two and one-half IASC credits numbered 2(alpha)00 to 2(alpha)99 (see program note 5)
- three IASC credits numbered 3(alpha)00 or above (see program note 5)

### Pass

- IASC 1F01
- one-half IASC credit numbered 1(alpha)00 to 1(alpha)99
- two and one-half IASC credits numbered 2(alpha)00 to 2(alpha)99 (see program note 5)
- one IASC credit numbered 3(alpha)00 or above (see program note 5)

## Concentration Program

### Digital Expression

Digital content creation through the humanities, including narrative, literature, theatre, music, and art.

Students may earn a Concentration in Digital Expression by successfully completing the following courses as part of the requirements for a BA (Honours) in Interactive Arts and Science:

- Six credits from IASC 1P06, 1P95, 1P99, 2P06, 2P15, 2P91, 2P94, 2P97, 2P98, 2P99, 3F91, 3F93, 3P01, 3P04, 3P10, 3P14, 3P15, 3P73, 3P90, 3P95, 3P96, 3P97, 3P98, 3P99, 3Q98, 3Q99

### Digital Prototyping

Exploration of digital ideas from inception to production.

Students may earn a Concentration in Digital Prototyping by successfully completing the following courses as part of the requirements for a BA (Honours) in Interactive Arts and Science:

- Six credits from IASC 1P00, 1P01, 1P02, 1P04, 1P93, 2P01, 2P02, 2P03, 2P06, 2P89, 2Q95, 3F02, 3F93, 3P02, 3P03, 3P04, 3P94, 3P95, 3P97, 3P98, 3P99

### Digital Scholarship

Development and use of digital and collaborative technologies to collect, analyse, and represent data within academic disciplines.

Students may earn a Concentration in Digital Scholarship by successfully completing the following courses as part of the requirements for a BA (Honours) in Interactive Arts and Science:

- Six credits from IASC 1Q99, 2F27, 2P01, 2P02, 2P03, 2P07, 2P25, 2Q90, 3P02, 3P05, 3P15, 3P36, 3P37, 3P93, 3P95, 3P98, 3P99, 4F01, 4P01

### Instructional Design

Design of interactive curricula components for teaching at the elementary, secondary, and post-secondary levels and other instructional contexts.

Students may earn a Concentration in Instructional Design by successfully completing the following courses as part of the requirements for a BA (Honours) in Interactive Arts and Science:

- Six credits from IASC 1P04, 1P50, 1P95, 2P01, 2P03, 2P04, 2P89, 2P90, 2P98, 3F92, 3F93, 3P04, 3P15, 3P94, 3P95, 3P97, 3P98, 3P99, 3Q98, 4P01, 4P62

### **Certificate in Digital Media (5.0 credits)**

Students can receive a certificate in Digital Media by completing the following courses:

- IASC 1P02, 1P03, 1P06, 1P30, 2P01, 2P03, 2P08
- HUMA 1P50
- one Social Sciences or Science context credit

### **Minor Program**

Students in other disciplines can obtain a Minor in Interactive Arts and Science within their degree program by completing the following courses with a minimum 60 percent overall average:

- One IASC credit numbered 1(*alpha*)00 to 1(*alpha*)99
- two IASC credits numbered 2(*alpha*)00 to 2(*alpha*)99
- one IASC credit 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 a 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.

IASC 1F01

#### **Foundations of Interactive Arts and Science**

Conceptual frameworks for interactive media technology, design, theory and production. Focus on digital scholarship, expression, prototyping, and instructional design. Practice-based projects leading to the development of an interactive media product.

Lectures, lab, 4 hours per week.

Restriction: open to IASC (single or combined), IASC/BEEd (junior Intermediate) majors or permission of the Centre.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in IASC 1F00.

IASC 1F02

#### **Being Human in a Digital World**

Exploration of how emerging technologies shape human identities and lifestyles. Impact of rapid technological change on citizenship, education, employment, entertainment, globalization, health, privacy and security. Predictions of what the future may hold and its implications for the human condition.

Lectures, seminar, 3 hours per week.

Restriction: open to IASC (single or combined) majors, IASC/BEEd (junior Intermediate) until date specified in Registration guide. In Spring session open to all students.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

# IASC 1P00

**Introduction to Media Computation**

(also offered as APCO 1P00)

Programming by example; designing and debugging of programs; encoding and manipulation of text and graphics; file processing; simple HTML and automatic generation, manipulating and parsing of web pages.

Lectures, 3 hours per week; lab, 2 hours per week; tutorial, 1 hour per week.

Restriction: not open to COSC (single or combined), BCB, CAST and CNET majors.

Note: prior computer experience is not required. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

# IASC 1P01

**Fluency With Technology**

(also offered as APCO 1P01)

Skills, concepts and capabilities of computers, networks and the Internet. Topics include representation of information, current hardware, software and network technologies, modelling with Excel, presentations with Powerpoint, Internet searching and basic web page development with HTML.

Lectures, 2 hours per week; lab, 2 hours per week.

Restriction: not open to COSC (single or combined), BCB, CAST and CNET majors.

Note: some prior computer experience is preferred but not required. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

\* IASC 1P02

**Web Media Production**

(also offered as STAC 1P02)

Principles of interactive website creation and design. Formatting, lists, images, links and tables with HTML. Web colour and graphics formats. Typography and layout with CSS. Buttons, rollovers and forms with JavaScript. Usability, accessibility and interactivity. Creation of public interactive web-based projects using modern development techniques.

Lectures, lab, 3 hours per week.

Restriction: open to IASC (single or combined) majors until date specified in Registration guide.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

\* IASC 1P03

**Makerspace Foundations**

(also offered as **STAC 1P03**)

Introduction to the Brock Makerspace and the maker culture. Methods of inquiry and creative activity incorporating hands on learning with emerging technologies.

Lab, tutorial, 4 hours per week

Restriction: open to IASC (single or combined) **and STAC (single or combined)** majors until date specified in Registration guide.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

IASC 1P04

**New Media and Games**

Information, knowledge, and expression in interactive and networked media environments. Technologies and socio-political infrastructures that make such media possible. Historical development of and precedents for interactive media. Concepts in poetics, hypertextuality, hypermediacy, remediation, social relations and play. Projects that build active participation in new media cultures.

Lectures, seminar, 3 hours per week.

Restriction: open to GAMD and GAMP majors or permission of the Centre.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

IASC 1P05

**Games, Genres and Aesthetics**

Exploration of the diverse ways in which meaning is created in games. History of games and key concepts in game studies addressing formalisms, platforms, communities and player experience. Consideration of the games industry and studio development.

Lectures, seminar, 3 hours per week.

Restriction: open to GAMD and GAMP majors.

Note: materials fee required. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

\* IASC 1P06

**History and Future of Storytelling**

(also offered as ENCW 1P06 and WRDS 1P06)

History of storytelling from the earliest oral traditions to contemporary forms of digital expression. Storytelling's cultural roots in fairytales, legends and myths through to film, video games and interactive fiction. Elements of narrative, structure, character, conflict, and dramatic arc. Concepts and practices in rhetoric, storyboarding, and presentation.

Lectures, seminar, 3 hours per week.

Restriction: open to GAMD majors until date specified in Registration guide.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in WRIT 1P06.

IASC 1P10

**Introduction to Media Tools**

Systematic examination of imaging, multimedia authoring and animation software tools and their application to problems in visualization, representation and sequencing of image, text, video and audio content. Portfolio development emphasizes conceptualization and reflection in new media contexts.

Lab, 4 hours per week.

Restriction: open to IASC (single or combined) majors until date specified in Registration guide.

Note: enrolment limited to 24 students. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

\* IASC 1P30

**Programming for Interactive Media**

(also offered as APCO 1P30)

Introduction to contemporary programming syntax including classes, functions, properties and events for developing interactive media applications.

Lab, 4 hours per week.

Restriction: open to IASC (single or combined) and GAMD majors until date specified in Registration guide.

Note: enrolment limited to 60 students. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

# IASC 1P50

**Integrity and Literacy in the Information Age**

(also offered as APCO 1P50 and COSC 1P50)

Issues in use of information technology including historic and social perspectives; legal, ethical and moral issues; intellectual property, licensing and copyright; privacy and freedom of expression; professional conduct and information literacy.

Lectures, 3 hours per week; seminar, 1.5 hours per week.

Note: this course involves seminars and considerable written work. A good command of written and spoken English is required. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

# IASC 1P93

**Applied Programming**

(also offered as APCO 1P93)

Modern software techniques including problem solving and design of effective algorithms, structured program design methodology, subprogram library usage, documentation, correctness, floating-point arithmetic and error analysis.

Lectures, 3 hours per week; lab, 2 hours per week; tutorial, 1 hour per week.

Restriction: not open to COSC (single or combined), BCB, CAST and CNET majors.

Prerequisite(s): APCO 1P00 or 4U mathematics credit.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

# IASC 1P95

**Digital Foundation**

(also offered as STAC 1P95 and VISA 1P95)

Technical foundations of digital images, media methods and concepts including web-based, digital photography, image processing software and printing; foundations of digital media in video, audio and computational production and post-production. Contemporary digital practices within the broader history of visual and media arts.

Lectures, lab, 5 hours per week.

Restriction: open to VISA (single or combined) and VISA (Honours)/BEd (Intermediate/Senior) majors until date specified in Registration guide. After that date open to IASC (single or combined), COSC (single or combined), MCMN, STAC, VISA (single or combined) and VISA (Honours) BEd (Intermediate/Senior) majors.

Note: students will need additional materials, which they must supply. Field trips may be required. Students are expected to pay their own expenses. Due to space limitations, audits are not permitted in studio classes. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

# IASC 1P96

**Studio Foundation**

(also offered as VISA 1P96)

Basic aesthetic and conceptual processes that underlie visual art production. Two- and three-dimensional formal principles, fundamental critical issues and stylistic/material development. Examples from historic and contemporary art practice provide context for studio projects and readings.

Lectures, studio work, 5 hours per week.

Restriction: open to VISA (single or combined) and VISA (Honours)/BEd (Intermediate/Senior) majors until date specified in Registration guide. After that date open to IASC (single or combined) and VISA (single or combined) and VISA (Honours)/BEd (Intermediate/Senior) majors.

Note: materials fee required. Students may need additional materials. Field trips may be required. Students are expected to pay their own expenses. Production and Design Concentration students may register. Contact the Visual Arts Department. Due to space limitations, audits are not permitted in studio classes. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

# IASC 1P99

**The Culture of Noise**

(also offered as MUSI 1P99, STAC 1P99 and VISA 1P99)

Role of noise in music, social space and art. Exploration of discursive issues concerning the value of sound studies.

Lectures/seminar, 3 hours, online

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

# IASC 1Q98

**Introduction to Visual Culture**

(also offered as VISA 1Q98)

Overview of visual culture, its vocabulary, technologies and structures within varied cultural contexts. Problems of meaning, functions of visual culture in contemporary society, the role of galleries and museums, and the impact of imagery in advertising, popular media and consumer culture. Contemporary critical methodology.

Lectures, seminar, 3 hours week.

Note: no studio work. Field trips may be required. Students are expected to pay their own expenses. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in LART 1Q98.

# IASC 1Q99

**Contemporary Issues in The History of Western Art**

(also offered as VISA 1Q99)

Analysis of key issues in the history of Western art, including various ways of looking at the visual past and present. Focus on the visual arts from prehistory through the early 20th century.

Lectures, seminar, 3 hours week.

Note: no studio work. Field trips may be required. Students are expected to pay their own expenses. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in LART 1Q99.

# IASC 2F27

**Historical Geographic Information Systems**

(also offered as HIST 2F27)

Overview of multiple fields in history in which Geographic Information Systems are applied. Instruction in use of software and provides local history project for students to apply software skills

Lectures, lab, 3 hours per week.

Note: labs focus on the history of St. Catharines. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

IASC 2P01

**Foundations of Project Management**

Professional strategies for planning and managing projects from inception to closure. Managing risks and constraints. Promoting collaboration and communication. Time management strategies for individuals and project teams. Solutions to common project management challenges. Introduction to project management software and organizers.

Lectures, seminar, 3 hours per week.

Restriction: open to IASC (single or combined), IASC/BEEd (junior Intermediate) majors until date specified in Registration guide. Students must have a minimum of 5.0 overall credits. In Spring session open to all students with a minimum of 5.0 overall credits.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

IASC 2P02

**Solving Problems through Interactive Arts and Science**

Role of digital tools in addressing scholarly questions in the humanities. Case studies, current trends and critical debates.

Lectures, seminar, 3 hours per week.

Restriction: open to IASC (single or combined) majors or permission of the Centre.

Prerequisite(s): IASC 1F01 (1F00) or permission of the Centre.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

IASC 2P03

**Interaction and Interface Design**

Composition and interface design for reactive and interactive systems. Layout, graphics and media tools for user interface design. Models for how interactivity shapes understanding and expectations of digital media tools and interfaces.

Seminar, lab, 4 hours per week.

Restriction: open to IASC (single or combined), IASC/BEEd (junior Intermediate) majors until date specified in Registration guide.

Prerequisite(s): IASC 1F01 (1F00) or permission of the Centre.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

IASC 2P04

**Ludology**

Nature, psychology and characteristics of play. Theories related to fun, play and games including improvisation, competition, exploration, role-playing, sports and thrill-seeking. Examination of formal and informal games, goals, rules, decisions, interaction, rewards and penalties, and psychological triggers and responses. Analysis of gameplay, player experience, engagement, mechanics, design and usability.

Lectures, seminar, 3 hours per week.

Restriction: open to GAMD and GAMP majors with a minimum of 4.0 overall credits or permission of the Centre for Digital Humanities.

Prerequisite(s): IASC 1P04 and 1P05 or permission of the Centre.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

IASC 2P05

**Game Design Paradigms**

Conceptual and practical frameworks for the design of games as systems. Consideration of the formal structures of games. Focus on world building and narrative, goals and experience, balance, consistency, and meaningful decision making. Simple game prototyping, testing and documentation.

Lectures, seminar, 3 hours per week.

Restriction: open to GAMD and GAMP majors with a minimum of 4.0 overall credits or permission of the Centre for Digital Humanities.

Prerequisite(s): IASC 1P04 and 1P05 or permission of the Centre.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

IASC 2P06

**3D Objects, Environments and Visualization**

Introduction to concepts and tools for 3D modelling, texturing, lighting, cameras, and navigation for the production of virtual spaces and mixed-reality environments. Contemporary perspectives on the simulation and representation of 3D spaces in a humanities context. Introduction to 3D scanning and printing.

Seminar, lab, 4 hours per week.

Restriction: open to IASC (single or combined) majors until date specified in Registration guide.

Prerequisite(s): IASC 1F01 (1F00) or permission of the Centre.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in IASC (VISA) 2P96.

# IASC 2P07

**Introduction to Geospatial Technologies**

(also offered as ERSC 2P07, GEOG 2P07 and TOUR 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 and GIS analysis.

Lectures, lab, 4 hours per week.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

IASC 2P08

**Competencies in Interactive Arts and Science**

Workshops, conferences, networking events, volunteer opportunities and other experiences related to the Interactive Arts and Science program.

Lectures, 3 hours per week.

Restriction: open to IASC (single or combined), IASC/BEEd (junior Intermediate) majors with a minimum of 5.0 overall credits.

Prerequisite(s): IASC 1F01 (1F00).

Note: for further information consult the brocku.ca/iasc website. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

# IASC 2P11

**Personal Computers and Networks**

(also offered as APCO 2P11)

Inner workings of modern computers from a user's point of view. Understanding the hardware, network and system software. Topics include CPUs, memory, video, input/output, networks, security, installation of operating systems and hands-on trouble shooting.

Lectures, 2 hours per week; lab, 3 hours per week.

Restriction: open to APCO minors until date specified in Registration guide. After that date open to COSC (single or combined), BCB, CAST, CNET majors and APCO minors.

Prerequisite(s): IASC 1P01 (minimum 60 percent) or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in APCO 2P01.

# IASC 2P15

**Speculative Fiction**

(also offered as ENGL 2P15)

Critical study of some of the histories, contexts, genres, and traditions of science fiction and the literature of the fantastic.

Lectures, seminar, 3 hours per week.

Prerequisite(s): one Humanities context credit (minimum 60 percent) or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

# IASC 2P25

**Revolutions in Communication**

(also offered as HIST 2P25)

Major developments in the history of communication from the invention of writing until the modern information age.

Lectures, seminar, 3 hours per week.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

# IASC 2P28

**Persuasive Discourse: Theoretical Foundations**

(also offered as ENGL 2P28 and WRDS 2P28)

Classical foundations, historical developments and contemporary theory. Relation of language use to cultural practices, ethics, identity and power. Analysis of various genres of texts and persuasive writing in popular culture and mass media.

Lectures, seminar, 3 hours per week.

Restriction: open to ENCW (single or combined), ENGL (single or combined), ENGL (Honours)/BEd (Intermediate/Senior) and WRDS (single or combined) majors and minors until date specified in Registration guide.

Prerequisite(s): one credit from IASC 1F01 (1F00), COMM 1F90, ENGL 1(alpha)90 to 1(alpha)99, WRDS (WRIT) 1(alpha)90 to 1(alpha)99 or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in WRIT 2P28.

# IASC 2P50

**Great Myth, Mutation and Transformations in Literature and Art**

(also offered as CLAS 2P50)

Myths of transformation from the Most influential myths in Greek and Roman world, and their influence and reception in later Latin literature and contemporary media. in ancient art, emphasizing continuity of themes and images. Selected readings from Ovid's Metamorphoses and their representation in literature, performance, and visual art. in major genres of poetry and prose. Selected works of painting and sculpture.

Lectures, seminar, 3 hours per week.

Note: one of CLAS 1P95, 1P97 recommended. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

# IASC 2P70

**Introduction to Literary Theory**

(also offered as ENGL 2P70)

Approaches to meaning and interpretation in the contemporary study of literature.

Lectures, seminar, 3 hours per week.

Prerequisite(s): IASC 1F01 (1F00), one ENGL credit numbered 1(*alpha*)90 to 1(*alpha*)99 or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

# IASC 2P89

**Internet Technologies**

(also offered as APCO 2P89 and COSC 2P89)

Concepts and techniques for building and maintaining advanced interactive Web sites. Topics include XML and SGML, database connectivity and forms handling, basic animation, graphics optimization for the Web, scripting, advanced searching and Web design for accessibility.

Lectures, 3 hours per week; lab/seminar, 2 hours per week.

Prerequisite(s): IASC 1P00 (minimum 60 percent) and 1P01 (minimum 60 percent), or COSC 1P03 (minimum 60 percent).

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

# IASC 2P90

**Networks, Digital Identities and Interactions**

(also offered as COMM 2P90)

Introduction to the foundations of the internet, online communities and social & networking. Critical engagement with identity and interactive communication practices in our digitally mediated lives.

Lectures, seminar, 3 hours per week.

Prerequisite(s): one of IASC 1F01 (1F00), IASC 1P04 and 1P05, COMM 1F90 or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

# IASC 2P91

**Social Media**

(also offered as COMM 2P91 and PCUL 2P91)

Theory, philosophy and politics of Social Media as a communicative mode. Politics of participatory and commodified culture online and the processes of planning content to convey a narrative or convene a community.

Lectures, seminar, 3 hours per week.

Prerequisite(s): one of IASC 1F01 (1F00), COMM 1F90, CPCF 1F25, PCUL 1F92 or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

# IASC 2P93

**Critical Practice in the Fine and Performing Arts**

(also offered as CANA 2P93, MLLC 2P93 and STAC 2P93)

Interdisciplinary approach to key ideas about music, art, dance and drama through critical readings and guided exposure to selected public fine and performing art events. Exploration of issues in aesthetics and criticism using varied theoretical approaches.

Lectures, seminar, 3 hours per week.

Prerequisite(s): one credit from one of IASC 1F01 (1F00), CANA 1F91, DART 1P91 and 1P92 (1F91/1F93), MUSI 1P50+1F10, VISA 1Q98, or and 1Q99, or permission of the Centre.

Note: event attendance is required; events fees required. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

# IASC 2P94

**Embodied Text: Art Beyond the Artifact**

(also offered as CANA 2P94, MLLC 2P94 and STAC 2P94)

Functions of art and artifacts outside the conventions associated with words, texts, paintings and scores. Experiencing musical, visual, movement and theatre vocabularies through the exploration of spatial/temporal/aesthetic/embodied forms of art in performance.

Seminar, 3 hours per week.

Prerequisite(s): one credit from one of IASC 1F01 (1F00), CANA 1F91, DART 1P91 and 1P92 (1F91/1F93), MUSI 1P50+1F10, VISA 1Q98 or 1Q99 or permission of the Centre.

Note: event attendance is required; events fees required. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

# IASC 2P97

**Digital Video in Contemporary Art**

(also offered as STAC 2P97 and VISA 2P97)

Concepts of basic videography and its applications within conceptual and aesthetic studio practice. Camera work, composition and lighting; digital video and audio editing, special effects, composing, text and titling, and HD output. Critical analysis of recent and contemporary film and video practices.

Lectures, lab, 5 hours per week.

Restriction: open to IASC (single or combined), STAC, VISA (single or combined) and VISA (Honours)/BE (Intermediate/Senior) majors until date specified in Registration guide. In Fall Term, open to open to IASC (single or combined), STAC, VISA (single or combined) and VISA (Honours)/BE (Intermediate/Senior) majors until date specified in Registration guide.

Prerequisite(s): one credit from IASC 1F01 (1F00), VISA 1P93 (minimum 60 percent), 1P94 (minimum 60 percent), 1P95 (minimum 60 percent), 1P96 (minimum 60 percent), or permission of the instructor.

Note: materials fee required. Students may need additional materials and equipment, which they must supply. Field trips may be required. Students are expected to pay their own expenses. VISA 1P95 recommended. Students with credit in FILM 2F98 may register. Contact Department. Due to space limitations, audits are not permitted in studio classes. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

\* IASC 2P98

**Intermedia**

(also offered as STAC 2P98)

Approaches to the conceptualization and production of video, sound generation, multimedia environments, performance, interactive and installation art.

Lectures, lab, 5 hours per week.

Restriction: open to IASC (single or combined) and STAC majors until date specified in Registration guide.

Prerequisite(s): IASC 1F01 (1F00) or permission of the Centre.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in VISA 2P98.

# IASC 2P99

**Introduction to Sound Design in Contemporary Art**

(also offered as STAC 2P99 and VISA 2P99)

Approaches to the conceptualization and production of sound recording, notation, field-recording, Foley arts, soundtrack production, experimental music and performance, and contemporary sound art.

Lab, 5 hours per week.

Restriction: open to GAMD, VISA (single or combined) and VISA (Honours)/BE (Intermediate/Senior) majors until date specified in Registration guide. After that date open to IASC (single or combined), GAMD, STAC, VISA (single or combined) and VISA (Honours)/BE (Intermediate/Senior) majors.

Prerequisite(s): one credit from IASC 1F01 (1F00), VISA 1P93 (minimum 60 percent), 1P94 (minimum 60 percent), 1P95 (minimum 60 percent), 1P96 (minimum 60 percent), or permission of the instructor.

Note: materials may be fee required. Students may need additional materials and equipment, which they must supply. Field trips may be required. Students are expected to pay their own expenses. VISA 1P95 recommended. Students with credit in FILM 2F98 may register. Contact Department. Due to space limitations, audits are not permitted in studio classes. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

# IASC 2Q90

**Digital Archives: Construction, Scholarship and Functionality**

(also offered as ITAL 2Q90 and STAC 2Q90)

Digital archives, their functionality, development and role in Humanities research. Sites studied will range from library collections to single authors and artist projects, including museum and audio archives. Engagement in the creation of a digital archive.

Lectures, lab 3 hours per week.

Restriction: students must have a minimum of 5.0 overall credits or permission of instructor.

Note: delivered in English. No knowledge of Italian required. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

# IASC 2Q95

**Introduction to Interactive Media**

(also offered as STAC 2Q95 and VISA 2Q95)

Concepts and creation in electronic media enabled by physical interaction between a user/viewer and a sculpture. Installation, sound and video environment or wearable media. Fundamental concepts of voltage, current and resistance. Use of simple circuits, sensors and switches, software interfaces and basic microprocessors.

Lectures, lab, 5 hours per week.

Restriction: open to STAC, VISA (single or combined) and VISA (Honours)/BEd (Intermediate/Senior) majors until date specified in Registration guide. After that date open to IASC (single or combined), STAC, VISA (single or combined) and VISA (Honours)/BEd (Intermediate/Senior) majors.

Prerequisite(s): one of two IASC credits, four COSC credits, one credit from VISA 1P93 (minimum 60 percent), 1P94 (minimum 60 percent), 1P95 (minimum 60 percent), 1P96 (minimum 60 percent), or permission of the instructor.

Note: no previous experience in electronics required. Students might need additional materials and equipment, which they must supply. Field trips may be required. Students are expected to pay their own expenses. VISA 1P95 recommended. Due to space limitations, audits are not permitted in studio classes. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

IASC 3F01

**Digital Document Production**

Concepts and skills related to graphic design, typography and desktop publishing. Production of academic posters, booklets, charts and graphs, newsletters, portfolios, presentations, promotional materials, technical documentation, and other print-based digital documents.

Seminar, lab, 4 hours per week.

Restriction: open to IASC (single or combined) majors with a minimum of 10.0 overall credits or permission of the Centre.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

IASC 3F02

**Interactive Media Practices, Prototyping and Production**

Concepts, design, and best practices in the development of an interactive media object. Professional project management strategies for production in a team environment.

Seminar, lab, 4 hours per week.

Restriction: open to IASC (single or combined), IASC/BEd (junior Intermediate) majors with a minimum of 10.0 overall credits or permission of the Centre.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit in IASC 3F00.

IASC 3F91

**Innovations in Advanced Digital Media**

Introduction to advanced interactive media concepts and visualization technologies. Design and workflow issues and integration of visual effects and 3D animations with live action media. May include motion capture, 3D and 2D animation, HD, 2K and 4K live action video and 3D graphics software.

Seminar, 3 hours per week.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in STAC 3F91 and VISA 3F91.

IASC 3F92

**Best Practices in Instructional Design**

Real-world practice-based projects drawing on the principles of instructional design. Integration of text, multimedia, interactive, and online elements to accomplish project goals.

Lectures, seminar, 3 hours per week.

Restriction: open to IASC and IASC/BEd (Junior/Intermediate) majors with a minimum of 10.0 overall credits.

Note: enrolment is limited. Collaborations between students with digital tool, pedagogical, and subject content expertise. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

\* IASC 3F93

**Project Collaborations Across Diverse Programs**

(also offered as HIST 3F93)

Interactive media projects carried out by multi-disciplinary teams of students.

Lectures, seminar, 3 hours per week.

Restriction: students must have a minimum of 10.0 overall credits and permission of the Centre for Digital Humanities.

Note: enrolment is limited. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

IASC 3F95

**Advanced Internship in Interactive Media**

Placement in a business related to interactive media or the gaming industry.

Restriction: open to IASC (single or combined) majors with a minimum of 10.0 overall credits, and permission of the Centre.

Co-requisite(s): IASC 3Q92

Note: application required. Enrolment will be limited to the number of placements available. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in IASC 3P95.

IASC 3F96

**Advanced Internship in Game Design**

Placement in a business related to the games industry.

Restriction: open to GAMD students with a minimum of 14.0 overall credits and permission of the Centre for Digital Humanities.

Note: application required. Enrolment will be limited to the number of placements available. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in IASC 3P95.

# IASC 3P01

**Media Transformations in the Creative Arts**

(also offered as MLLC 3P01, STAC 3P01 and VISA 3P01)

The trajectory and influences of new media on the development of and discourses in 20th century and contemporary creative production including the arts, broadcast, film, video, and electronic arenas such as the internet, games and interactive media.

Overview of fundamental concepts, practices and language. Consideration of aesthetics, production, script and story, direction, authorship, collaborative process and distribution.

Lectures, 3 hours per week online.

Prerequisite(s): two IASC, COMM, ENGL, STAC, VISA, WRDS (WRIT) credits or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

IASC 3P02

**Publishing for New Literacies**

Dissemination of academic scholarship and interactive digital projects through non-traditional new media platforms.

Collaborative scholarship through online communities of inquiry. Scholarly legitimacy and peer review in the digital age.

Lectures, seminar, 3 hours per week.

Restriction: open to IASC (single or combined) majors until date specified in Registration guide. Students must have a minimum of 10.0 overall credits.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

IASC 3P03

**Prototyping with Micro Controllers and Mobile Technologies**

Applied programming and prototyping with small computing devices and peripherals.

Lectures, lab, 3 hours per week.

Restriction: open to IASC (single or combined) majors and permission of the Centre.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

IASC 3P04

**Immersion and Simulation**

Cognitive, perceptual and imaginative processes that produce a sense of total engrossment in a digital environment. Modelling and simulation of the appearance and behaviours of a world.

Lectures, seminar, 3 hours per week.

Restriction: open to GAMD and GAMP majors with a minimum of 9.0 overall credits or permission of the Centre for Digital Humanities.

Prerequisite(s): IASC 2P04 and 2P05 or permission of the Centre.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

# IASC 3P05

**Geographic Information Systems**

(also offered as ERSC 3P05 and GEOG 3P05)

Principles and use of computer-based systems for capturing, managing, manipulating, analysing and displaying data relating to the Earth's surface, emphasizing raster applications. Practical work using ArcGIS.

Lectures, lab, 4 hours per week.

Prerequisite(s): IASC 2P07 or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

IASC 3P06

**Game Criticism**

Critical methods from literary, film and cultural contexts, informed by the emerging canon of game criticism, and applied to games as expressive and cultural artifacts. Discourse analysis focusing on game genres, perspective, hardware platforms, computational frameworks, gameplay affordances, narratives, ludology and the process of meaning making.

Lecture, lab, 3 hours per week.

Restriction: open to GAMD and GAMP majors with a minimum of 9.0 overall credits or permission of the Centre for Digital Humanities.

Prerequisite(s): IASC 2P04 and 2P05 or permission of the Centre for Digital Humanities.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

# IASC 3P10

**Advanced Video Art**

(also offered as VISA 3P10)

Creative, technical, and critical skills for video art production, post-production and critical evaluation. Introduction to a variety of forms and approaches to video art, emphasizing creating video art and its contextualization in contemporary art discourses.

Lectures, studio work, 5 hours per week.

Restriction: open to VISA (single or combined) and VISA (Honours)/BEd (Intermediate/Senior) majors until the date specified in Registration guide. Students must have a minimum of 8.0 overall credits.

Prerequisite(s): two IASC, VISA credits or permission of the instructor.

Note: completion of VISA 1P95 recommended. Students may need additional materials, which they must supply. Students may need field trip expenses which they must supply. Due to space limitations, audits are not permitted in studio classes. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

IASC 3P11

**Motion Capture Studio**

Intermediate concepts and tools for 3D modeling and animation including motion capture technologies. History and contemporary use of motion capture technologies in interactive digital media.

Lecture, lab, 4 hours per week.

Restriction: open to IASC (single or combined) majors with a minimum of 10.0 overall credits, GAMD majors with a minimum of 10.0 overall credits and permission of the Centre.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

# IASC 3P14

**Dramatic Creation for Contemporary Cultural Practice**

(also offered as DART 3P14, MLLC 3P14, STAC 3P14 and VISA 3P14)

Components of dramatic story. Understanding character, dramatic action, structure, direction, improvisation, tempo, rhythm, voice and body potential. Theory and practical application in projects for creators in the arts, media and film.

Seminar, workshop, 3 hours per week.

Prerequisite(s): two IASC, COMM, DART, STAC, VISA credits or permission of the instructor.

Note: enrolment limited to 20 students. Materials fee required. Students might need additional materials, which they must supply. May be offered online or blended. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Students will not receive earned credit for IASC 3P14 if DART 3F50, 3P53 or 3P92 have been successfully completed.

# IASC 3P15

**Virtual Selves Writing for New Media**

(also offered as WRDS 3P15)

Analysis of theory and practice of writing for new online media such as web sites, blogs, Twitter and other social media.

Prerequisite(s): one credit from **WRDS (WRIT) I(alpha)90 to I(alpha)99**, **ENGL I(alpha)90 to I(alpha)99**, **COMM 1F90**, ~~**ENGL I(alpha)90 to I(alpha)99**, **WRDS (WRIT) I(alpha)90 to I(alpha)99**~~ or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in WRIT 3P15.

# IASC 3P26

**Social and Cultural Aspects of Digital Gaming**

(also offered as COMM 3P26 and PCUL 3P26)

Critical investigation of digital gaming, particularly of the interrelationships among past and present games, culture and media.

Lectures, seminar, 3 hours per week.

Restriction: students must have a minimum of 8.0 overall credits or permission of the instructor.

Prerequisite(s): IASC 1P04 and 1P05, or PCUL 2P20.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

# IASC 3P28

**Rhetorical Analysis**

(also offered as ENGL 3P28 and WRDS 3P28)

Analysis of literary and non-literary texts using categories, insights and practices of classical and contemporary rhetorical studies. Texts include poetry, fiction, drama, journalism, scientific and political writing, and advertising. Attention to the rhetoric of public spaces, issues of social justice, and the building and maintenance of human communities.

Lectures, seminar, 3 hours per week.

Restriction: open to ENCW (single or combined), ENGL (single or combined), ENGL (Honours)/BEd (Intermediate/Senior), and WRDS (single or combined) majors and minors until date specified in Registration guide.

Prerequisite(s): two ENGL credits, one WRDS (WRIT) credit numbered *2(alpha)00* or above or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in WRIT 3P28.

\* IASC 3P36

**Digital Innovations: History and Computing I**

(also offered as CLAS 3P36 and HIST 3P36)

Explores innovative, digital methods historians are using to research, express and teach the past.

Lectures, seminar, 3 hours per week.

Note: practical component features introduction to 3D modelling. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in IASC (CLAS/HIST) 3F31.

\* IASC 3P37

**Digital Innovations: History and Computing II**

(also offered as CLAS 3P37 and HIST 3P37)

Surveys ways historians have used computation to transform our understanding of the past.

Lectures, seminar, 3 hours per week.

Note: practical component features introduction to more advanced methods for 3D modelling. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in IASC (CLAS/HIST) 3F31.

# IASC 3P39

**Contemporary Literature in English**

(also offered as ENGL 3P39)

The postmodern period emphasizing the forms, approaches and cultural responses that have characterized writing in English in the later 20th century.

Lectures, seminar, 3 hours per week.

Prerequisite(s): one of IASC (2P57) and 2P70, two ENGL credits numbered 2(alpha)00 to 2(alpha)99 or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

# IASC 3P73

**Creative Writing for Digital Media**

(also offered as ENCW 3P73, ENGL 3P73 and WRDS 3P73)

Exploration of new avenues for creative expression opened by digital technologies. Consideration of how digitalization changes such notions as the nature of creativity, genre, audience, authorship and copyright.

Lectures, seminar, 3 hours per week.

Restriction: open to IASC (single or combined), ECUL, ENCW (single or combined), ENGL (single or combined), ENGL (Honours)/BEd (Intermediate/Senior), WRDS (single or combined), GAMD majors and minors until date specified in Registration guide.

Prerequisite(s): two ENGL credits or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in WRIT 3P73.

# IASC 3P90

**Advanced Topics in Digital Culture**

(also offered as COMM 3P90)

Contemporary and digital culture issues emerging from industry practices, scholarly research, and user activities.

Lectures, seminar, 3 hours per week.

Prerequisite(s): one of IASC 2P90, 2P91, COMM 2P26 or permission of the instructor.

Note: students will work collaboratively on a wiki-based archive of extended book reviews. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

# IASC 3P92

**Technology and Culture**

(also offered as COMM 3P92 and PCUL 3P92)

Critical analysis of the ways in which culture and technology are mutually productive of one another using historical, contemporary and emerging examples drawn from everyday life.

Lectures, seminar, 3 hours per week.

Prerequisite(s): one of IASC 2P90, 2P91, COMM 2P26 or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

# IASC 3P93

**Heritage Interpretation in the Digital Age**

(also offered as TOUR 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, project workshop, 3 hours per week.

Prerequisite(s): two IASC credits numbered 1(*alpha*)90 to 2(*alpha*)99, two TOUR (TMGT/TREN) credits numbered 1(*alpha*)90 to 2(*alpha*)99 or permission of the instructor

Note: tutorials and class meetings held throughout the term. Independent fieldwork for production of an online thematic interpretive resource focusing on heritage features in Niagara. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in TMGT (TREN) 4P19.

# IASC 3P94

**Introduction to Human Computer Interaction**

(also offered as APCO 3P94 and COSC 3P94)

Human factors in the design and support of computing systems. Design methodologies such as GOMS, TAGs and Task Analysis. Design principles relating to various interaction paradigms.

Lectures, 3 hours per week; lab/seminar, 2 hours per week.

Prerequisite(s): two credits from IASC (minimum 60 percent), APCO (minimum 60 percent), COSC (minimum 60 percent) or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

IASC 3P96

**Level Design for Games and Immersive Media**

Critical analyses and practical studies in the design of world spaces for video games and other interactive media.

Lectures, lab, 3 hours per week.

Restriction: open to GAMD and GAMP majors until date specified in Registration guide. After that date open to IASC (single or combined), GAMD and GAMP majors. Students must have a minimum of 10.0 overall credits.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

IASC 3P97

**Interactive Media Portfolio**

Cumulative portfolio that presents and reflects upon individual and team work (process and completed productions) developed through Interactive Arts and Science program.

Lab, 4 hours per week.

Restriction: open to IASC (single or combined) majors with a minimum of 10.0 overall credits, GAMD majors with a minimum of 15 credits and IASC/BEd (junior Intermediate) until date specified in Registration guide.

Note: materials fee required. Students must supply any additional materials and equipment. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

IASC 3P98

**Directed Studies**

Program of study through research and readings designed in consultation with the faculty member directing the course.

Restriction: open to IASC (single or combined) majors with a minimum of 10.0 overall credits and permission of the Centre, GAMD majors with a minimum of 15.0 overall credits and permission of the Centre.

Note: students are responsible for arranging their directed study course with a faculty member and must submit a written contract signed by the faculty member to the Director prior to registration. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

IASC 3P99

**Directed Project**

Interactive media project with directed readings designed in consultation with the faculty member directing the course.

Restriction: open to IASC (single or combined) majors with a minimum of 10.0 overall credits, GAMD majors with a minimum of 15.0 overall credits and permission of the Centre.

Note: students are responsible for arranging their directed project course with a faculty member and must submit a written contract signed by the faculty member to the Director prior to registration. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

IASC 3Q90

**Competencies in Game Design**

University to industry career transition preparation. Workshops, networking events and other professional development experiences related to game studies and design.

Lectures, 3 hours per week.

Restriction: open to GAMD majors with a minimum of 10.0 overall credits.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

IASC 3Q92

**Advanced Internship in Interactive Media Project**

Analysis of individual internship experience (IASC 3F95) in a business related to interactive media or the gaming industry

Restriction: open to IASC (single or combined) majors with a minimum of 10.0 overall credits, and permission of the Centre.

Co-requisite(s): IASC 3F95

Note: application required. Enrolment will be limited to the number of placements available. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

# IASC 3Q98

**The Psychology of Screens (Television and Beyond)**

(also offered as COMM 3Q98, PCUL 3Q98 and PSYC 3Q98)

Cognitive responses to mediated communication including television and new/emerging information and communication technologies. Focus on cognitive effects, theories and research.

Lectures, seminar, 3 hours per week.

Restriction: students must have a minimum of 8.0 overall credits or permission of the instructor.

Prerequisite(s): one of IASC 1F01, IASC 1P04 and 1P05, COMM 1F90, PSYC 1F90 or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in COMM (PCUL/PSYC) 3P95 and COMM 3Q20.

# IASC 3Q99

**Advanced Sound Design**

(also offered as STAC 3Q99 and VISA 3Q99)

Further develop skills and acquire knowledge on the field of digital sound, focusing on recording theory, post-production techniques and presentation. Installation practices in Sound Art and use of hardware and software to create sound-based art projects.

Lab, 5 hours per week.

Restriction: open to VISA (single or combined) and VISA (Honours)/BEd (Intermediate/Senior) majors until date specified in Registration guide. After that date open to IASC (single or combined), STAC, VISA (single or combined) and VISA (Honours)/BEd (Intermediate/Senior) majors.

Prerequisite(s): IASC 2P99 or permission of the instructor.

Note: students may need additional materials and equipment, which they must supply. Field trips may be required. Students are expected to pay their own expenses. Due to space limitations, audits are not permitted in studio classes. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

IASC 4F01

**Honour & Thesis**

Thesis on a topic of mutual interest to the student and the instructor. Textual document which may or may not include a digital component.

Restriction: open to IASC (single or combined) majors with a minimum of 14.0 overall credits, a minimum of 75 percent major average, and permission of the Centre for Digital Humanities.

Prerequisite(s): IASC 3F02; Antirequisite(s): IASC 4L00

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

IASC 4F03

**Team-based Practicum in Game Design and Production**

Planning and production of a collaborative game project.

Seminar, lab, 5 hours per week.

Restriction: open to GAMD and GAMP majors with a minimum of 14.0 overall credits or permission of the Centre for Digital Humanities.

Prerequisite(s): IASC 3P04 and 3P06.

Note: materials fee required. Students must supply any additional materials. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

IASC 4L00

**Collaborative Practicum in Interactive Media Design and Production**

Planning and production of a collaborative interactive media project.

Seminar, lab, 10 hours per week.

Restriction: open to IASC (single or combined) majors with approval to year 4 (honours) or permission of the Centre.

Prerequisite(s): IASC 3F02.

Note: materials fee required. Students must supply any additional materials. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in IASC 4F00.

# IASC 4P01

**Creating Social Value from Material Culture**

(also offered as MLLC 4P01, STAC 4P01 and VISA 4P01)

Theory and practice of creating social value from material culture. Curatorial and interpretive practice in public institutions focusing on art, human and natural history, and science and technology. Informal learning theory, authority structures and community engagement, audience segmentation and selection, exhibit design, and collections development within social and political contexts.

Lectures, seminar, 3 hours per week.

Restriction: students must have a minimum of 10.0 overall credits or permission of the instructor.

Note: event attendance may be required. Event fees may be required. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

IASC 4P02

**Video Game Research and Development**

Directed program of readings and research related to the theoretical and practical aspects of game design/development as applied to each student's individual contributions to a team-based project. Best practices in the preparation of design and technical documentation.

Lectures, seminar, 3 hours per week.

Restriction: open to GAMD and GAMP majors with a minimum of 14.0 overall credits or permission of the Centre for Digital Humanities.

Prerequisite(s): IASC 3P04 and 3P06.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

# IASC 4P62

**Video Games in the Classroom**

(also offered as EDUC 4P62)

Research and current issues related to the integration of video games and other interactive new media technologies into the elementary and secondary school instructional program.

Lectures, seminar, 3 hours per week.

Restriction: open to BA (Honours)/BEd (Intermediate/Senior), BA Integrated Studies (Honours)/BEd (Junior/Intermediate), BA Interactive Arts and Science (Honours)/BEd (Junior/Intermediate), CHYS BA (Honours)/BEd (Primary/Junior), BPhEd (Honours)/BEd (Intermediate/Senior), BPhEd (Honours)/BEd (Junior/Intermediate), BSc (Honours)/BEd (Intermediate/Senior) and BSc Integrated Studies (Honours)/BEd (Junior/Intermediate) majors and BECE students, until date specified in Registration guide. Students must have a minimum of 9.0 overall credits.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in IASC (EDUC) 3P62.

# IASC 4P72

**High and Low Art: Intersections, Exchanges and Flows**

(also offered as MLLC 4P72, STAC 4P72 and ~~VISA 4P72~~)

The exchange between high art and entertainment, considering intertextuality and cultural appropriation; the changing role of museums and community-based arts; and the migration of values and tastes between market-driven and not-for-profit cultural outcomes.

Seminar, 3 hours per week.

Restriction: students must have a minimum of 12.0 overall credits or permission of the instructor.

Note: event attendance is required; event fees required. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

IASC 4V70-4V79

**Advanced Studies in Interactive Arts and Science**

Variable topics in an area of mutual interest to students and instructor.

IASC 4V70

**2022-2023: Advanced Topics in Game Design**

Advanced study of game design as a discipline. Includes practical and theoretical components related to the design and creation of games.

Lecture, Lab, 3 hours per week.

Restriction: open to IASC (single or combined) and GAMD majors with a minimum of 15.0 overall credits, and permission of the Centre.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

**INTERNSHIP COURSE**

IASC 3P95

**Internship in Interactive Media**

Internship in a business related to interactive media or the gaming industry.

Restriction: open to IASC (single or combined) majors with a minimum of 10.0 overall credits, GAMD majors with a minimum of 15.0 overall credits and permission of the Centre.

Note: application required. Enrolment will be limited to the number of placements available. Students will be required to attend orientation meetings, occasional meetings with internship co-ordinator and develop professional learning objectives. Additional components typically include a site visit, a work term report and an employer performance evaluation. Students who have completed IASC 3F95 or IASC 3F96 may not register for this course. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

## 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):

#### **IASC 4V70 - 2022-2023: Advanced Topics in Game Design**

1. Course classification: **Regular**
2. Which department will be financially responsible as the Home department?  
**Interactive Arts and Science**
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: **No**
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).

**IASC 1P03 - Makerspace Foundations**

**IASC 2P50 - Myth, Mutation and Transformation**

**IASC 3P15 - Virtual Selves**

**IASC 4P72 - High and Low Art: Intersections, Exchanges and Flows**

**IASC 2P94 - Embodied Text: Art Beyond the Artifact**

**IASC 2P93 - Critical Practice in the Fine and Performing Arts**

## 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, 2021**.

**Submitted by Clara Suba on October 14, 2021 at 11:37:34 AM**

**Submitted by Jason Hawreliak on October 14, 2021 at 11:39:40 AM**

**Submitted by Neta Gordon on October 15, 2021 at 08:07:59 AM**

**Submitted by Tricia MacDonald on October 18, 2021 at 02:20:18 PM**

**Edited by Tricia MacDonald on October 20, 2021 at 10:01:59 AM**

**IASC 4V70:** Update to title to reflect year - calendar style for variable topics courses.

**Edited by Sarah Sager on November 22, 2021 at 03:41:35 PM**

**IASC 3P15:** updated to correct typo

**Edited by Pauline Carroll on December 2, 2021 at 02:05:01 PM**

**IASC 2P50:** Humanities subcommittee edits Dec 2, 2021

# Academic Program Calendar Submission #2022-3246

Department/Centre: Italian

Program(s): Italian Studies

## Program Additions/Terminations

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

**Please note: The calendar year runs from May 1, 2022 to April 30, 2023 and begins with the Spring/Summer sessions. All new programs being introduced or the termination of programs will be effective beginning 2022 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. Proposal(s) and Effective Date(s)

Please note: The Calendar year runs from May 1, 2022 to April 30, 2023 and begins with the Spring/Summer sessions. All programs being changed will be effective beginning 2022 Spring Session.

List all proposals, to be implemented, numerically in the following order:

1. Officers of Instruction be revised.
2. General Information be revised.
3. ITAL 2P80 be renumbered ITAL 2P91 Italian Cinema.
4. ITAL 2P93 Immigrants and Indigenous Peoples: The Case of Italian-Canadians be added to the course bank.
5. ITAL 2P94, ITAL 2P98, ITAL 3P94 course descriptions be revised.
6. ITAL 2P97 crosslisted as CLAS/HIST 2P97 course description be revised.
7. ITAL 2Q96 crosslisted as CLAS/HIST 2Q96 course description and pre-requisite be revised.
8. ITAL 3P02 Black Italy: Shifts in Italian cultural identity be added to the course bank.
9. ITAL 3P09 course format and pre-requisite be revised.
10. ITAL 3P90 and ITAL 4P04 be deleted from the course bank.

### 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 reflect new Acting Chair Renée-Claude Breitenstein as of August 1, 2021.
2. Update website url.
3. Change number from ITAL 2P80 to ITAL 2P91 to allow students to use it for a 2nd year or 3rd year credit.
4. ITAL 2P93 Immigrants and Indigenous Peoples: The Case of Italian-Canadians. To broaden the scope of Italian Studies and address the new migrant realities.
5. New Descriptions better represent the course content.
6. to reflect update to the course bank (Classics home department)
7. to reflect update to the course bank (Classics home department)
8. ITAL 3P02 Black Italy: Shifts in Italian cultural identity. To broaden the scope of Italian Studies and address the new migrant realities.
9. to reflect update to the course bank (Classics home department)
10. To replace two new courses added to APC 2022-23 (ITAL 2P93 and ITAL 3P02).

### 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.

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## Italian Studies

*This program is offered through the Department of Modern Languages, Literatures and Cultures*

*Chair*

**Renée-Claude Breitenstein (until June 30, 2022)** ~~Carmela Colella~~

*Academic Advisor*

Liz Hay

## General Information

*Administrative Assistant*

Violetta Clitheroe

905-688-5550, extension 3312

Glenridge 573A, Room 263

brocku.ca/[humanities/modern-languages/modernlanguages](http://humanities/modern-languages/modernlanguages)

The Department aims to provide students with extensive knowledge of the spoken and written Italian language, literature and culture. Internship and experiential learning opportunities are also available. In addition to the courses taught in the language, the Italian Studies program provides courses in Cinema, Culture, Art and Architecture taught in English. As well, the Department offers a series of courses taught in English (designated SCLC) that may be acceptable for credit toward a degree in Italian Studies. Students are encouraged to participate in one or more of the study programs in Italy.

## Summer Studies in Italy

The Italian Section of the Department of Modern Languages, Literatures and Cultures offers a summer course in Italy in Rome, Florence and Siena: ITAL 3F50 Reading the Italian City (in conjunction with the Department of History, Centre for Medieval and Renaissance Studies, and the Department of Visual Arts). In addition, the Section facilitates the taking of courses, on letter of permission, in Italy offered by other Universities. Students may also take language courses through the University of Siena for Foreigners in Tuscany. Contact the Department for information.

## Program Notes

1. Students with one or more credits of high school Italian or a previous university Italian credit take ITAL 1F90 and may not take ITAL 1F00 without permission of the Department. Permission is granted only in the most exceptional cases.
2. Students with no high school credits in the language or no formal instruction in the language take ITAL 1F00.
3. ITAL 1F00 is an introductory language course. Students who register in the course must submit an official high school transcript to the instructor in order to demonstrate that they meet course requirements before the end of the second week of classes. Failure to do so will result in de-registration from the course.
4. Students who took ITAL 1F90 in Year 2 must take ITAL 2F00 in Year 3.
5. The Department reserves the right to refuse admission to and/or credit for any of its language courses to a student who has, in the view of the Department, a level of competence unsuited to that course.
6. 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 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.

## Pass Program

### Year 1

- ITAL 1F00 or 1F90
- one Sciences context credit
- one Social Sciences context credit
- two elective credits

### Year 2

- ITAL 1F90 or 2F00
- one and one-half credits from ITAL 2P80, 2P90, 2P92, 2P94, 2P95, 2P96, 2P98, 2P99, 2Q90, 2Q95 and one-half MLLC or ITAL credit numbered 2(alpha)00 or above (see program notes 5 and 6)
- two elective credits

### Year 3

- ITAL 2F00 and one and one-half credits from ITAL 2P80, 2P90, 2P92, 2P94, 2P96, 2P98, 2P99, 2Q90, 2Q95, 3F50, 3P92, 3P93, 3Q90, 3Q91 and one-half MLLC or ITAL credit numbered 2(*alpha*)90 or above, or two credits from ITAL 2P80, 2P90, 2P92, 2P94, 2P95, 2P96, 2P98, 2P99, 2Q90, 3F50, 3P92, 3P93, 3Q90, 3Q91 and one credit ITAL or MLLC numbered 2(*alpha*)90 or above (see program notes 4 and 5)
- two elective credits

## Combined Major Program

Students may take a Combined Major in Italian and a second discipline. For requirements in the other discipline, the student should consult the relevant department/centre. It should be noted that not all departments/centres provide a combined major option.

### Honours

#### Year 1

- ITAL 1F00 or 1F90
- one credit from the co-major discipline
- one Sciences context credit
- one Social Sciences context credit
- one elective credit

#### Year 2

- ITAL 1F90 or 2F00
- one credit from ITAL 2P80, 2P90, 2P92, 2P94, 2P95, 2P96, 2P98, 2P99, 2Q90, 2Q95 or one and one-half credits from ITAL 2P80, 2P90, 2P92, 2P94, 2P96, 2Q90 and one-half MLLC or ITAL credit numbered 2(*alpha*)00 or above (see program note 5)
- two credits from the co-major discipline
- one elective credit

#### Year 3

- ITAL 2F00 and one credit from ITAL 2P80, 2P90, 2P92, 2P94, 2P95, 2P96, 2P98, 2P99, 2Q90, 2Q95 or one and one-half credits from ITAL 2P80, 2P90, 2P92, 2P94, 2P96, 2P98, 2P99, 2Q90 and one-half MLLC or ITAL credit numbered 2(*alpha*)90 or above (see program notes 4 and 5)
- two credits from the co-major discipline
- one elective credit

#### Year 4

- One and one-half credits from ITAL 3F50, 3P92, 3P93, 3Q90, 3Q91, and one-half MLLC or ITAL credit numbered 3(*alpha*)90 or above (see program note 5)
- two credits from the co-major discipline
- one elective credit

### Pass

Satisfactory completion of the first three years of the Honours program entitles a student to apply for a Pass degree.

## Concentration Program

### Concentration in Italian Language and Romance Linguistics

Students may earn a Concentration in Italian Languages and Romance Linguistics by successfully completing the following courses as part of the academic work leading to a BA (Honours) in Italian Studies:

- Two credits from ITAL 1F90, 2F00, 2P90, 3Q91
- one credit from FREN 1F00, 1F50, 1F90, 2F00, GERM 1F00, LATI 1F00, 1F90, PORT 1F00, SPAN 1F00, 1F90
- MLLC 2P95 and two credits from ITAL 2P90, 2P94, 2P96, 3Q91, LING 1P94, 1P95, 2P93, FREN 2P10, 2P57, 3P90, SPAN 3P99
- one credit from MLLC 3P80, 3V80-3V89, 4P10, 4P11, 4Q80

## Minor in Italian Studies

Students in other disciplines may obtain a Minor in Italian within their degree program by completing the following courses with a minimum 60 percent overall average:

- ITAL 1F90 and 2F00
- two credits from ITAL 1F00, 2P80, 2P90, 2P92, 2Q90, 3Q91, 3F50, 3P93

## **Minor in Italian Language and Romance Linguistics**

- ITAL 1F90 and 2F00
- one and one-half credits from ITAL1F00, 2P90, 2P94, 2P96, MLLC 2P95, 3P80, 4P80, LATI 1F00
- one-half credit from MLLC 2P95, 3P80, 4P80

## **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.

ITAL 1F00

### **Introductory Italian**

Beginner's course for students with no formal knowledge of Standard Italian. Acquisition of reading and oral skills, basic grammar, conversation and composition.

Lectures, 3 hours per week.

Note: students who have taken a previous Italian course in high school will not be permitted to take this course. Students must submit an official high school transcript to the instructor in order to demonstrate that they meet course requirements before the end of the second week of classes. Failure to do so will result in de-registration from the course. Experiential Learning component is available for those students interested. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

ITAL 1F90

### **Intermediate Italian**

Review of basic grammar; composition and oral practice. Discussions based on cultural topics, cities and the art of Italy.

Lectures, tutorial, 4 hours per week.

Prerequisite(s): ITAL 1F00, (1F01), one or more high school Italian credits or permission of instructor.

Note: experiential Learning component is available for those students interested. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

ITAL 1P91

### **Italian for International Exchange Students**

Acquisition of reading and oral skills, grammar, conversation and composition. Cultural topics, cities and the art of Italy.

Restriction: permission of instructor.

Note: open to international exchange students and non-native speakers of Italian. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

ITAL 1P96

### **Italian Culture and Civilization**

Artistic heritage of Italy and the intellectual, political and social forces that have shaped the mentality and way of life of the Italians. Selected texts and multi-media material.

Lectures, 3 hours per week. Blended.

Restriction: not open to ITAL (single or combined) majors and minors.

Note: given in English. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained ITAL 1P95 and INTC 1P96.

ITAL 2F00

**Language, Literature and Culture**

Grammar review; oral and written practice. Introduction to the study of film, literary texts and principles of criticism.

Lectures, tutorial, 4 hours per week.

Prerequisite(s): ITAL 1F90 or permission of instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

\* ITAL 2P80

**Italian Cinema**

(also offered as STAC 2P80)

Major film directors and cultural trends in Italian cinema. Influence of Italian film on North American directors. Films studied include those by such directors as De Sica, Rossellini, Fellini, Antonioni, Bertolucci, Wertmüller, Tornatore, Amelio, Moretti and Sorrentino.

Lectures, 3 hours per week, plus film lab.

Note: given in English. No knowledge of Italian required. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

ITAL 2P90

**Translation and Language Practice**

Translation of selected material from magazine articles, essays and various texts focusing on interference between English and Italian. Introduction to business correspondence.

Lectures, 3 hours per week.

Prerequisite(s): ITAL 1F90 or permission of instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

\* ITAL 2P91

**Italian Cinema**

(also offered as STAC 2P91)

Major film directors and cultural trends in Italian cinema. Influence of Italian film on North American directors. Directors may include De Sica, Rossellini, Fellini, Antonioni, Bertolucci, Wertmüller, Tornatore, Amelio, Moretti and Sorrentino.

Lectures, 3 hours per week, plus online film screenings.

Note: given in English. No knowledge of Italian required. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in ITAL/STAC 2P80.

\* ITAL 2P92

**Early to High Renaissance Art and Architecture**

(also offered as MARS 2P92 and VISA 2P92)

Major monuments, buildings and art works of the period from several critical perspectives including the humanist influence on the arts in Florence and Rome, the issue of patronage and the question of the artist's cultural status.

Lectures, seminar, 3 hours per week.

Prerequisite(s): one of ITAL 1F90, MARS 1F90, VISA 1Q98 and 1Q99 or permission of instructor.

Note: given in English. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

ITAL 2P93

**Immigrants and Indigenous Peoples: The Case of Italian-Canadians**

Intertwined histories of Italians, Italian-Canadians with Indigenous Peoples of Turtle Island through a decolonial theoretical and practical approach. Topics may include indigeneity of the Italian peninsula, exploration of existing connections between Italian-Canadians and Indigenous communities, Indigenous-Italian-Canadian self-narratives, building awareness, solidarity and strengthened relations with Indigenous Nations.

Lectures, seminar, 3 hours per week.

Note: given in English. No knowledge of Italian is required. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

ITAL 2P94

**Linguistic and Cultural Regionalism in Italy**

Cultural, socio-political and economic issues and conditions that characterize the regions of Italy. **Exploration of** regional **identity through the study of food history, analysis of** linguistic variants and dialects, and **the** establishment of a linguistic standard.

Lectures, 3 hours per week.

Note: given in English. ITAL 1F90 recommended. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

ITAL 2P95

**Modern Culture and Civilization**

Historical changes and key issues in 19th- and 20th-century Italy focusing on Italian unification, Fascism and modern Italy. Arts and literature representative of the period.

Lectures, seminar, 3 hours per week.

Note: given in English. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

ITAL 2P96

**Italian Culture and Society**

Overview of the intellectual, political and social forces that have shaped modern-day Italy. Focus on historical periods and how these are reflected in art, literature, architecture and society. Selected texts and multi-media material.

Lectures, 3 hours per week. Blended.

Restriction: open to ITAL (single or combined) majors and minors.

Note: given in English. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

# ITAL 2P97

**History of the Early Roman Empire**

(also offered as CLAS 2P97 and HIST 2P97)

History of Rome from the Battle of Actium to the death of Marcus Aurelius (180 CE ~~AD 180~~) emphasizing social and political developments.

Lectures, seminar, 3 hours per week.

Note: CLAS 2Q96 is recommended. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in CLAS (HIST/ITAL) 3P06.

\* ITAL 2P98

**Italians in Canada and Italy-Canada Relations**

(also offered as CANA 2P98)

**Topics may include** History of Italian immigration in Canada focusing on Ontario. Italian-Canadian **communities in Ontario, cultural literature including such writers as Nino Ricci and Mary Di Michele. Cultural and economic relations between Italy and Canada, including World War II internment experience. Italian contribution to the arts in Canada (art, music, film, literature) and issues of heritage, multiculturalism, ethnicity, identity, and representation.**

Lectures, 3 hours per week.

Restriction: students must have a minimum of 5.0 overall credits or permission of instructor.

Note: given in English. No knowledge of Italian required. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

# ITAL 2P99

**Medieval and Renaissance Tales**

(also offered as MARS 2P99)

Evolution and development of Novella Collections in Europe, emphasizing the Frame Tale function. Selections from Boccaccio, Chaucer, Marguerite de Navarre, Miguel de Cervantes, Maria de Zayas.

Lecture, seminar, 3 hours per week.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

\* ITAL 2Q90

**Digital Archives: Construction, Scholarship and Functionality**

(also offered as IASC 2Q90 and STAC 2Q90)

Digital archives, their functionality, development and role in Humanities research. Sites studied will range from library collections to single authors and artist projects, including museum and audio archives. Engagement in the creation of a digital archive.

Lectures, lab, 3 hours per week.

Restriction: students must have a minimum of 5.0 overall credits or permission of instructor.

Note: given in English. No knowledge of Italian required. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

\* ITAL 2Q95

**Queer Stories in Italy and the West**

(also offered as WGST 2Q95)

Expression and treatment of sexual and gender diversity in Italy through theories of gender and sexuality, literature, theatre, and film. Themes include colonialism, activism, migration, and the tensions within Italy's social movements. Exploration of topics through comparisons and connections between Italy and other parts of the Western world.

Lectures, 3 hours per week.

Restriction: students must have a minimum of 4.0 overall credits or permission of instructor.

Note: given in English. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

# ITAL 2Q96

**History of the Roman Republic**

(also offered as CLAS 2Q96 and HIST 2Q96)

History of Rome to the Battle of Actium (31 BCE), emphasis on social and political developments from the Gracchi to Julius Caesar.

Lectures, seminar, 3 hours per week.

**Prerequisite(s): one of CLAS 1P92, 2P97, 3P23 or permission of the instructor.**

Note: CLAS 1P92 is recommended. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in CLAS (HIST/ITAL) 3P05.

\* ITAL 3F50

**Reading the Italian Medieval and Renaissance City**

(also offered as HIST 3F50, MARS 3F50 and VISA 3F50)

Exploring key monuments, churches, museums and urban sites. Concept of the city as expressed through art, literature and architecture from Medieval to Baroque times. Historical and geographical influences and factors in shaping the city, its culture and traditions. Cities include Rome, Assisi, Florence and Siena.

Prerequisite(s): one ITAL, HIST, MARS or VISA credit or permission of the course co-ordinator.

Note: offered in Italy during Spring session. Given in English. No knowledge of Italian is needed. Course begins in May on campus during the Spring Evening session (3-4 weeks). Departure for Italy: end of May or beginning of June for a two-week study tour of Rome, Assisi, Florence and Siena. Students are responsible for travel, accommodation and other expenses. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in ITAL (VISA) 2F99 and ITAL (MARS/VISA) 3M50.

ITAL 3M20-3M24

**Special Topics in Italian**

Special topic in an area not represented by other courses.

ITAL 3P02

**Black Italy: Shifts in Italian Cultural Identity**

Examination of cultural productions and self-narratives (social media, music, fashion, culture, film) of the Black Italian Community. Presence of the African diaspora in contemporary Italy including migrants, refugees, and the undocumented. Lectures, seminar, 3 hours per week.

Restriction: students must have a minimum of 5.0 overall credits or permission of instructor.

Note: given in English. No knowledge of Italian is required. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

# ITAL 3P09

**The Later Roman Empire**

(also offered as CLAS 3P09 and MARS 3P09)

History of the Roman Empire from the death of Marcus Aurelius to late Antiquity.

Lectures, seminar, 3 hours per week.

Prerequisite(s): one of CLAS 1P92, 2P97, 3P23 or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in ITAL 4P55.

# ITAL 3P22

**Art and Architecture of the Roman Republic and Early Empire**

(also offered as CLAS 3P22 and VISA 3P22)

Art and architecture of the cultures of the Italian peninsula, in the first millennium BC, within the framework of cultural change and external influences.

Lectures, 3 hours per week.

Note: one credit from CLAS or VISA 1Q98 and 1Q99 recommended. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

# ITAL 3P23

**Art and Architecture of the Roman Empire**

(also offered as CLAS 3P23 and VISA 3P23)

Roman art and architecture from Augustus to Late Antiquity. Christian art and architecture and the influence of Roman aesthetics on the Renaissance and beyond.

Lectures, 3 hours per week.

Note: one credit from CLAS or VISA 1Q98 and 1Q99 recommended. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

ITAL 3P90

**Literature of the 19th Century**

Literary and cultural movements of the 1800s; socio-cultural issues in pre- and post-Unification Italy. Authors may include Manzoni, Foscolo, Leopardi and Verga.

Lectures, 3 hours per week.

Restriction: students must have a minimum of 5.0 overall credits or permission of instructor.

Note: given in English. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

\* ITAL 3P92

**Petrarch and Boccaccio**

(also offered as MARS 3P92)

Literature, arts and culture of the Middle Ages emphasizing Petrarch's Canzoniere (Song Book) and Boccaccio's Decameron, and the works and genres that they influenced.

Lectures, seminar, 3 hours per week.

Prerequisite(s): one ITAL, MARS credit or permission of instructor.

Note: given in English. No knowledge of Italian is required. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

\* ITAL 3P93

**Dante's Inferno**

(also offered as MARS 3P93)

Dante's *Divine Comedy* and the world it created and reflected focusing on the *Inferno*. References to relevant visual arts (illustrations and adaptations of the *Divine Comedy* by such artists as Doré, Rodin and the Pre-Raphaelites).

Lectures, seminar, 3 hours per week.

Restriction: students must have a minimum of 5.0 overall credits or permission of instructor.

Note: given in English. No knowledge of Italian is required. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

ITAL 3P94

**Modern and Contemporary Italian Literature in Translation**

Overview of the trends and genres in Italian literature during the 20th and 21st centuries. Representative writings selected from major novelists, short-story writers and playwrights/poets, such as Pirandello, ~~Montale~~, Moravia, Calvino, Morante and Eco.

Lectures, seminar, 3 hours per week.

Restriction: students must have a minimum of 5.0 overall credits or permission of instructor.

Note: given in English. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

ITAL 3P97

**Italian for Teachers**

Approaches to the teaching of Italian as a second language. Teaching methods, educational materials and multi-media resources. Lectures, 3 hours per week.

Prerequisite(s): ITAL 2F00 and one ITAL credit numbered 2(*alpha*)00 or above or permission of instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

ITAL 3Q91

**Grammar, Composition and Conversation**

Language practice through written compositions, analyses of texts, discussions and presentations.

Lectures, 3 hours per week.

Prerequisite(s): ITAL 2F00 or permission of instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

ITAL 4P04

**Translation: Applications**

Translation practice. Interrelationships between English and Italian. Application of translation methodologies to a variety of texts. Lectures, 3 hours per week.

Prerequisite(s): ITAL 2F00 or permission of instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

**INTERNSHIP COURSE**

ITAL 3Q90

**Translating and Interpreting in the Community: An Internship**

May include health care, tourism, wine industry, judicial services and business.

Tutorial, 1.5 hours per week plus internship placement time.

Restriction: open to ITAL (single or combined) majors with a minimum 70 percent major average and permission of the instructor.

Prerequisite(s): ITAL 2F00 and 2P90.

Note: enrolment will be limited to the number of placements available. Italian Minors will be considered in exceptional cases. Students will be interviewed in Italian in order to select appropriate placements. Participation is required in an orientation to the co-op experience, goal setting, and resume and interview skills preparation. Part-time internship in a business where Italian is used. Students will be placed in the community for experiential learning. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

## 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):

#### ITAL 2P91 - Italian Cinema

1. Course classification: **Regular**
2. Which department will be financially responsible as the Home department?  
**Italian**
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: **No**
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? **ITAL 2P80 Italian Cinema and STAC 2P80 Italian Cinema**

#### ITAL 2P93 - Immigrants and Indigenous Peoples: The Case of Italian-Canadians

1. Course classification: **Regular**
2. Which department will be financially responsible as the Home department?  
**Italian**
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: **No**
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**

#### ITAL 3P02 - Black Italy: Shifts in Italian Cultural Identity

1. Course classification: **Regular**
2. Which department will be financially responsible as the Home department?  
**Italian**
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: **No**
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.

**ITAL 2P80 - Italian Cinema**  
**ITAL 3P90 - Literature of the 19th Century**  
**ITAL 4P04 - Translation: Applications**

**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).

**ITAL 2P94 - Linguistic and Cultural Regionalism in Italy**  
**ITAL 2P98 - Italians in Canada and Italy-Canada Relations**  
**ITAL 3P94 - Modern and Contemporary Italian Literature in Translation**  
**ITAL 2P97 - History of the Early Roman Empire**  
**ITAL 2Q96 - History of the Roman Republic**  
**ITAL 3P09 - The Later Roman Empire**

## 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, 2021**.

**Submitted by Violetta Clitheroe on October 14, 2021 at 04:14:13 PM**

**Rejected by Renee-Claude Breitenstein on October 14, 2021 at 05:16:36 PM**

Program Changes Proposal, 4 should read Edit delivery and prerequisites for ITAL/CLAS3P09 The Later Roman Empire, and course description for ITAL/CLAS2P97 History of the Early Roman Empire and ITAL/CLAS2Q96 History of the Roman Republic.

Program Changes Explanation, 4 should read Edit to ITAL/CLAS 3P09 The Later Roman Empire, ITAL/CLAS2P97 History of the Early Roman Empire and ITAL/CLAS2Q96 History of the Roman Republic upon request from CLAS.

The calendar entry for ITAL/CLAS3P09 needs to be changed according to what was submitted to us:

Lectures, seminar, 3 hours per week.

Prerequisite(s): one of CLAS 1P92, 2P97, 3P23 or permission of the instructor.

**Submitted by Violetta Clitheroe on October 15, 2021 at 09:51:24 AM**

**Rejected by Renee-Claude Breitenstein on October 15, 2021 at 11:29:55 AM**

The calendar entry for ITAL/CLAS3P09 needs to be changed, if possible.

**Submitted by Violetta Clitheroe on October 15, 2021 at 11:34:17 AM**

**Submitted by Renee-Claude Breitenstein on October 15, 2021 at 11:35:48 AM**

**Rejected by Neta Gordon on October 17, 2021 at 09:16:16 AM**

Hi Violetta: I've emailed you the two (minor) changes that will need to be made to this submission. NG

**Submitted by Violetta Clitheroe on October 18, 2021 at 12:43:12 PM**

**Submitted by Renee-Claude Breitenstein on October 18, 2021 at 01:26:50 PM**

**Submitted by Neta Gordon on October 20, 2021 at 08:12:58 AM**

**Submitted by Tricia MacDonald on October 21, 2021 at 03:50:34 PM**

**Edited by Sarah Sager on November 18, 2021 at 02:21:21 PM**

ITAL 2P97: updated to reflect typo mistake

**Edited by Pauline Carroll on December 2, 2021 at 01:58:12 PM**

ITAL 2P98: Humanities subcommittee edits Dec 2, 2021

# Academic Program Calendar Submission #2022-3285

**Department/Centre:** Medieval and Renaissance Studies

**Program(s):** Medieval and Renaissance Studies

## Program Additions/Terminations

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

**Please note: The calendar year runs from May 1, 2022 to April 30, 2023 and begins with the Spring/Summer sessions. All new programs being introduced or the termination of programs will be effective beginning 2022 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. Proposal(s) and Effective Date(s)

**Please note: The Calendar year runs from May 1, 2022 to April 30, 2023 and begins with the Spring/Summer sessions. All programs being changed will be effective beginning 2022 Spring Session.**

List all proposals, to be implemented, numerically in the following order:

- 1. MARS 2P08 crosslisted as HIST 2P08 course title and description be revised.**
- 2. MARS 3P09 crosslisted as CLAS 3P09 (also offered as ITAL 3P09) course pre-requisite 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. More accurate description of course content and geographic scope. Match home department revision.**
- 2. Provide consistency throughout home departments calendar. Match home department revision.**

### 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.

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## Medieval and Renaissance Studies

### *Director*

Felipe Ruan

### *Professor Emerita*

Rosemary Hale

### *Adjunct Professor*

Andre Basson

### *Participating Faculty*

Renee-Claude Breitenstein (Modern Languages, Literatures and Cultures), Michael Carter (Classics), Fanny Dolansky (Classics), Michael Driedger (History), Leah Knight (English Language and Literature), R. Andrew McDonald (History), Behnaz Mirzai (History), Elizabeth Neswald (History), Brian E. Power (Music), Colin Rose (History), Matthew Royal (Music), Elizabeth Sauer (English Language and Literature), Maria del Carmen Suescun Pozas (History), Ernesto Virgulti (Modern Languages, Literatures and Cultures)

### *Academic Advisor*

Liz Hay

## General Information

### *Administrative Assistant*

Elaine Aldridge-Low

905-688-5550, extension 5325

Glenridge A, Room 213

The Centre for Medieval and Renaissance Studies offers an excellent opportunity to study medieval and Renaissance culture and society from an interdisciplinary and cross-cultural study of the history, literature, philosophy, art and architecture of cultures across the globe from 400 CE to 1700 CE. To this end, we have participating faculty from Digital Humanities, English Language

and Literature, History, Modern Languages, Literature and Cultures, Music, Visual Arts, Philosophy, and Classics.

The Centre for Medieval and Renaissance Studies offers a combined major program leading to a BA (Honours) and Minor for students in other disciplines. Medieval and Renaissance Studies can be combined with any other program offering a combined major option. Medieval and Renaissance Studies core courses may also be taken as electives by students in other disciplines.

Course offerings range from the late Roman world to Renaissance Italy, from Byzantium to Iceland, and from the reading of seminal authors like Dante, Chaucer and Shakespeare among many others. As well, our courses explore the culture, religion, music, architecture and art of the Middle Ages and Renaissance.

The Middle Ages and Renaissance were instrumental in shaping the cultures in which we live. The interdisciplinary understanding of how Medieval and Renaissance cultures worked will illustrate their legacy to us, and their importance in shaping who and what we are. Our program seeks to help the students develop the skills of critical inquiry, analysis, argument and expression needed for the treatment of these questions.

The Centre recommends that students have their programs reviewed each year by the Faculty of Humanities Undergraduate Adviser and/or the Director. Students planning to enter fourth year are required to have their programs approved by the Humanities Undergraduate Adviser as well as the Director.

Students considering graduate work in Medieval and/or Renaissance Studies should note that graduate programs normally require competence in Latin and other languages depending on the specific area of study.

### **Study Abroad**

In the Spring session, the Centre for Medieval and Renaissance Studies often offers study abroad courses such as MARS 3F50 Reading the Italian Medieval and Renaissance City. For information contact the Director.

## **Program Notes**

1. It is strongly recommended that Medieval and Renaissance Studies students take 1.0 language credit as part of their degree program. Latin or modern European languages as appropriate to the program are suggested. Students contemplating Graduate Studies should consider taking at least one second language credit.
2. Approved MARS courses may be chosen within the student's co-major. However, students may not use the same course(s) to satisfy both the Medieval and Renaissance Studies and the co-major requirements.
3. Each student should meet with the Humanities Academic Adviser to ensure their choice of courses meets the criteria for the combined major degree.
4. Students may take only 2.0 credits numbered 1(*alpha*)00 to 1(*alpha*)99 from the list of MARS approved courses for major credit.
5. Each student should meet with the Humanities Academic Advisor and the Chair/Director of the co-major discipline before the end of the first year of study, to ensure that his or her choice of courses meets the criteria for the combined major program.
6. 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 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

## **Honours Program**

Students wishing to major in Medieval and Renaissance Studies must declare a second discipline for a combined major program. For requirements in the second discipline, the student should consult the relevant department/centre. It should be noted that not all departments/centres provide a combined major option.

#### *Year 1*

- MARS 1F90
- one credit from co-major
- one Sciences context credit
- one Social Sciences context credit
- one elective credit (see program note 1)

#### *Year 2*

- One and one half credits from MARS 2P89, 2P92, 2P95 and 2P99
- one half credit numbered 2(alpha)00 or above from the MARS course list or from the list of approved MARS courses
- two credits from co-major
- one elective credit (see program note 6)

#### *Year 3*

- MARS 3P96 and 3P97
- one credit from MARS 3F50, 3P19, 3P92, 3P93, 3Q92, the list of approved Medieval and Renaissance Studies courses (see program note 5)
- two credits from co-major
- one elective credit (see program note 6)

#### *Year 4*

- MARS 4P00 and 4P01
- one credit numbered 2(alpha)00 or above from MARS courses, the list of approved Medieval and Renaissance Studies courses
- two credits from co-major (see program note 6)
- one elective credit (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.

## **Minor in Medieval and Renaissance Studies**

Students in other disciplines may obtain a Minor in Medieval and Renaissance Studies by successfully completing the following courses with a minimum 60 percent overall average:

- MARS 1F90, 2P89 and 2P95
- one MARS credit numbered 2(alpha)00 or above
- one MARS credit numbered 2(alpha)90 or above

## **Approved Medieval and Renaissance Studies Courses Offered by Other Departments/Centres**

Note: As many of the courses listed below have prerequisites, students should plan their programs in advance.

CLAS 1P92

**The Grandeur of Ancient Rome**

CLAS 1P95

**Myths of the Greek and Roman Gods**

CLAS 1P97

**Myths of the Heroic Age**

CLAS 3M20-3M29

**Study in Mediterranean Lands**

(also offered as VISA 3M20-3M29)

CLAS 3P06

**History of the Early Roman Empire**

(also offered as HIST 3P06)

CLAS 3P23

**Art and Architecture of the Roman Empire**

(also offered as VISA 3P23)

DART 3P91

**Shakespeare in Performance**

ENGL 2P19

**Chaucer**

ENGL 2P21

**Introduction to Tudor Literature**

ENGL 2P24

**Early 17th-Century Literature**

ENGL 2P80

**Shakespeare 1590-1603**

ENGL 2P81

**Shakespeare 1603-1614**

ENGL 2P82

**Shakespeare's Comedies**

ENGL 2P83

**Shakespeare's Tragedies**

ENGL 2P84

**Non-Shakespearean Drama in England, 1576-1642**

ENGL 3P21

**Major Tudor Poets and Poetics**

ENGL 3P22

**The Literature of Milton's Time**

ENGL 3P95

**Medieval English Literature**

ENGL 4P00

**Literature of the English Revolution**

(also offered as HIST 4P00)

FREN 3Q91

**Medieval French Literature**

FREN 4P20

**Sixteenth-Century Literature**

GERM 1P93

**Culture and Civilization of Central Europe: From the Prehistoric to 350CE**

(also offered as CLAS 1P93)

HIST 2P03

**Early Medieval Britain 400-1000: Celts, Saxons and Vikings**

HIST 2P04  
**The Medieval British Isles, 1000-1485**

HIST 3Q93  
**The Crusades**

HIST 4P29  
**Wallace, Bruce and the Wars of Scotland**

LATI 1F00  
**Language (Introductory)**

LATI 2P01  
**Language and Literature I**

LATI 2P02  
**Language and Literature II**

MUSI 4P50  
**History of Music in the Middle Ages**

MUSI 4P51  
**History of Music in the Renaissance**

MUSI 4P55  
**History of Music and Liturgy to 1600**

## 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.

MARS 1F90  
**Medieval and Renaissance Civilizations**

Key themes, problems and topics in Medieval and Renaissance civilizations, including: the development of concepts of the Middle Ages and the Renaissance; notions of decline, renewal, rebirth and reformation in the West; sources and methods of inquiry.

Lectures, seminar, 3 hours per week.

Note: includes an on-line seminar component. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

# MARS 2P08

**Roots of Latin America and the Caribbean** ~~Colonial Latin America~~

(also offered as HIST 2P08)

Background to Spanish and Portuguese colonization, exploration, encounter, conquest, settlement, and the birth of colonial institutions up to 1791. The interweaving of world views, cultures, and traditions of Indigenous Introduction to the history of Latin America from pre-Hispanic times through 1810 focusing on the clashes, alliances and negotiations among indigenous peoples, Iberians, and enslaved Africans. Topics may include the transformation of politics, societies conquistadores, economics, culture, religion, spirituality, and land stewardship. ~~slaves and missionaries.~~

Lectures, seminar, 3 hours per week.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

# MARS 2P70

**The Middle East, 600 - 1800**

(also offered as HIST 2P70)

Major themes in Middle Eastern history from the advent of Islam to 1800 AD art, culture, religions, migration, minorities, slavery and political developments.

Lectures, seminar, 3 hours per week.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

# MARS 2P75

**Heaven and Earth**

(also offered as HIST 2P75)

History of science from ancient Greece through Arabic, European Medieval and Renaissance science into the Early Modern period.

Lectures, seminar, 3 hours per week.

Note: no background in science is required. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in LART 2P75.

\* MARS 2P87

**Genealogy and Identity in Medieval and Early Modern Spain**

(also offered as SPAN 2P87)

Significance of genealogy and blood (i.e. limpieza de sangre or blood purity statutes), in the shaping of categories and forms of identification pertaining to Jewish, Muslim and Christian populations, and emerging New Christian groups like Conversos and Moriscos.

Lectures, seminar, 3 hours per week.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

\* MARS 2P89

**Medieval Art, Architecture and Society**

(also offered as VISA 2P89)

Interdisciplinary study of the inter-relation and connectedness between the arts, architecture and society in medieval Europe.

Lectures, seminar, 3 hours per week.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

# MARS 2P91

**Europe's Reformations, 1450-1650**

(also offered as HIST 2P91)

Origins, course and consequences of the division of Western Christendom into Protestant and Catholic factions in the 16th century.

Lectures, seminar, 3 hours per week.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

# MARS 2P92

**Early to High Renaissance Art and Architecture**

(also offered as ITAL 2P92 and VISA 2P92)

Major monuments, buildings and art works of the period from several critical perspectives including the humanist influence on the arts in Florence and Rome, the issue of patronage and the question of the artist's cultural status.

Lectures, seminar, 3 hours per week.

Prerequisite(s): one of MARS 1F90, ITAL 1F90, VISA 1Q98 and 1Q99 or permission of the instructor.

Note: given in English. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

MARS 2P93

**Medieval Cultures and Literatures**

Societies, cultures and literatures of medieval Europe focusing on the High and Late Middle Ages. Sampling of medieval texts ranging from comic and tragic, to religious and epic. Importance of music and its relation to religion, art and literature.

Lectures, seminar, 3 hours per week.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

\* MARS 2P95

**Reading the Middle Ages: the Heroic and the Chivalric**

(also offered as ENGL 2P95)

Heroic and chivalric worlds of Europe and how they shaped medieval society. Selections from Beowulf, Anglo-Saxon heroic literature, Old Norse sagas, the lais of Marie de France, Courtly Love and Arthurian-related narratives.

Lectures, seminar, 3 hours per week.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

\* MARS 2P99

**Medieval and Renaissance Tales**

(also offered as ITAL 2P99)

Evolution and development of Novella Collections in Europe, emphasizing the Frame Tale function. Selections from Boccaccio, Chaucer, Marguerite de Navarre, Miguel de Cervantes, Maria de Zayas.

Lectures, seminar, 3 hours per week.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

# MARS 3F50

**Reading the Italian Medieval and Renaissance City**

(also offered as HIST 3F50, ITAL 3F50 and VISA 3F50)

Exploring key monuments, churches, museums and urban sites. Concept of the city as expressed through art, literature and architecture from Medieval to Baroque times. Historical and geographical influences and factors in shaping the city, its culture and traditions. Cities include Rome, Assisi, Florence and Siena.

Prerequisite(s): one MARS, HIST, ITAL or VISA credit or permission of the Italian Studies course co-ordinator.

Note: given in English. No knowledge of Italian is needed. Begins in May on campus during the Spring session. Departure for Italy at the end of May-beginning of June for a 2-week study tour of Rome, Assisi, Florence and Siena. Students are responsible for travel, accommodation and other expenses. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in ITAL (VISA) 2F99 and MARS (ITAL/VISA) 3M50.

# MARS 3P09

**The Later Roman Empire**

(also offered as CLAS 3P09 and ITAL 3P09)

History of the Roman Empire from the death of Marcus Aurelius to late Antiquity.

Lectures, seminar, 3 hours per week.

Prerequisite(s): one of CLAS 1P92, 2P97, 3P23 or permission of instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in CLAS 4P55, ITAL 4P55 and MARS 4P55.

# MARS 3P19

**The Rise of Christian Philosophy**

(also offered as PHIL 3P19)

Philosophy from the patristic period through Erigena and Anselm up to and including the 12th-century Renaissance.

Lectures, 3 hours per week.

Prerequisite(s): one PHIL credit or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

# MARS 3P30

**The Viking Age**

(also offered as HIST 3P30)

Follows the Vikings from their Scandinavian homelands as they raid, trade and settle throughout Europe and the North Atlantic, convert to Christianity, establish new kingdoms and eventually assimilate into medieval Christendom.

Lectures, seminar, 3 hours per week.

Restriction: open to HIST (single or combined), HIST (Honours)/BEd (Intermediate/Senior) majors and minors until date specified in Registration guide. After that date, open to MARS, HIST (single or combined), HIST (Honours)/BEd (Intermediate/Senior) majors and minors until date specified in Registration guide.

Prerequisite(s): one HIST credit numbered 1(*alpha*)90 to 2(*alpha*)99 and one HIST credit numbered 2(*alpha*)00 to 2(*alpha*)99 or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

# MARS 3P92

**Petrarch and Boccaccio**

(also offered as ITAL 3P92)

Literature, arts and culture of the Middle Ages, emphasizing Petrarch's *Canzoniere* (*Song Book*) and Boccaccio's *Decameron*, and the works and genres that they influenced.

Lectures, seminar, 3 hours per week.

Prerequisite(s): one MARS credit, one ITAL credit or permission of the instructor.

Note: given in English. No knowledge of Italian is required. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

# MARS 3P93

**Dante's Inferno**

(also offered as ITAL 3P93)

Dante's *Divine Comedy* and the world it created and reflected, focusing on the *Inferno*. References to relevant visual arts (illustrations and adaptations of the *Divine Comedy* by such artists as Doré, Rodin and the Pre-Raphaelites).

Lectures, seminar, 3 hours per week.

Restriction: students must have a minimum of 5.0 overall credits or permission of the instructor.

Note: given in English. No knowledge of Italian is required. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

\* MARS 3P96

**Medieval and Early Modern Christianity**

(also offered as HIST 3P96)

Interdisciplinary study of the continuities and discontinuities in the history of the Christian Church from the onset of the Middle Ages to the eve of the Protestant reformations. Examination of ecclesiastical authority, Christianity's interactions with Judaism and Islam, changing social structures, monastic reforms, the Crusades, magic, science, religion, the papacy, and the cult of saints and devotion to relics.

Lectures, seminar, 3 hours per week.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

\* MARS 3P97

**The World of the Renaissance and Beyond**

(also offered as HIST 3P97)

Interdisciplinary study of the primary texts relative to the European Renaissance and global questions that reshape the world, emphasizing the historical, cultural and intellectual legacies of the Renaissance, including literature, religion, philosophy, science, medicine and the history of exploration.

Lectures, seminar, 3 hours per week.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

\* MARS 3Q63

**Africans in the Early Modern Iberian Atlantic**

(also offered as SPAN 3Q63)

Experiences and narratives of Africans in the South Atlantic, linking Iberia, West Africa and the Americas (1400-1700).

Lectures, seminar, 3 hours per week.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

# MARS 3Q91

**Renaissance Perceptions of Indigenous Cultures**

(also offered as HIST 3Q91 and SPAN 3Q91)

Perceptions and views of indigenous American peoples and civilizations in Renaissance Europe, drawing from written accounts, histories of the Indies, and visual representations of Incas, Aztecs and Mayans.

Lectures, seminar, 3 hours per week.

Prerequisite(s): one MARS, HIST, SPAN credit numbered 1(*alpha*)90 to 2(*alpha*)99 or permission of the instructor.

Note: given in English. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

\* MARS 3Q92

**Moors, New Christians and Renegades**

(also offered as HIST 3Q92 and SPAN 3Q92)

Contesting identity categories resulting from exchanges and interactions of Christians and Muslims in the early modern Mediterranean world, through the study of historical and fictional primary sources.

Lectures/seminar, 3 hours per week.

Prerequisite(s): one MARS, HIST or SPAN credit numbered 1(*alpha*)90 to 2(*alpha*)99 or permission of the instructor.

Note: given in English. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

# MARS 3Q96

**The Vikings and the Historians**

(also offered as HIST 3Q96)

Select problems and debates in Viking studies and the medieval evidence on which they are based.

Lectures, seminar, 3 hours per week.

Restriction: open to HIST (single or combined), HIST (Honours)/BEd (Intermediate/Senior) majors and minors until date specified in Registration guide. After that date, open to HIST (single or combined), HIST (Honours)/BEd (Intermediate/Senior), MARS (single or combined) majors and minors until date specified in Registration guide.

Prerequisite(s): one HIST credit numbered 1 (*alpha*)90 to 2(*alpha*)99 and one HIST credit numbered 2(*alpha*)00 to 2(*alpha*)99 or permission of the instructor.

Note: HIST 3P30 is strongly recommended. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

MARS 4P00

**Directed Studies**

Program of study designed in consultation with a faculty member.

Restriction: open to MARS majors with approval to year 4 (honours).

Note: Application form including a research proposal must be submitted by March 31 before entering year 4. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

\* MARS 4P01

**Sources and Methods of Medieval and Renaissance Studies**

(also offered as ENGL 4P01 and HIST 4P01)

Exploration of ways of working with a range of source materials in addressing inquiries into Medieval and Renaissance cultural forms and societies.

Seminar, 3 hours per week.

Restriction: open to MARS, ENCW, ENGL (single or combined), ENGL (Honours)/BEd (Intermediate/Senior), WRDS (single or combined), HIST (single or combined), and HIST (Honours)/BEd (Intermediate/Senior) majors with approval to year 4 (honours).

Note: students in other disciplines may register with permission of the instructor and Director. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

# MARS 4P06

**Medieval Literature and Social Control**

(also offered as ENGL 4P06)

Medieval English literature in relation to the management of different populations in Britain in the late Middle Ages. Topics include the English Rising of 1381, punishment systems, sexuality, literacies and class, the disciplining of bodies to conform to etiquette, the regulation of female speech, and colonization and civility.

Seminar, 3 hours per week.

Restriction: open to MARS (single or combined), ~~ECUL~~-ENCW (single or combined), ENGL (single or combined), ENGL (Honours)/BEd (Intermediate/Senior) and WRDS (single or combined) majors with approval to year 4 (honours) or permission of the instructor and Chair.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in MARS (ENGL) 4V06.

# MARS 4P70

**Reading a Renaissance Woman**

(also offered as ENGL 4P70)

The place of books and reading in the life and culture of Anne Clifford. Readings from personal writings and books in her library including extracts (in English) from Ovid's *Metamorphoses*, Cervantes' *Don Quixote*, Castiglione's *Courtier*, Montaigne's *Essays*, Chaucer, Spenser, Jonson and Donne.

Seminar, 3 hours per week.

Restriction: open to MARS, ~~ECUL~~-ENCW (single or combined), ENGL (single or combined), ENGL (Honours)/BEd (Intermediate/Senior) and WRDS (single or combined) majors with approval to year 4 (honours) or permission of the instructor and the Chair.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in MARS (ENGL) 3V92 and 4V70.

MARS 4V70-4V75

**Selected Topics in Medieval and Renaissance Studies**

Issues in Medieval and Renaissance Studies.

## 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).

**MARS 3P09 - The Later Roman Empire**

**MARS 2P08 - Roots of Latin America and the Caribbean**

**MARS 4P06 - Medieval Literature and Social Control**

**MARS 4P70 - Reading a Renaissance Woman**

## 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, 2021**.

**Submitted by Elaine Aldridge-Low on October 12, 2021 at 12:56:43 PM**

**Submitted by Felipe Ruan on October 12, 2021 at 01:18:59 PM**

**Submitted by Neta Gordon on October 14, 2021 at 08:01:21 AM**

**Submitted by Tricia MacDonald on October 14, 2021 at 09:46:53 AM**

**Rejected by Tricia MacDonald on October 18, 2021 at 01:04:55 PM**

As requested by N.Gordon

**Submitted by Elaine Aldridge-Low on October 19, 2021 at 08:50:10 AM**

**Submitted by Felipe Ruan on October 19, 2021 at 11:17:30 AM**

**Submitted by Neta Gordon on October 20, 2021 at 08:19:03 AM**

**Submitted by Tricia MacDonald on October 21, 2021 at 03:51:35 PM**

**Edited by Sarah Sager on November 22, 2021 at 02:49:43 PM**

**MARS 3P09:** updated to reflect correct home department

**Edited by Tricia MacDonald on November 26, 2021 at 10:35:31 AM**

**MARS 4P06:** Editorial - formatting to add year

# Academic Program Calendar Submission #2022-3247

**Department/Centre:** Modern Languages, Literatures and Culture

**Program(s):** Modern Languages, Literatures and Cultures

## Program Additions/Terminations

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

**Please note: The calendar year runs from May 1, 2022 to April 30, 2023 and begins with the Spring/Summer sessions. All new programs being introduced or the termination of programs will be effective beginning 2022 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. Proposal(s) and Effective Date(s)**

**Please note: The Calendar year runs from May 1, 2022 to April 30, 2023 and begins with the Spring/Summer sessions. All programs being changed will be effective beginning 2022 Spring Session.**

List all proposals, to be implemented, numerically in the following order:

1. Officers of Instruction be revised.
2. General Information be revised.
3. Minor in German description be revised.
4. GERM 1P91 course note be revised.
5. GERM 2P80 and 3P80 course description be revised.
6. GERM 2P95 course note be revised.
7. MLLC 2P93 (also offered as CANA 2P93, IASC 2P93, and STAC 2P93) pre-requisite be revised.
8. MLLC 2P94 (also offered as CANA 2P94, IASC 2P94, STAC 2P94) pre-requisite and note be revised.
9. MLLC 4P72 crosslisted as STAC 4P72 (also offered as IASC 4P72) be revised to removed VISA 4P72 from crosslisting.

### **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 reflect new Acting Chair Renée-Claude Breitenstein as of August 4, 2021.
2. Update website url.
3. Description better represents the Minor in German.
4. Correct typo for "Students".
5. Description better represents courses.
6. Specify that the course may be taught in English. This measure may increase enrolment.
7. As per STAC's request. Consultation and agreement confirmed in verification of consultation form.
8. As per STAC's request. Consultation and agreement confirmed in verification of consultation form.
9. to match home department

### **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.

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## Modern Languages, Literatures and Cultures

### *Chair*

Renée-Claude Breitenstein (until June 30, 2022) Carmela Colella

### *Professors Emeriti*

Sandra L. Beckett, Leslie A. Boldt, Dennis Essar, Corrado J. A. Federici, Leonard Rosmarin

### *Professors*

Irene M. F. Blayer, Jane M. Koustas

### *Associate Professors*

Renée-Claude Breitenstein, Carmela Colella, Tamara El-Hoss, Nigel Lezama, Jean B. Ntakirutimana, Catherine Parayre, Felipe Ruan, Cristina Santos, Ernesto J. Virgulti

### *Assistant Professors*

Nicholas Hauck, Astrid Heyer

*Lecturer*  
Diane Bielicki

*Academic Advisor*  
Liz Hay

## **General Information**

*Administrative Assistant*  
Violetta Clitheroe

905-688-5550, extension 3312  
Glenridge 573A, Room 263  
[brocku.ca/humanities/modern-languages/modernlanguages](http://brocku.ca/humanities/modern-languages/modernlanguages)

The Department of Modern Languages, Literatures and Cultures offers a variety of courses and degree programs in French Studies, Hispanic and Latin American Studies and Italian Studies. The Department also offers language courses in Arabic, Japanese, Mandarin, Russian and Swahili.

The Department of Modern Languages, Literatures and Cultures offers four-year programs of study leading to a BA Honours in French Studies, as well as a combined honours in Hispanic and Latin American Studies, and Italian Studies, three-year BA Pass degree program in French Studies, as well as a combined pass in Hispanic and Latin American Studies, a concurrent five-year BA(Honours)/BEd (Intermediate/Senior) degree in French Studies and a Certificate in Spanish Language Proficiency. In addition the Department offers Minor programs in French Studies, German, Hispanic and Latin American Studies and Italian Studies.

## **French Studies, Hispanic and Latin American Studies (Spanish and Portuguese) and Italian Studies**

*Please consult the relevant entries for a listing of courses and program requirements.*

The Department aims to provide students with a thorough and comprehensive knowledge of language (spoken and written), literature and culture. In addition to the courses taught in the language of each program, the Department provides a number of interdisciplinary MLLC courses taught in English that are acceptable for credit toward a degree in any of the languages.

Students are encouraged to participate in one or more of the study programs in Québec, France, Italy, Portugal, Spain and Latin America.

## **German**

Students are encouraged to participate in both work and study abroad programs to improve fluency and experience German culture first-hand.

## **Program Notes**

1. Unless otherwise noted in the course description, courses numbered 2(alpha)00 and above are taught in the language while courses numbered 1F90 and below are taught in the language to the extent possible.
2. GERM 1F00, 1F90 and 2F00 constitute a sequence. Once credit has been obtained in one of these courses, students are not allowed to take for credit a course in the language with a lower number in the sequence. Students may not take two courses at different levels in the sequence during the same term. This regulation also applies to courses taken at other institutions.
3. The Department reserves the right to refuse admission to and/or credit for any of its language courses to a student who has, in the view of the Department, a level of competence unsuited to that course.
4. A minor program may include no more than one-half GERM credit given in English.
5. 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 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.

## Minor in German

Students in other disciplines may obtain a Minor in German within their degree program by completing the following courses with a minimum 60 percent overall average:

- GERM 1F90 and 2F00
- GERM credit (see program note 4)
- one GERM **literature**, language and/or culture credit numbered 2(*alpha*)00 or above (see program note 4)

## 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.

### ARABIC COURSE

ARAB 1F00

#### **Introductory Classical Arabic**

Arabic script; grammatical structures and vocabulary of classical Arabic. Development of the four basic language skills (reading, writing, speaking and listening).

Lectures, tutorial, 4 hours per week.

Note: open to students with no background in the language. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

### GERMAN COURSES

GERM 1F00

#### **Introductory Language**

Development of basic skills in grammatical structures, reading of simple texts, oral comprehension and conversational fluency. Integration of cultural and social aspects. Films, recordings and on-line resources are used.

Lectures, language/computer lab, 4 hours per week.

Note: open to students with no background in the language. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

GERM 1F90

#### **Intermediate Language**

Introduction of more complex grammar concepts, as well as conversational and written skills using 20th-century literary and media sources including films, recordings and on-line resources.

Lectures, language/computer lab, 4 hours per week.

Prerequisite(s): GERM 1F00, Ontario grade 12U German or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

GERM 1P03

**Introductory German for Exchange Students**

Development of basic skills in grammatical structures, reading of simple texts, oral comprehension and conversational fluency. Integration of cultural and social aspects. Films, recordings and on-line resources are used.

Lectures, language/computer lab, 4 hours per week.

Restriction: permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

GERM 1P91

**Intermediate German for Exchange Students**

Introduction of more complex grammar concepts, as well as conversational and written skills using 20th-century literary and media sources including films, recordings and online resources.

Lectures, language/computer lab, 4 hours per week.

Restriction: permission of the instructor.

Note: additional vocabulary/phrases to better prepare Business students for their academic exchange will be provided. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

\* GERM 1P93

**Culture and Civilization of Central Europe: From the Prehistoric to 350CE**

(also offered as CLAS 1P93)

Cultural development of Central Europe from the earliest stone and pottery cultures, through the Bronze, Iron and Celtic Ages, ending with the Gallo-Roman period. Beliefs and practices, material objects, artistic developments, and architecture. Digitized images are used to illustrate the cultural evidence.

Lectures, tutorial, 4 hours per week.

Note: given in English. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

GERM 2F00

**Language, Literature and Culture**

Intensive study of current German language usage, modern literature and contemporary culture. Designed to improve communication, comprehension and written skills.

Lectures, language lab, 3 hours per week.

Prerequisite(s): GERM 1F90 or permission of the instructor. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

GERM 2P80

**Tutorial I**

Study in an area of language, culture, or literature of mutual interest to the student and the instructor. Texts for language practice may be drawn from film, literature, or current news sources.

Tutorial, 3 hours per week.

Note: a written proposal must be approved by the Chair. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

GERM 2P90

**German Cinema**

Major film directors and cultural trends in German cinema. Films studied may include those by Herzog, von Trotta, Hirschbiegel, Murnau, Verhoeven, Vilsmaier, von Donnersmarck, Akin and Tykwer.

Lectures, 3 hours per week; plus weekly film lab.

Prerequisite(s): GERM 1F90 or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

GERM 2P92

**Language and Literature of the 20th Century**

Overview of short narrative texts from pre-World War I to post-World War II. Designed to expand critical reasoning and writing skills, both active and passive vocabularies, and comprehension.

Lectures, 3 hours per week.

Prerequisite(s): GERM 1F90 or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

GERM 2P95

**Language through Film and Literature of the 20th Century**

Culture, history and politics of German-speaking regions through short prose texts and contemporary films. Emphasis on oral comprehension, and reading and writing skills as well as on critical reasoning.

Seminar, film lab, 3 hours per week.

Prerequisite(s): GERM 1F90 or permission of the instructor.

Note: this course may be taught in English. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

GERM 3F99

**Advanced Language Study**

Intensive grammar review and introduction to advanced topics; translation; practice in speaking, writing and comprehension through written and oral projects, discussions, recordings, films and on-line resources.

Lectures, lab, 3 hours per week.

Prerequisite(s): GERM 2F00 (2F90) or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

GERM 3P80

**Tutorial II**

Advanced study in an area of language, culture, or literature of mutual interest to the student and the instructor. Texts for language practice may be drawn from film, literature or current news sources.

Tutorial, 3 hours per week.

Restriction: permission of the instructor.

Note: a written proposal must be approved by the Chair. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

**JAPANESE COURSES**

JAPA 1F00

**Introductory Japanese**

Acquisition of language skills, such as writing (Hiragana, Katakana and Kanji), reading, listening and speaking as well as some knowledge of Japanese culture.

Lectures, tutorial, 4 hours per week.

Note: open to students with no background in the Japanese language. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

JAPA 1F80

**Intermediate Japanese**

Further development of Japanese grammar, writing, reading and communication skills emphasizing socio-cultural situations.

Lectures, 3 hours per week.

Prerequisite(s): JAPA 1F00 (1P00 and 1P01) or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

**MANDARIN CHINESE COURSES**

MAND 1P00

**Mandarin Chinese I**

Elementary Mandarin focusing on conversation, listening, basic grammatical structures and understanding of relevant customs. Introduction to Pinyin.

Lectures, tutorial, 4 hours per week.

Note: open to students with limited or no background in the language. Not open to native speakers. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

MAND 1P01

**Mandarin Chinese II**

Conversational Mandarin emphasizing vocabulary building, grammatical structures, customs and cultural knowledge.

Introduction of Chinese characters.

Lectures, tutorial, 4 hours per week.

Prerequisite(s): MAND 1P00 or permission of the instructor.

Note: Not open to native speakers. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

MAND 1P80

**Mandarin Chinese III**

Basic written and oral skills for everyday needs emphasizing practical communication and reading of Chinese characters.

Lectures, tutorial, 4 hours per week.

Prerequisite(s): MAND 1P01 or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

MAND 1P81

**Mandarin Chinese IV**

Written and oral skills, further development of vocabulary and grammatical structures focusing on writing Chinese characters for practical text development.

Lectures, tutorial, 4 hours per week.

Prerequisite(s): MAND 1P80 or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

**MODERN LANGUAGES, LITERATURES AND CULTURE COURSES**

MLLC 1F90

**Cultures of Western Europe**

Emergence of distinct Western European cultures and civilizations from the early modern period to modern times; cultural, political and religious perspectives.

Lectures, seminar, 3 hours per week.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in SCLC 1F90.

MLLC 2F00

**Literatures of Western Europe**

Comparative approach to the study of major works and writers from France, Germany, Italy, Portugal and Spain.

Lectures, seminar, 3 hours per week.

Prerequisite(s): MLLC (SCLC) 1F90 or permission of instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

MLLC 2P90

**Comparative Approach to Literary Criticism**

Introduction to literary theory and critical approaches to comparative literature, and application to literary texts.

Lectures, seminar, 3 hours per week.

Prerequisite(s): MLLC (SCLC) 1F90 or permission of instructor.

Co-requisite(s): MLLC 2F00 or permission of the instructor.

Note: may be counted as part of a major program in French Studies, Hispanic and Latin American Studies or Italian Studies.

This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

# MLLC 2P93

**Critical Practice in the Fine and Performing Arts**

(also offered as CANA 2P93, IASC 2P93 and STAC 2P93)

Interdisciplinary approach to key ideas about music, art, dance and drama through critical readings and guided exposure to selected public fine and performing art events. Exploration of issues in aesthetics and criticism using varied theoretical approaches.

Lectures, seminar, 3 hours per week.

Prerequisite(s): **one credit from one of** CANA 1F91, DART 1P91 and 1P92 (1F91/1F93), IASC 1F01 (1F00), **STAC 1P50MUSI 1F10**, VISA 1Q98, **and** 1Q99 or permission of the Centre.

Note: event attendance is required; events fees required. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

# MLLC 2P94

**Embodied Text: Art Beyond the Artifact**

(also offered as CANA 2P94, IASC 2P94 and STAC 2P94)

Functions of art and artifacts outside the conventions associated with words, texts, paintings and scores. Experiencing musical, visual, movement, and theatre vocabularies through exploration of spatial/temporal/aesthetic/embodied forms of art in performance.

Seminar, 3 hours per week.

Prerequisite(s): **one credit from one of** CANA 1F91, DART 1P91 and 1P92 (1F91/1F93), IASC 1F01 (1F00), **STAC 1P50MUSI 1F10**, VISA 1Q98, **or and** 1Q99 or permission of the Centre.

Note: **event attendance is required; events fees required. This** this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

MLLC 2P95

**Introduction to Romance Linguistics**

Overview of phonetics, phonology, morphology and syntax of Romance languages; linguistics theories, research methodology and current issues in the study of Romance languages.

Lectures, seminar, 3 hours per week.

Prerequisite(s): one of FREN 1F90, ITAL 1F90, PORT 1F90, SPAN 1F90 or permission of instructor.

Note: may be counted as part of a major program in French Studies, Hispanic and Latin American Studies or Italian Studies.

This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

MLLC 3P00

**Comparative Studies in Literary Genres**

Theoretical considerations of literary forms in major works from France, Germany, Italy, Portugal and Spain.

Lectures, seminar, 3 hours per week.

Prerequisite(s): MLLC 2F00 and 2P90 or permission of instructor.

Note: may be counted as part of a major program in French Studies, Hispanic and Latin American Studies or Italian Studies.

This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

# MLLC 3P01

**Media Transformations in The Creative Arts**

(also offered as IASC 3P01, STAC 3P01 and VISA 3P01)

Trajectory and influences of new media on the development of and discourses in 20th Century and contemporary creative production including the arts, broadcast, film, video, and electronic arenas such as the internet, games and interactive media. Overview of fundamental concepts, practices and language. Consideration of aesthetics, production, script and story, direction, authorship, collaborative process and distribution.

Lectures, 3 hours per week online.

Prerequisite(s): two STAC, COMM, ENGL, IASC, VISA, WRDS (WRIT) credits or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

# MLLC 3P14

**Dramatic Creation for Contemporary Cultural Practice**

(also offered as DART 3P14, IASC 3P14, STAC 3P14 and VISA 3P14)

Components of dramatic story. Understanding character, dramatic action, structure, direction, improvisation, tempo, rhythm, voice and body potential. Theory and practical application in projects for creators in the arts, media and film.

Seminar, workshop 3 hours per week.

Prerequisite(s): two STAC, COMM, DART, IASC, VISA credits or permission of the instructor.

Note: enrolment limited to 20 students. Materials fee required. Students might need additional materials, which they must supply. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Students will not receive earned credit for STAC 3P14 if DART 3F50, 3P53 or 3P92 have been successfully completed.

MLLC 3P20

**Comparative Studies in Western European Cinema**

Aspects of the culture, society and history of Western Europe as depicted in selected films from France, Germany, Italy, Portugal and Spain.

Lectures, seminar, 3 hours per week, plus film lab.

Prerequisite(s): MLLC 2F00 and 2P90 or permission of instructor.

Note: may be counted as part of a major program in French Studies, Hispanic and Latin American Studies or Italian Studies.

This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

\* MLLC 3P80

**Comparative Analysis of Romance Languages**

(also offered as LING 3P80)

Grammatical structures of Romance languages from a contrastive perspective.

Lectures, seminar, 3 hours per week.

Prerequisite(s): MLLC 2P95 or permission of instructor.

Note: may be counted as part of a major program in French Studies, Hispanic and Latin American Studies or Italian Studies.

This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

MLLC 3P85

**Translation Theories**

Historical and contemporary perspectives on translation theories and practices. Topics may include the role of the translator, comparative/contrastive analysis, intercultural equivalence and interference, problems in literary and technical translations.

Lectures, seminar, 3 hours per week.

Prerequisite(s): MLLC 2P90; one of FREN 1F90, ITAL 1F90, PORT 1F90, SPAN 1F90.

Note: may be counted as part of a major program in French Studies, Hispanic and Latin American Studies or Italian Studies.

This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

# MLLC 3P96

**Landscape Culture**

(also offered as STAC 3P96)

Nature in the arts. Historical practice and contemporary expression in all art forms. Landscape theory, garden history, environmental art, public art and artist's gardens. Hybridization of methodologies: conceptual, horticultural, landscape design and landscape architecture.

Lectures, seminar, 3 hours per week

Restriction: students must have a minimum 10.0 overall credits or permission of the instructor.

Note: event attendance is required; events fees required. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in WRIT 3P99.

# MLLC 3P99

**Interpretive and Critical Writing in the Arts**

(also offered as STAC 3P99, VISA 3P99 and WRDS 3P99)

Principles and methodologies for the written presentation and representation of works of art, artists' practice and events within general and specific disciplinary contexts, discourses and frameworks. Examples from across the arts; practice based projects from real world events and performances. Orientation to specialized publics in print and other media.

Seminar, 3 hours per week.

Prerequisite(s): students must have a minimum 10.0 overall credits or permission of the instructor.

Note: event attendance is required; events fees required. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in WRIT 3P99.

MLLC 3V00-3V09

**Special Topics in Comparative Literatures**

Course content will vary depending on the research and interests of instructor.

Lectures, seminar, 3 hours per week.

Prerequisite(s): MLLC 2F00 and 2P90 or permission of instructor.

Note: may be counted as part of a major program in French Studies, Hispanic and Latin American Studies or Italian Studies.

MLLC 3V80-3V89

**Special Topics in Comparative Romance Linguistics**

Course content will vary depending on the research and interests of instructor.

Lectures, seminar, 3 hours per week.

Prerequisite(s): MLLC 2P95 or permission of instructor.

Note: may be counted as part of a major program in French Studies, Hispanic and Latin American Studies or Italian Studies.

MLLC 4P00

**Comparative Studies in Narratives and the Arts**

Topics may include orality, testimonial and post-colonial narratives.

Lectures, seminar, 3 hours per week.

Prerequisite(s): MLLC 3P00; one of MLLC 3V00-3V09; one of FREN 1F90, ITAL 1F90, PORT 1F90, SPAN 1F90 or permission of instructor.

Note: may be counted as part of a major program in French Studies, Hispanic and Latin American Studies or Italian Studies.

This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

# MLLC 4P01

**Creating Social Value from Material Culture**

(also offered as IASC 4P01, STAC 4P01 and VISA 4P01)

Theory and practice of creating social value from material culture. Curatorial and interpretive practice in public institutions focusing on art, human and natural history, and science and technology. Informal learning theory, authority structures and community engagement, audience segmentation and selection, exhibit design, and collections development within social and political contexts.

Lectures, seminar, 3 hours per week.

Restriction: students must have a minimum 10.0 overall credits or permission of the instructor.

Note: event attendance may be required. Events fees may be required. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

MLLC 4P10

**Independent Study**

Independent research project in comparative studies in literature or linguistics under the supervision of a faculty member.

Restriction: open to SCLN majors.

Prerequisite(s): MLLC 3P00; one of MLLC 3V00-3V09; one of FREN 1F90, ITAL 1F90, PORT 1F90, SPAN 1F90 or permission of instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

MLLC 4P11

**Major Research Paper**

Major project in comparative studies in literature or linguistics on a topic of mutual interest to the student and the instructor.

Restriction: open to SCLC majors with a minimum 70 percent major average and approval to year 4 (honours).

Prerequisite(s): MLLC 3P00; one of MLLC 3V00-3V09; one of FREN 1F90, ITAL 1F90, PORT 1F90, SPAN 1F90 or permission of instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

# MLLC 4P72

**High and Low Art: Intersections, Exchanges and Flows**

(also offered as IASC 4P72, STAC 4P72 and ~~VISA 4P72~~)

Exchange between high art and entertainment, considering intertextuality and cultural appropriation; the changing role of museums and community-based arts; and the migration of values and tastes between market-driven and not-for-profit cultural outcomes.

Seminar, 3 hours per week.

Restriction: students must have a minimum 12.0 overall credits or permission of the instructor.

Note: event attendance is required; event fees required. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

\* MLLC 4Q80

**Historical Romance Linguistics**

(also offered as LING 4Q80)

Factors affecting language change: internal history (sounds and inflection) and external forces (politics and society). Methods and theories applied to the historical study of Romance linguistics.

Lectures, seminar, 3 hours per week

Prerequisite(s): MLLC 3P80; one of MLLC 3V80-3V89; one of FREN 1F90, ITAL 1F90, PORT 1F90, SPAN 1F90 or permission of instructor

Note: may be counted as part of a major program in French Studies, Hispanic and Latin American Studies or Italian Studies. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in MLLC 4P80.

MLLC 4V00-4V09

**Advanced Topics in Comparative Literatures**

Course content will vary depending on the research and interests of instructor.

Lectures, seminar, 3 hours per week.

Prerequisite(s): MLLC 3P10; one of MLLC 3V00-3V09; one of FREN 1F90, ITAL 1F90, PORT 1F90, SPAN 1F90 or permission of instructor.

Note: may be counted as part of a major program in French Studies, Hispanic and Latin American Studies or Italian Studies.

**RUSSIAN COURSE**

RUSS 1F00

**Introductory Russian**

Development of the basic skills in language proficiency (reading, writing, speaking and comprehension).

Lectures, 4 hours per week.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

**SWAHILI COURSE**

SWAH 1F00

**Introductory Kiswahili**

Fundamental conversation skills and basic grammatical structures of Kiswahili, focusing on the four basic language skills of speaking, listening, reading and writing. Introduction to major aspects of contemporary Kiswahili culture.

Lectures, 3 hours per week.

Note: open to students with no background in the language. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

## 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).

**GERM 1P91 - Intermediate German for Exchange Students**

**GERM 2P80 - Tutorial I**

**GERM 2P95 - Language through Film and Literature of the 20th Century**

**GERM 3P80 - Tutorial II**

**MLLC 2P93 - Critical Practice in the Fine and Performing Arts**

**MLLC 2P94 - Embodied Text: Art Beyond the Artifact**

**MLLC 4P72 - High and Low Art: Intersections, Exchanges and Flows**

## 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, 2021**.

**Submitted by Violetta Clitheroe on October 14, 2021 at 09:01:05 AM**

**Rejected by Renee-Claude Breitenstein on October 14, 2021 at 11:58:59 AM**

5. Specify that the course may be taught in English. This may increase enrollment.

**Submitted by Violetta Clitheroe on October 14, 2021 at 12:03:35 PM**

**Submitted by Renee-Claude Breitenstein on October 14, 2021 at 12:07:36 PM**

**Submitted by Neta Gordon on October 15, 2021 at 08:09:03 AM**

**Submitted by Tricia MacDonald on October 18, 2021 at 02:23:20 PM**

**Rejected by Tricia MacDonald on October 21, 2021 at 07:32:00 AM**

As requested by V. Clitheroe

**Submitted by Violetta Clitheroe on October 21, 2021 at 09:46:36 AM**

**Submitted by Renee-Claude Breitenstein on October 21, 2021 at 09:48:24 AM**

**Submitted by Neta Gordon on October 27, 2021 at 07:23:01 AM**

**Submitted by Tricia MacDonald on October 27, 2021 at 11:55:50 AM**

**Edited by Tricia MacDonald (on behalf of Tricia MacDonald) on November 3, 2021 at 07:45:47 AM**

**Modern Languages, Literatures and Cultures:** to reflect end date

**Edited by Sarah Sager on November 24, 2021 at 11:03:45 AM**

**MLLC 2P93:** updated to reflect correct wording in prerequisites

# Academic Program Calendar Submission #2022-3288

Department/Centre: Music

Program(s): Music

## Program Additions/Terminations

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

Please note: The calendar year runs from May 1, 2022 to April 30, 2023 and begins with the Spring/Summer sessions. All new programs being introduced or the termination of programs will be effective beginning 2022 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. Concentration in Choral Music be introduced.
2. Concentration in Community Music be introduced.
3. Context in MUSI 1F10 be terminated.
4. Context in MUSI 1P55 be terminated.
5. Context in MUSI 1P95 be introduced.
6. Context in MUSI 2P50 be introduced.
7. Context in MUSI 2P55 be introduced.

### 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.

1. To support demand for specialization in choral music for community conductors, church musicians, and music teachers. In support of the choral music program which is a strength of our department and supports the creative activity of one of our faculty members.
2. To support a developing interest for community development activities. This is aimed at students who are not primarily interested in the performance aspect of music, and who are not interested in Music Therapy or Music Education. Development of skills to support community choirs or other musical activities outside of education or music therapy.
3. This course has been deleted as part of our curriculum restructuring. See proposed new context credit structure in MUSI 1P50 (current), and new 1P95, 2P50 and 2P55.
4. We have undergone a deep curriculum review, especially in the restructuring of our Music History sequence. Please see proposed new courses and context credits for MUSI 1P95, 2P50 and 2P55.
5. We have had two major goals with our curriculum restructuring: to include more breadth of content, and to make our courses more accessible to more people. This new course, Popular Music since 1945, covers content that had previously been available through 1P00 and 1P01 (now deleted). The main difference however is MUSI 1P95 is available for major credit, which 1P00 and 1P01 were not.

In order to make this course viable for major credit we needed to have a prerequisite (now MUSI 1P50) to give students in 1P95 some basic terminology and entry-level musical understanding so we can explore the material on a slightly deeper level than a general overview. MUSI 1P50 (context) solves this by introducing this basic terminology, and the fact that 1P50 does not require a music theory placement test makes the 1P50/1P95 sequence accessible to anyone.

MUSI 1P95 will be offered every year in D3, online. Its prerequisite MUSI 1P50 will be offered every year in D2, also online. In this way both of these courses are available to anyone, taking into account MUSI's location downtown.

6. We understand it is unusual to have 200-level context credits. This has been discussed with Dean Carol Merriam and Associate Dean Neta Gordon, and the approval trail is available in the submitted PDF called "2022-2023 Music - MUSI context credit approval thread with Dean."

As explained in the proposal for MUSI 1P95 above, MUSI 2P50 and 2P55 have also been part of our Music History curriculum sequence revision. MUSI 2P50 and 2P55 are required courses for our Music Majors in BMus, BA and

BA combined. These courses cover the more traditional classical canon, which is the basis of most of our program.

The deletion of MUSI 1F10 leaves a gap for an accessible context credit in this classical canon, available to anyone in the university. Again, as with MUSI 1P95 the challenge has been to include some basic musical terminology without requiring a theory placement test. With MUSI 1P50 as the prerequisite for 2P50 any student in the university may gain the prerequisite for 2P50 directly through our own MUSI 1P50.

MUSI 2P50 will be offered every year in D2. Its prerequisite MUSI 1P50 is offered every year in D2 as well, so students wishing to use this pair of courses will be advised to plan to do them over two years.

For Decanal approval please see the document in the Teams folder: "2022-2023 Music - MUSI context credit approval thread with Dean"

7. Please also see the proposal explanation for 2P50 above.

MUSI 2P50 and 2P55 are a D2/D3 pair, but each course has only 1P50 as the prerequisite. 2P50 is not a prerequisite for 2P55. All the required terminology and skills required for 2P55 are acquired through 1P50 (D2).

We foresee the combination of MUSI 1P50 D2 and MUSI 2P55 D3 to be a desirable context credit combination for non-majors, and the sequence has been designed to allow a non-major to do this easily.

As a broader view of our updated overall context credit plan, we are proposing the following:

- MUSI 1P50 (D2) Music in Global Cultures (current context) - no theory test needed, anyone can register, required for MUSI majors
- MUSI 1P95 (D3) Popular Music since 1945 (new course and context) - prerequisite is MUSI 1P50, available for Major credit but not required
- MUSI 2P50 (D2) Western Music from Hildegard to Haydn (existing course, new context and name) - prerequisite is MUSI 1P50, available to anyone, required for majors
- MUSI 2P55 (D3) Western Music from Beethoven to Beyoncé (existing course, new context and name) - prerequisite is MUSI 1P50, not coupled to MUSI 2P50, available to anyone, required for majors

For Decanal approval please see the document in the Teams folder: "2022-2023 Music - MUSI context credit approval thread with Dean"

### **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.

1. Concentration in Choral Music be introduced.

#### **Program Structure:**

A detailed description of the proposed degree/major.

**Students may earn a Concentration in Choral Music by successfully completing the following courses as part of their academic work leading to an Honours Bachelor of Music degree:**

- one of MUSI 1P88, 1P89
- one of MUSI 2P88, 2P89
- one of MUSI 3P88, 3P89
- one of MUSI 4P88, 4P89
- MUSI 2P45, 2P93, 3P93, and 3P94
- one credit from MUSI 3F92, 2P80, 3P80, 4P80 (see program note 6)
- one credit from 2P21, 2P30, 2P98, 2P99, 3P00, 3P21, 4P50, 4P51, 4P55, 4P62, 4P67

#### **Appropriate Nomenclature:**

Is the name of the degree and/or major(s) appropriate? Are there similar degrees/majors offered at other universities?

#### **Financial Viability:**

The Costing of New or Significantly Revised Programs form must be completed and included as part of the submission.

**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).

**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).

**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.

**Duplication:**

If the proposed degree/major has duplicative similarities to existing programs in Ontario or Canada, reasons for such duplication.

**Library Resources:**

Certification from the Library that adequate Library resources are available to offer the program (please note that Section A of the [Library Support form](#) asks for information about the potential cost of additional Library resources).

No

**Information Technology:**

If significant IT resources will be required to offer the new degree/major(s), certification from the Director of Information and Technology Services that adequate resources will be available is required (please note that Section D of the [IT/ET Support form](#) asks for information about IT resources).

No

**Decanal/Co-operating Department(s)/Centre(s):**

The Dean of the appropriate Faculty must certify that the new degree/major(s) 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(s).

No

**2. Concentration in Community Music be introduced.****Program Structure:**

A detailed description of the proposed degree/major.

**Students may earn a Concentration in Community Music by successfully completing the following courses as part of their academic work leading to a Bachelor of Arts in Music degree:**

- MUSI 2P45, 2P93, 3P93, 3Y05 and 3Y06
- one of MUSI 1P88, 1P89
- one of MUSI 2P88, 2P89
- one of MUSI 3P78, 3P84, 3P86, 3P88, 3P89 (see program notes 7, 8, 9)
- one of MUSI 4P78, 4P84, 4P86, 4P88, 4P89 (see program notes 7, 8, 9)
- two credits from MUSI 2P30, 2P41, 2P42, 2P43, 2P48, 2P49, 3P55, 3P75, 3P94, 4P75, RECL 1P03 or 1P90, 2P02

**Appropriate Nomenclature:**

Is the name of the degree and/or major(s) appropriate? Are there similar degrees/majors offered at other universities?

**Financial Viability:**

The Costing of New or Significantly Revised Programs form must be completed and included as part of the submission.

**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).

**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).

**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.

**Duplication:**

If the proposed degree/major has duplicative similarities to existing programs in Ontario or Canada, reasons for such duplication.

**Library Resources:**

Certification from the Library that adequate Library resources are available to offer the program (please note that Section A of the [Library Support form](#) asks for information about the potential cost of additional Library resources).

No

**Information Technology:**

If significant IT resources will be required to offer the new degree/major(s), certification from the Director of Information and Technology Services that adequate resources will be available is required (please note that Section D of the [IT/ET Support form](#) asks for information about IT resources).

No

**Decanal/Co-operating Department(s)/Centre(s):**

The Dean of the appropriate Faculty must certify that the new degree/major(s) 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(s).

No

**3. Context in MUSI 1F10 be terminated.****Program Structure:**

A detailed description of the proposed degree/major.

**Appropriate Nomenclature:**

Is the name of the degree and/or major(s) appropriate? Are there similar degrees/majors offered at other universities?

**Financial Viability:**

The Costing of New or Significantly Revised Programs form must be completed and included as part of the submission.

**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).

**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).

**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.

**Duplication:**

If the proposed degree/major has duplicative similarities to existing programs in Ontario or Canada, reasons for such duplication.

**Library Resources:**

Certification from the Library that adequate Library resources are available to offer the program (please note that Section A of the [Library Support form](#) asks for information about the potential cost of additional Library resources).

No

**Information Technology:**

If significant IT resources will be required to offer the new degree/major(s), certification from the Director of Information and Technology Services that adequate resources will be available is required (please note that Section D of the [IT/ET Support form](#) asks for information about IT resources).

No

**Decanal/Co-operating Department(s)/Centre(s):**

The Dean of the appropriate Faculty must certify that the new degree/major(s) 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(s).

No

**4. Context in MUSI 1P55 be terminated.**

**Program Structure:**

A detailed description of the proposed degree/major.

**Appropriate Nomenclature:**

Is the name of the degree and/or major(s) appropriate? Are there similar degrees/majors offered at other universities?

**Financial Viability:**

The Costing of New or Significantly Revised Programs form must be completed and included as part of the submission.

**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).

**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).

**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.

**Duplication:**

If the proposed degree/major has duplicative similarities to existing programs in Ontario or Canada, reasons for such duplication.

**Library Resources:**

Certification from the Library that adequate Library resources are available to offer the program (please note that Section A of the [Library Support form](#) asks for information about the potential cost of additional Library resources).

No

**Information Technology:**

If significant IT resources will be required to offer the new degree/major(s), certification from the Director of Information and Technology Services that adequate resources will be available is required (please note that Section D of the [IT/ET Support form](#) asks for information about IT resources).

No

**Decanal/Co-operating Department(s)/Centre(s):**

The Dean of the appropriate Faculty must certify that the new degree/major(s) 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(s).

No

**5. Context in MUSI 1P95 be introduced.****Program Structure:**

A detailed description of the proposed degree/major.

**Please see description in the proposal section. This course is designed to be accessible through one prerequisite (MUSI 1P50), and features expanded content that is now available to majors as well as to others for context credit.**

**Appropriate Nomenclature:**

Is the name of the degree and/or major(s) appropriate? Are there similar degrees/majors offered at other universities?

**Financial Viability:**

The Costing of New or Significantly Revised Programs form must be completed and included as part of the submission.

**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).

**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).

**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.

**Duplication:**

If the proposed degree/major has duplicative similarities to existing programs in Ontario or Canada, reasons for such duplication.

**Library Resources:**

Certification from the Library that adequate Library resources are available to offer the program (please note that Section A of the [Library Support form](#) asks for information about the potential cost of additional Library resources).

No

**Information Technology:**

If significant IT resources will be required to offer the new degree/major(s), certification from the Director of Information and Technology Services that adequate resources will be available is required (please note that Section D of the [IT/ET Support form](#) asks for information about IT resources).

No

**Decanal/Co-operating Department(s)/Centre(s):**

The Dean of the appropriate Faculty must certify that the new degree/major(s) 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(s).

No

**6. Context in MUSI 2P50 be introduced.****Program Structure:**

A detailed description of the proposed degree/major.

**Please see more detailed description in the proposal description. We realize 200-level context credits are highly unusual. Please see the supporting documentation of Decanal approval in the Teams folder.**

**Appropriate Nomenclature:**

Is the name of the degree and/or major(s) appropriate? Are there similar degrees/majors offered at other universities?

**Financial Viability:**

The Costing of New or Significantly Revised Programs form must be completed and included as part of the submission.

**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).

**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).

**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.

**Duplication:**

If the proposed degree/major has duplicative similarities to existing programs in Ontario or Canada, reasons for such duplication.

**Library Resources:**

Certification from the Library that adequate Library resources are available to offer the program (please note that Section A of the [Library Support form](#) asks for information about the potential cost of additional Library resources).

No

**Information Technology:**

If significant IT resources will be required to offer the new degree/major(s), certification from the Director of Information and Technology Services that adequate resources will be available is required (please note that Section D of the [IT/ET Support form](#) asks for information about IT resources).

No

**Decanal/Co-operating Department(s)/Centre(s):**

The Dean of the appropriate Faculty must certify that the new degree/major(s) 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(s).

No

**7. Context in MUSI 2P55 be introduced.****Program Structure:**

A detailed description of the proposed degree/major.

**Please see more detailed description in the proposal description. We realize 200-level context credits are highly unusual. Please see the supporting documentation of Decanal approval in the Teams folder.**

**Appropriate Nomenclature:**

Is the name of the degree and/or major(s) appropriate? Are there similar degrees/majors offered at other universities?

**Financial Viability:**

The Costing of New or Significantly Revised Programs form must be completed and included as part of the submission.

**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).

**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).

**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.

**Duplication:**

If the proposed degree/major has duplicative similarities to existing programs in Ontario or Canada, reasons for such duplication.

**Library Resources:**

Certification from the Library that adequate Library resources are available to offer the program (please note that Section A of the [Library Support form](#) asks for information about the potential cost of additional Library resources).

**No**

**Information Technology:**

If significant IT resources will be required to offer the new degree/major(s), certification from the Director of Information and Technology Services that adequate resources will be available is required (please note that Section D of the [IT/ET Support form](#) asks for information about IT resources).

**No**

**Decanal/Co-operating Department(s)/Centre(s):**

The Dean of the appropriate Faculty must certify that the new degree/major(s) 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(s).

**No**

## Program Changes

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

Please note: The Calendar year runs from May 1, 2022 to April 30, 2023 and begins with the Spring/Summer sessions. All programs being changed will be effective beginning 2022 Spring Session.

List all proposals, to be implemented, numerically in the following order:

1. Admin Assistant name be removed.
2. General Information: concentration information be revised.
3. General Information: 3rd paragraph be revised.
4. Public Events description be revised.
5. Large Ensemble description be revised.
6. Entrance requirements for Music Majors be revised.
7. Language Requirement for Music Majors be revised.
8. Program note 1 be deleted.
9. Program note 4 be revised.
10. Program note 6 be added.
11. Program note 7 be added.
12. Program notes 8,9, and 10 be added.
13. BMus Program be revised.
14. BA Honours Program be revised.
15. BA with Major Program be revised.
16. Combined Major Program be revised.
17. Concentration in Music Education be revised.
18. Concentration in Music Performance be revised.
19. Concentration in Music Therapy Foundations be revised.
20. Micro-certificate in Choral/Vocal Music be revised.
21. Micro-certificate in Music Making/Music Thinking be revised.
22. Minor in Instrumental Music be revised.
23. MUSI 1F10 be deleted (context credit).
24. MUSI 1F81, 2F81, 3F81, 4F81; 1F92, 2F92, 3F92, 4F92; 1P82, 2P82, 3P82, 4P82; 2F91, 3F91, 4F91; 3P92, 4P92 be revised.
25. MUSI 1P00 be deleted.
26. MUSI 1P01 be deleted.
27. MUSI 1P20 be revised.
28. MUSI 1P25 be added.
29. MUSI 1P50 - introduce cross-listing, revision of calendar copy.
30. MUSI 1P55 be deleted.
31. MUSI 1P78 be renamed.
32. MUSI 1P80 be revised.
33. MUSI 1P87, 2P87, 3P87 and 4P87 be deleted.
34. MUSI 1P88, 2P88, 3P88, 4P88 be renamed.
35. MUSI 1P89, 2P89, 3P89, 4P89 be renamed.
36. MUSI 1P95 be added.
37. MUSI 2P01 be added.
38. MUSI 2P30 be added.
39. MUSI 2P40 be deleted.
40. MUSI 2P44 and 2P46 be deleted.
41. MUSI 2P45 be renamed and revised.
42. MUSI 2P50 and 2P55 be renamed and revised (and proposed for context credit).
43. MUSI 2P78 be renamed and revised.
44. MUSI 2P80, 3P80, 4P80 be revised.
45. MUSI 2P84 be revised.
46. MUSI 2P86 be revised.
47. MUSI 2P99 pre-requisite be revised.
48. MUSI 2Y05 and 2Y06 be deleted.
49. MUSI 2Y07 and 2Y08 be added.
50. MUSI 3P55 be revised.
51. MUSI 3P64 be revised.
52. MUSI 3P76 be revised.
53. MUSI 3P78 and 4P78 be renamed and pre-requisites revised.

- 54. MUSI 3P90 be revised.
- 55. MUSI 3P94 be renamed and revised.
- 56. MUSI 4P51 be revised.
- 57. MUSI 4P67 be revised.
- 58. MUSI 4P90 be added.
- 59. MUSI 4V11 be deleted.

## **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. Our previous Admin Assistant has retired and at this point we still do not have a replacement.
2. In our curriculum revision we have added some concentrations, and have further specified which concentrations go with which of our two major degrees. Revisions to this paragraph indicate the new concentrations and attempt to clarify the program-to-concentration connection.
3. The change of "music in culture" to "music in society" is more reflective of our current practice through many course descriptions, and allows the word "culture" to be tied more specifically to the title of the course MUSI 1P50, Music in Global Cultures.

The addition of the word "performance" after "choral ensemble" further specifies current practice, and makes clear the participation in the choral ensemble is centered around performance.

4. The "professional Encore concert series" is no longer running, so it has been deleted in the description. The "Viva Voce Choral Series" does not reflect current practice, and instead has been revised with the specific names of the university choirs "University Choir" and "Sora Singers". Two new speaker series have been added to reflect current practice and future program planning.
5. In the first paragraph the exact number of choral ensembles is now specified to replace "several". Removal of the choral ensemble participation reflects a program update.

In the second paragraph reference to the Viva Voce Choral Series is removed because we no longer use that term. The Avanti Chamber Singers activities are clarified to reflect current practice.

6. Changes to this section reflect a shift that has been happening in our audition and entrance evaluation process over the last few years. This shift has been in response to the changing landscape of prospective students, where we have found ourselves losing potential students to larger programs because the larger programs have looser audition and theory placement requirements. Upon review of other universities' music programs and their audition/entrance evaluation practices, we have removed aural and keyboard skills from our audition procedures.

Further updates to this section reflect current practice, and this section reflects more closely the wording in our recruitment and public messaging. The deletion of paragraph two is the result of the pertinent information being included into the now-shortened first paragraph.

The loosening of audition and entrance evaluation procedures results in bringing the program more in-line with the practices of other Music programs, and allows a more inclusive process of evaluation. The removal of the keyboard skills reflects the fact that many students no longer have the privilege of private piano lessons before applying to university. The removal of the aural skills component is in response to this being a very stressful part of the audition process, and one that was not really a major part of our extra evaluation consideration for prospective students.

These audition and entrance evaluation revisions also reflect a shift in our marketing to promote the BA Music as a viable alternative to the more stringent and performance-based BMus. In our last recruitment cycle we had the ability for students to apply directly to either the BA Music or BMus through OUAC (a new development), and more than half of our incoming students chose the BA as their preferred program. We have always placed students in one or the other, but now that we are shifting more of our messaging to support the BA we are finding there to be more interest than we anticipated. This may be one explanation for MUSI's admissions numbers being above our target for this year. This tells us we're doing something right.

All of the changes in this section reflect this shifts that have been in process for a number of years, and reflect current practice in our audition and entrance evaluation procedures.

7. For decades the language requirement has been one of the four languages most likely to be encountered in the study of music. In the past number of years we have had increasingly more interest from students in considering other languages, and we have been making exceptions to accommodate these requests. We have revised this requirement to include any language of interest to any student, which also reflects the increasing interest in the study of music of other cultures, and also reflects our "Music in Global Cultures" course being the cornerstone of

our Music History curriculum. The inclusion of American Sign Language reflects a possible interest for future music therapists, and supports our concentration in Music Therapy Foundations.

8. The former program note 1 served to clarify the available languages for the language requirement. With the update to the language requirement to be inclusive of any language we feel this note is no longer necessary.

9. MUSI 1P88 was missing so it has been added here, and the passage has been revised for grammatical accuracy.

10. This note reflects a change to the previous ensemble requirement of four years of choir. This change is to further support the development of performance skills on the BMus student's principal instrument. Previously the ensemble requirement was 4 years of choir regardless of their principal instrument. Formerly, BMus students who play instruments other than piano, voice or guitar only had the opportunity to take an instrumental ensemble as an elective, or as a community member.

11. This note reflects the addition of the new Concentration in Choral Music. The department feels it is crucial for future choral conductors to have a firm foundation in the workings of the voice, and must have a minimum level of vocal training in the form of private lessons. We already have in place the option of secondary lessons ('P80) for BMus majors, so this note clarifies the requirement for students who elect for this concentration to plan on spending some of their credit room to take private voice lessons through the 'P80 lesson stream.

12. These notes appear as notes 7, 8 and 9 in the new submission, due to the deletion of the former program note 1.

These three program notes all reflect the same practice across the department's three instrumental ensembles: 1P78 is Brock Big Band, 1P84 is Wind Ensemble, and 1P84 is String Orchestra. These notes are related to program note 6 above.

Students who are not in BMus and who have had two years of choir ('P88 or 'P89), such as in the BA Music program, have already experience two years of ensemble experience through choir. We feel this is enough to consider them for possible placement into 2nd year of the instrumental ensemble (2P78, 2P84 or 2P86). This is contingent upon their level of proficiency on their instrument, which the conductor (instructor) will assess by audition. This also gives the advantage of avoiding too many first-year credits for these students who already have ensemble experience at the first- and second-year level.

This helps support the BA Concentrations in Community Music and Music Education, where require students are required to have two years of choir followed by two years of an ensemble on their instrument (or voice).

13. The BMus revision reflects two kinds of changes:

- Year 1: the addition of 1P25 reflects a need for a technology course to support the everyday work of the modern music student. We feel its importance is great enough to hold a spot in our required courses for all Music majors.

- Year 1: 1P50 is now the music history pre-requisite for all subsequent music history courses. 1P55 is now removed, with its half-credit spot replaced by the new 1P25. 2Y05 and 2Y06 are now replaced with the new 2Y07 and 2Y08.

- Year 2 and year 3, update to program note numbering - reflects the shift in numbering due to the removal of the former program note 1.

- Year 3 - "program note 5" shows in the printable copy of submission as "program note 6" due to the removal of the former program note 1. In the former BMus program all students were required to take 4 years of choir (1-4P88 or 1-4P89). However, students who play an instrument could only participate in an instrumental ensemble ('P78, 84, 86) as an elective, or on a volunteer basis outside of their course load. This was an important gap in the program for students whose major instrument is a band or orchestra instrument and made it difficult for those students to develop their playing skills on their primary instrument in an ensemble situation.

The revision here reflects our new approach to allow students in BMus, who are required to take private lessons on their major instrument, to move directly into the 3rd year of an instrumental ensemble in their 3rd year. They already have two years of ensemble experience through choir in 1st and 2nd year, and two years of BMus-level private lessons on their instrument, so moving directly into the 3rd year of an instrumental ensemble on their major instrument is the correct level for them.

- Year 4 - this revision is a continuation of the explanation of the one in year 3, concerning the move from choir to instrumental ensemble for BMus students in their 3rd year.

14. MUSI met regularly over a year to revise the BA Honours program, with a view to differentiating it from the BMus by offering more flexibility in electives. We have endeavoured to do this by paring down the core courses in the BA, thus freeing up elective space. Prior to this revision the BMus and BA core programs were almost identical, with the exception of private lessons (required in BMus, elective option in BA).

This revision reflects the removal of the following core courses, replaced with equivalent elective room:

- musicianship 3Y05 and 3Y06 (still required in BMus)

- 3rd- and 4th-year choir (3-4P88 or P89), leaving the ensemble requirement to the first two years only

These courses continue to be available for elective to anyone who holds the pre-requisites and who may wish to take them. The removal of these courses from the program description is balanced by an equivalent increase in the elective count.

In the first-year section, the revision of the BA Honours reflects the same changes as in the BMus. We have added 1P25 Fundamentals in Music Technology to give students skills that are relevant to today's musician and music student. We have also removed 1P55, the former D3 music history course, leaving the D2 1P50 as the pre-requisite for all subsequent music history courses. 2Y05 and 2Y06 are replaced with the new 2Y07 and 2Y08.

15. Changes to the BA with Major are identical to the changes in the BA Honours.

16. Just as MUSI endeavoured to create more flexibility in the BA Honours and BA with Major programs, we have also worked on doing the same for the Combined Major.

- added: MUSI 1P25 is the new Fundamentals in Music Technology course, designed to serve students with relevant skills for today's musician and music student.

- removed: MUSI 1P55 the former D3 music history course, leaving the D2 1P50 as the pre-requisite for all subsequent music history courses

- removed 2P90 and 2P95, 2nd-year music theory. First-year theory is still required, giving students a general base of knowledge. 2P90 and 2P95 are still available to these students as an elective

- removed 2Y05 and 2Y06 musicianship classes - we already had removed the 3Y05 and 3Y06 in a previous revision, and after much discussion determined that programming flexibility is more important than prescribing these experiential skills.

- removal of the choir requirement - we determined that many students might be interested in the more academic side of music rather than the performance side, as required in the ensemble/choir requirement. We have removed the 3 years of choir and have opened those spots up to electives.

The resulting program now covers:

- half credit in technology, one and one-half credits in music history (context credits), full credit of music theory (3 credits), and 5 credits of Music elective space. We feel this flexibility will appeal to a broader range of students, offering more possibility for combination with other majors.

17. Revisions to this concentration for the most part serve to clarify categories of courses from which students much choose their course options. We have streamlined and categorized the former long list of courses available as choices. Here is a more detailed explanation of the changes.

- removal of 1-2-3-4P87 to reflect deletion of the former "men's choir"

- addition of 3P78, 3P84, 3P86 and reference to program note 5 (on the printable copy as program note 6, due to deletion of program note 1) - this reflects the change in BMus to steer students into an ensemble in their 3rd and 4th years on their primary instrument, rather than spending all 4 years of their ensemble experience in choir (P88 and P89).

- MUSI 2P45, 2P93 and 3P93 are pulled from the previous version's long list of options, and are now requirements for the concentration. Now that we have a tenured faculty member who teaches these courses we are secure in our ability to teach these courses on a reliable rotation

- 3Y05 and 3Y06 are included here because we have removed them from the BA with Honours degree, but this level of musicianship is a requirement for success in the classroom

- the list of MUSI 2P30, 2P4x and 3P94 all fall under the unofficial category of "techniques" courses, which develop broad skills on instruments/voice for the purpose of giving potential teachers the skills they need in the classroom.

Again this list was already included in the former long list, now here they are pulled into a specific group with the requirement to take one full credit.

- 2P40 is deleted from the course bank, replaced by 2P30

These revisions make the program more prescriptive and clear for the students in terms of grouping by categories, and ensure potential music educators will have the broad base of skills they will need when in front of a class and/or student ensemble.

18. 2-3-4P78 is the Brock Big Band, and we have added it here as an instrumental ensemble option for students who play an appropriate instrument. 4P67 is Musical Acoustics and we felt this would be an appropriate option for students training to be professional performers.

19. The biggest change to this concentration is to make it specific to the BMus degree, removing the BA in Music as a degree option for this concentration. The reason is students moving on to an accreditation program in Music Therapy must audition to a high level of performance on their instrument. The BA in Music does not require lessons, and students who elect to take lessons in the BA normally do not play at a level that would be considered advanced enough for them to get into the post-undergraduate accreditation programs. Basically, without the BMus-level lessons we are not adequately preparing students for further study in Music Therapy, and we were doing them a disservice.

- first line: 2P45 was pulled from the long list of electives and is now a requirement. 4F92 is fourth-year BMus lessons, which is an elective in the BMus program but is necessary to give students the lesson training they need to prepare their post-undergrad audition for further study in Music Therapy.

- deletions from the long list of credits reflect either moving them to a different spot in the description (2P45, 2P49), a course deleted from the course bank (2P46), or the removal of specified private lesson courses (3F81, 3F92) because lessons are already required in the BMus degree.

20. Correction of 1P98 to 1P89. Revision of the program note number, due to the deletion of program note 1.

21. Program note number revision reflects deletion of the former program note 1.

In the second line, revisions to the pairings were needed due to the deletion of MUSI 1P55. We have replaced 1P55 with a couple of other options that might be of interest to potential students, and reflect a D2/D3 combination that is possible to complete in one FW academic year.

22. This revision reflects the deletion of the courses 2P44 and 2P46 from the course bank.

23. This course is no longer relevant to our shift to broader and more inclusive course content. Its deletion also reflects the move towards D2 and D3 options vs the D1 format here. We have not offered this course in a few years.

24. All of these course codes are for different types of private lessons. All have received the same wording revision, which is to add "Concert fee may be required." Prior to Covid we had a mandatory concert fee on these courses. With the change in how we attend concerts we wanted to have the flexibility to include this possibility if needed.

25. Music in Popular Culture I 1P00 and its pair 1P01 are being removed from the course bank as part of a restructuring of our music history curriculum. 1P00 and 1P01 was not available for Major credit, and basically served PCUL while bringing in enrollments to MUSI courses. MUSI has endeavoured to make its music history curriculum more relevant by giving more importance to popular music topics in its Major curriculum. We have done so by removing 1P00 and 1P01, and replacing this content with MUSI 1P95 and 2P01 (see explanation in this document).

26. As above in MUSI 1P00.

Music in Popular Culture I 1P00 and its pair 1P01 are being removed from the course bank as part of a restructuring of our music history curriculum. 1P00 and 1P01 was not available for Major credit, and basically served PCUL while bringing in enrollments to MUSI courses. MUSI has endeavoured to make its music history curriculum more relevant by giving more importance to popular music topics in its Major curriculum. We have done so by removing 1P00 and 1P01, and replacing this content with MUSI 1P95 and 2P01 (see explanation in this document).

27. Updated content to reflect current practice.

28. It has become increasingly apparent that Music students are ill-equipped for the basic technology demands of being a functional musician in today's society. This lack of skillset became glaringly obvious during lockdown when students were not able to do basic things such as record themselves performing while using their phones, or dealing with basic notation technology, or creating recordings in shareable formats, among other skills. We have felt for many years that such a course would be nice, but we now realize that it's fundamentally necessary. We feel so strongly about this that we have deleted a music history course (1P55) to make room for this in our core curriculum.

Music programs have changed very little in the past decades, and such a change to bring our programs into the current millennium are woefully overdue.

29. Updated title and content to reflect current practice and instructor preference. Cross-listing introduced upon request from STAC. Option to include a concert fee is included in this revision(see MUSI 1F81 etc above).

30. In our Music history restructuring we have decided to keep only one of the two Music in Global Culture courses - 1P50. Where 1P55 previously was a pre-requisite for subsequent music history courses, MUSI 1P50 is now the gateway course for all other music history courses. Without a full-time specialist in the topic we felt we were not properly serving the material by stretching it over two terms. So, 1P55 is no longer needed.

31. Updating to a more marketable name.

32. Removal of prerequisite 1P87, deleted from course bank.

33. Male voice choir, all four levels deleted. Choir ensembles are now a treble-voice choir (Sora Singers) and mixed-voice choir (University Choir). We no longer have the demographic required to support an all-male voice choir, and our current choral conductor has no desire to create such an ensemble. It is no longer relevant to our current faculty and program interests.

34. Update to more marketable title, and removal of reference to gender in the name of the ensemble.

Description updated to more accurately reflect current practice. Specification of soprano and alto range voices removes the gender-specific language previously present.

Removal of 1Y88 was an error, and added back in.

35. Update to a more marketable title. Description updated to more accurately reflect current practice. Removal of 1Y89 was an error, and added back in.

36. One of the revisions to MUSI's overall program is to reflect popular music subjects in our major curriculum. Prior to this revision the former MUSI 1P00 and 1P01 Music in Popular Culture courses were not available for major credit. In order to give more academic weight to this subject we determined the need for a pre-requisite that would give students from any program some basic terminology and musical analysis skills to dive a bit more deeply into the subject matter.

MUSI 1P95 now has MUSI 1P50 as its pre-requisite, and is available for major credit. It has also been proposed as a context credit, with the pairing of 1P50 (D2) and 1P95 (D3) as a possibility for a full context credit in Humanities through MUSI.

This revision is related to the addition of the course MUSI 2P01, History of Jazz in the program's adoption of more broad and inclusive subject matter.

37. Along with MUSI 1P95 this course reflects a broadening of the subject matter in MUSI's major curriculum. The pre-requisite 1P50, which is open to anyone, allows deeper exploration into this subject matter. It is also a logical addition to the course bank in support of our other jazz courses, the Brock Big Band (1-4P78) and Jazz Techniques (2P48). Students are interested in this material and we are finally adding it to the course bank.

38. 2P30 replaces the former 2P40. This course is for anyone of any background who wants to learn healthy vocal technique and have some experience learning to sing in a group setting. It is different than choir in that students will perform solo or in small groups. No music literacy is required, the materials will include a recording that students can use to learn their music by ear if needed. Students will also learn how to teach singing to inexperienced singers through learning to do this for themselves. This will be a valuable course for future music educators and conductors, as well as people who want to learn to sing or improve their singing.

39. Replaced with the more inclusive 2P30.

40. 2P44 and 2P46 have suffered cancellation due to low enrollment and appear not to be of interest to our students, so they are being removed from the course bank.

41. Replacement of the word "education" with the more inclusive and accurate "teaching and learning". Specifying "school and community" helps align with our new concentration in Community Music and more accurately reflects the broader context of this course other than simply for future music educators.

42. Updated titles are far more descriptive, and more accurately reflect the content of the courses. These courses are designed to have the one prerequisite which is available to any student in the university. We have decanal support for the proposal of these 200-level context credits (see email support in Teams folder).

Removal of the restriction makes the courses more accessible and streamlines the process for registration.

43. Title updated to the more marketable "Brock Big Band". In addition, we have changed program requirements to allow some students the possibility of entrance without the first-year prerequisite, reflected in the new program note 7.

The former co-requisite 2P48 is not offered every year, and was preventing otherwise qualified students from taking part in the Brock Big Band. The BBB is a smaller ensemble with a sensitivity to the right kind of musician in key positions, so this requirement was a barrier to progress in the ensemble course.

44. The Department of Music professional Encore concert series no longer exists so it has been removed from the note.

45. We have changed program requirements to allow some students the possibility of entrance without the first-year prerequisite, reflected in the new program note 8.

46. We have changed program requirements to allow some students the possibility of entrance without the first-year prerequisite, reflected in the new program note 9.

47. We welcome students from other programs into this course. The previous pre-requisite of MUSI 1P20 is first-semester Music theory, and is unlikely to have been taken by students in other programs. However, there are many students across the university who have a functional level of music notation experience appropriate for the requirements of this course. The instructor is comfortable doing individual assessments of the required level of theory knowledge for any student who is not a Music major. There is a class maximum of 23 due to lab size so the number is manageable for the instructor to make these assessments.

48. 2Y05 Aural Skills and 2Y06 Keyboard Harmony are foundational musicianship skills that are crucial to musicians, however these courses have gradually become less and less relevant to the needs of today's performing musicians and educators. They ran simultaneously, D1 which was a lot of juggling for the students. The courses were always taught by different instructors and often by CUPE instructors, resulting in a lack of cohesion between them and with the rest of our curriculum. It's time for a change.

49. 2Y07 and 2Y08 are replacing 2Y05 and 2Y06. They will run D2 and D3, rather than D1 as 2Y05/6 did previously. 2Y07 is the pre-requisite for 2Y08. Much of the aural skills content from 2Y05 will carry over to these courses, but will be part of an approach to integrate this with a broader variety skills, such as improvisation, conducting, and application to real musical situations.

50. Prerequisites updated to remove MUSI 1P55 (deleted), and replace the ENGL prerequisites as per ENGL's

changes.

51. Removal of MUSI 1P55 (deleted) from the prerequisites.

52. Corrected existing error in Note.

53. Update of name to a more marketable title.

The former pre-requisite 2P48 is not offered every year, and was preventing otherwise qualified students from taking part in the Brock Big Band. The BBB is a smaller ensemble with a sensitivity to the right kind of musician in key positions, so this pre-requisite was a barrier to progress in the ensemble course.

54. Removal of 1P55 from list of prerequisites.

55. With the removal of 2P44 and 2P46, both "techniques" courses, we felt the need to more closely align the title of this course within that category of course types. Clarified description.

56. Correction of a missing "o" from the course description.

57. Content updated to reflect current practice.

58. Most students in BMus or BA Music take ensemble courses for all four years of their degree. Every year or two we have students who stay for an extra year, and those students very often wish to continue participating in ensemble. Usually the solution has been to have them participate on a volunteer basis (as a community member) and sometimes this is a deterrent for them. Their presence in the ensembles is usually a great advantage to the ensemble, as they bring a lot of experience and expertise. We are adding 4P90 as a way to allow students to take an extra year of ensemble for credit, to the benefit of both the student and the ensemble.

59. No plans to offer in the future.

### **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.

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## **Music**

### *Chair*

Karin Di Bella

### *Professor*

Brian E. Power

### *Associate Professors*

Karin Di Bella, Peter Landey, Rachel Rensink-Hoff, Matthew Royal

### *Assistant Professor*

Nina Penner

### *Resident Ensembles*

Avanti Chamber Singers

Walker String Quartet

### *Academic Advisor*

Michael Gicante

## **General Information**

### *Administrative Assistant*

~~Natalie Fedj~~

**Katarina Rieger**

905-688-5550, extension 3817

Marilyn I. Walker 228

brocku.ca/music

music@brocku.ca

The goal of the Department of Music, part of the Marilyn I. Walker School of Fine and Performing Arts, is to prepare students for their chosen musical career and to produce critically aware musicians with a broadly based musical education. The Department of Music offers programs of study leading to a Bachelor of Music (BMus) Honours, a Bachelor of Arts (BA) Honours in Music, a BA with Major in Music and a Pass BA degree program. Students may also pursue a combined major or a minor in Music.

BMus and BA Honours students may earn a Concentration in Music Education. BMus students may declare or a Concentration in Music Performance following a successful audition. BMus students may also declare a Concentration in Choral Music, or Music Therapy Foundations. BA Mus students may declare a Concentration in Community Music Music Performance following a successful audition. All concentrations are satisfied by successfully completing designated courses in addition to general program requirements. Alternatively, students may earn a BMus or a BA Honours degree without declaring a concentration.

Students take core courses in music in society culture, theory, general musicianship and choral ensemble performance. Students in the BMus program must take lessons in one of the following areas: piano, pipe organ, voice, classical guitar, harp, flute, oboe, clarinet, classical saxophone, bassoon, trumpet, French horn, trombone, tuba, percussion, violin, viola, cello and double bass. If lessons are not taken in successive years, students must re-audition.

Student progress will be evaluated annually. To continue in the BMus program students must achieve a minimum grade of 60 percent in all MUSI courses and a minimum 70 percent major average. Any student who does not meet these requirements will be placed in the BA with Major program. To re-declare to BMus a student must upgrade any MUSI course in which the minimum of 60 was not achieved and raise their major average to 70 percent. Otherwise students may continue in the BA with Major program.

The requirement for graduation with a BMus or 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 is a minimum 60 percent major average and a minimum 60 percent overall average.

## Facilities

The Department of Music is located in the Marilyn I. Walker School of Fine and Performing Arts building in downtown St. Catharines. Facilities in the Department of Music include Smart classrooms, applied music studios, choral and instrumental ensemble libraries, and a digital music lab. There are individual soundproofed practice rooms with pianos for use by music students. One of these rooms is equipped with virtual acoustic technology and the capability for digital recording.

Rehearsals and live performances take place in the Recital Hall in the adjacent FirstOntario Performing Arts Centre building. Additional performances take place in Partridge Hall, and in Concordia Lutheran Seminary on main campus.

An extensive selection of recordings as well as substantial holdings of music literature, collected editions, scores and special collections are housed in the James A. Gibson Library. Students have access to numerous online resources including *Classical Music Library*, *Naxos Music Library*, *Oxford Music Online* and *RILM Abstracts of Music Literature*.

## Public Events

The Department of Music offers a regular series of events open to students, university faculty and staff and the general public. These include ~~the professional Encore concert series, the Viva Voce Choral Series, University~~ *Choir, Sora Singers, Wind Ensemble* and *String Orchestra* concerts, the *Hugh and Marie Logan Jazz Series*, ~~and the RBC Foundation Music@Noon Series, the Walker Cultural Leaders Speaker Series~~, and the ~~Shared Perspectives Choral Speaker Series~~ on Tuesdays.

## Large Ensembles

The Department has ~~two several~~ choral ensembles, a wind ensemble, a string orchestra and a jazz ensemble. ~~Participation in the choral ensembles is required of single and combined majors.~~ All Department ensembles are also open to any member of the University community or the general public who successfully completes an audition.

## Resident Ensembles

The Avanti Chamber Singers (ACS) is a community choir with strong ties to the Department. The ACS presents concerts in our

annual series, the Viva Voce Choral Series and is occasionally featured in joint performances with the Department's student choral ensembles. The Walker String Quartet is the Department's resident chamber string ensemble. With a mandate of community outreach and promotion, the Quartet's members provide the core of the Department's string instruction, bring workshops and performances to regional high schools, and perform in the Department's concert activities.

## Entrance Requirements for Music Majors

Admission as a major will depend on the successful completion of a placement test in rudiments of theory. Prospective majors must possess a level of musical literacy equivalent to Royal Conservatory Level 7 Theory. All prospective (Advanced Rudiments), as well as the necessary aural and keyboard skills to complete the course requirements in Music. Prospective majors must arrange an interview and theory placement evaluation with the Department of Music. Details concerning interviews, tests and auditions are available at [brocku.ca/music](http://brocku.ca/music). Admission to Music major programs with transfer credits from colleges and universities requires an overall average of 70 percent in music courses, should possess a level of keyboard proficiency equivalent to Royal Conservatory Piano Level 4 or above.

Prospective students must arrange an audition with the Department of Music. Admission as a major will depend on the completion of placement tests in rudiments of theory, keyboard and aural skills. Details concerning interviews, tests and auditions are available at [brocku.ca/music](http://brocku.ca/music). Admission to Music major programs with transfer credits from colleges and universities requires an overall average of 70 percent in music courses.

An audition on a solo instrument or voice is required of all applicants to the BMus program and of all students wishing to take electives in applied music. Auditions, in conjunction with interviews and placement tests, begin in early March. Please consult [brocku.ca/music](http://brocku.ca/music) for dates.

The recommended audition level for admission into MUSI 1F92 and the BMus program is minimum Royal Conservatory Level 9 or its equivalent. Students who are not at this level may audition for MUSI 1F81 or 1P82. Applied music students who study with an approved nonresident instructor should be prepared to cover additional travel and instruction fees.

## Language Requirement for Music Majors

Single majors in the BMus or BA in Music are required to complete one credit in ~~one of the following~~ language other than English: French, German, Italian or Latin. Where half-credit courses are used to satisfy the requirement, both half credits must be in the same language.

## Program Notes

- ~~1. Students are encouraged to take a second language credit (in addition to the Music language requirement) in French Studies, German, Italian Studies or Latin.~~
2. Music majors may take five and one-half credits in any year of the program without approval from the Dean of Humanities.
3. Students in the Concentration in Music Performance take MUSI 2F91 in place of MUSI 2F92 and MUSI 3F91 in place of MUSI 3F92.
4. MUSI 1P88 and 1P89 require ensemble placement auditions, MUSI 1P82 requires a lesson audition, and MUSI 1P20 requires a theory placement evaluation.
5. BMus students whose primary instrument is other than voice, piano or guitar may participate in an ensemble on their major instrument in 3rd and 4th year.
6. BMus students in the Concentration in Choral Music must complete one full credit of private voice instruction. Students whose major instrument is other than voice may fulfill this through Secondary Studio, MUSI 2P80, 3P80, 4P80. Audition is required.
7. 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 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.~~

## BMus Program (Honours only)

### Year 1

- MUSI 1F92, 1P20, ~~1P25+P50~~, ~~1P50+P55~~, 1P90, 2Y07 and 2Y08 ~~5 and 2Y06~~
- one of MUSI 1P87, ~~1P88~~, 1P89
- one language credit (see language requirement), or one Sciences context credit, or one Social Sciences context credit

### Year 2

- MUSI 2F92, 2P50, 2P55, 2P90, 2P95, 3Y05 and 3Y06 (see program note ~~23~~)
- one of MUSI 2P87, ~~2P88~~, 2P89
- the language credit, the Sciences context credit or the Social Sciences context credit (not taken in year 1)

### Year 3

- MUSI 3F92 (see program note ~~23~~)
- one of MUSI ~~3P78~~, ~~3P84~~, ~~3P867~~, 3P88, 3P89 (see program note 4)
- one-half MUSI credit numbered 3(alpha)90 or above
- the language credit, the Sciences context credit or the Social Sciences context credit (not taken in years 1 and 2)
- two elective credits

### Year 4

- One of MUSI ~~4P78~~, ~~4P84~~, ~~4P867~~, 4P88, 4P89 (see program note 4)
- one-half MUSI credit
- one MUSI credit numbered 3(alpha)90 or above
- three elective credits

## BA Honours Program

### Year 1

- MUSI 1P20, ~~1P25+P50~~, ~~1P50+P55~~, 1P90, 2Y07 and 2Y08 ~~5 and 2Y06~~
- one of MUSI 1P87, ~~1P88~~, 1P89
- two credits from, one language credit (see language requirement), one Sciences context credit, one Social Sciences context credit

### Year 2

- MUSI 2P50, 2P55, 2P90 and 2P95, ~~2P95~~, ~~3Y05~~ and ~~3Y06~~
- one of MUSI 2P87, ~~2P88~~, 2P89
- the language credit, the Sciences context credit or the Social Sciences context credit (not taken in year 1)
- **one half MUSI credit**
- one elective credit

### Year 3

- ~~One of MUSI 3P87, 3P88, 3P89~~
- ~~two one and one half~~ MUSI credits
- one MUSI credit numbered 3(alpha)90 or above
- two elective credits

### Year 4

- ~~One of MUSI 4P87, 4P88, 4P89~~
- one MUSI credit
- ~~two one and one half~~ MUSI credits numbered 3(alpha)90 or above
- two elective credits

## BA with Major Program

This program differs from the Honours program in that honours standing is not required for entry into year 4.

#### Year 1

- MUSI 1P20, **1P25**~~1P50~~, **1P50**~~1P55~~, 1P90, 2Y07 **and 2Y08**~~5 and 2Y06~~
- one of MUSI 1P87, ~~1P88~~, 1P89
- two credits from one language credit (see language requirement), one Sciences context credit, one Social Sciences context credit

#### Year 2

- MUSI 2P50, 2P55, 2P90 **and 2P95**, ~~2P95, 3Y05 and 3Y06~~
- one of MUSI 2P87, ~~2P88~~, 2P89
- the language credit, Sciences context credit or Social Sciences context credit (not taken in year 1)
- one ~~half MUSI~~ **elective** credit
- **one elective credit**

#### Year 3

- ~~One of MUSI 3P87, 3P88, 3P89~~
- **two**~~one and one half~~ MUSI credits
- one MUSI credit numbered 3(*alpha*)90 or above
- two elective credits

#### Year 4

- ~~One of MUSI 4P87, 4P88, 4P89~~
- one MUSI credit
- **two**~~one and one half~~ MUSI credits numbered 3(*alpha*)90 or above
- two elective credits

## Pass Program

Satisfactory completion of the first three years of an Honours program entitles a student to apply for a Pass degree.

## Combined Major Program

### Honours

Students may take a combined major in MUSI and in a second discipline. For requirements in the other discipline, students should consult the relevant department. Note that not all departments provide a combined major option.

- MUSI 1P20, **1P25**~~1P50~~, **1P50**~~1P55~~, 1P90, 2P50, 2P55, ~~2P90, 2P95, 2Y05, 2Y06~~
- ~~one of MUSI 1P87, 1P88, 1P89~~
- ~~one of MUSI 2P87, 2P88, 2P89~~
- ~~one of MUSI 3P87, 3P88, 3P89~~
- **three and** one-half MUSI credits
- one and one half MUSI credits numbered 3(*alpha*)90 or above

### Pass

Satisfactory completion of the first three years of an Honours program entitles a student to apply for a Pass degree.

## Concentration Program

### Concentration in Choral Music

Students may earn a Concentration in Choral Music by successfully completing the following courses as part of their academic work leading to an Honours Bachelor of Music degree:

- MUSI 1P88 or 1P89
- MUSI 2P88 or 2P89
- MUSI 3P88 or 3P89
- MUSI 4P88 or 4P89
- MUSI 2P45, 2P93, 3P93, 3P94

- one credit from MUSI 2P80, 3F92, 3P80, 4P80 (see program note 5)
- one credit from MUSI 2P21, 2P40, 2P98, 2P99, 3P00, 3P21, 4P62, 4P67

## Concentration in Community Music

Students may earn a Concentration in Community Music by successfully completing the following courses as part of their academic work leading to an Honours Bachelor of Arts in Music degree:

MUSI 1P88 or 1P89

- MUSI 2P88 or 2P89
- one of MUSI 3P78, 3P84, 3P86, 3P88, 3P89
- one of MUSI 4P78, 4P84, 4P86, 4P88, 4P89
- MUSI 2P45, 2P93, 3P93, 3Y07, 3Y08
- two credits from MUSI 2P40, 2P41, 2P42, 2P43, 2P48, 2P49, 3P55, 3P75, 3P94, 4P75, RECL 1P03 or 1P90, 2P02

## Concentration in Music Education

Students may earn a Concentration in Music Education by successfully completing the following courses as part of their academic work leading to an Honours Bachelor of Music or Bachelor of Arts in Music degree:

- One of MUSI 1P87, ~~1P88~~, 1P89
- one of MUSI 2P87, ~~2P88~~, 2P89
- one of MUSI 3P78, 3P84, 3P86, 3P88, 3P89 (see program note 4)
- one of MUSI 4P78, 4P84, 4P86, 4P88, 4P89 (see program note 4)
- MUSI 2P45, 2P93, 3P93, 3Y05 and 3Y06
- two of MUSI 2P30, 2P41, 2P42, 2P43, 2P48, 2P49, 3P94
- ~~one credit~~ ~~four credits~~ from MUSI 1P78, 1P84, 1P86, 2P78, 2P40, 2P41, 2P42, 2P43, 2P44, 2P45, 2P46, 2P48, 2P49, 2P84, 2P86, 2P93, 2P98, 2P99, 3P00, 3P75, 3F81, 3P00, 3P20, 3P64, 3P75, 3P82, 3P84, 3P86, 3P93, 3P94, 4F81, 4F92, 4P62, 4P67, 4P75, 4P82, ~~4P84~~, 4P86

## Concentration in Music Performance

Students may earn a Concentration in Music Performance by successfully completing the following courses as part of their academic work leading to an Honours Bachelor of Music degree:

- MUSI 1F92, 2F91, 3F91 and 4F91
- two credits from MUSI 2P21, 2P78, 2P80, 2P84, 2P86, 2P93, 3P00, 3P20, 3P21, 3P76, 3P78, 3P80, 3P84, 3P86, 3P93, 4F81, 4P67, 4P76, 4P78, 4P80, 4P84, 4P86

## Concentration in Music Therapy Foundations

Students may earn the Concentration in Music Therapy Foundations by successfully completing the following courses as part of their academic work leading to an Honours Bachelor of Music or Bachelor of Arts in Music degree:

- MUSI 2P45, 2P63, 3P64 and 4F92 ~~and 3P64~~
- PSYC 1F90, 2P12 and 2P15
- ~~one and one-half~~ ~~three~~ credits from MUSI 2P40, 2P43, 2P45, 2P46, 2P49, 3F81, 3F92, 3P75, 4P67, 4P75, PSYC 2F23, 2P25, RECL 2P02

## Certificate and Micro-certificate Programs

### Certificate in Choral/Vocal Music

Students can receive a certificate in Choral/Vocal Music by completing the following courses:

- MUSI 1P80, 1P88 or 1P89
- MUSI 2P88 or 2P89
- MUSI 1F81 and 2F81

- one MUSI credit

### **Certificate in Instrumental Music**

Students can receive a certificate in Instrumental Music by completing the following courses:

- One of MUSI 1P78, 1P80, 1P84, 1P86
- one of MUSI 2P78, 2P84, 2P86
- MUSI 1F81 and 2F81
- one MUSI credit

### **Micro-certificate in Choral/Vocal Music**

The Micro-certificate in Choral/Vocal Music is awarded upon completion of the following courses with a minimum overall average of 70 percent:

- MUSI 1P88 or ~~1P89~~1P98 (see program note 34)
- MUSI 1F81

### **Micro-certificate in Instrumental Music**

The Micro-certificate in Instrumental Music is awarded upon completion of the following courses with a minimum overall average of 70 percent

- One-half credit from MUSI 1P78, 1P84, 1P86
- MUSI 1F81

### **Micro-certificate in Music Making/Music Thinking**

The Micro-certificate in Music Making/Music Thinking is awarded upon completion of the following courses with a minimum overall average of 60 percent:

- One-half credit from MUSI 1P78, 1P82, 1P84, 1P86, 1P88, 1P89 (see program note 34)
- one of MUSI 1P20 and 1P90; MUSI 1P50 and ~~1P95~~1P55; MUSI 1P20 and ~~2P55~~1P55 (see program note 34)

### **Minor in Music**

Students in other disciplines can obtain a minor in Music within their degree program by completing the following courses with a minimum 60 percent overall average:

- Two MUSI credits
- one MUSI credit numbered 2(alpha)00 or above
- one MUSI credit numbered 2(alpha)90 or above

### **Minor in Choral/Vocal Music**

Students in other disciplines can obtain a minor in Choral/Vocal Music within their degree program by completing the following courses with a minimum 60 percent overall average:

- MUSI 1P88 or 1P89
- MUSI 2P88 or 2P89
- MUSI 3P88 or 3P89
- one and one-half MUSI credits
- one-half MUSI credit numbered 2(alpha)00 or above
- one-half MUSI credit numbered 2(alpha)90 or above

### **Minor in Instrumental Music**

Students in other disciplines can obtain a minor in Instrumental Music within their degree program by completing the following courses with a minimum 60 percent overall average:

- One of MUSI 1P78, 1P84, 1P86

- one of MUSI 2P78, 2P84, 2P86
- one of MUSI 3P78, 3P84, 3P86
- one of MUSI 2P41, 2P42, 2P43, 2P44, 2P46, 2P48
- one and one-half MUSI credits
- one-half MUSI credit numbered 2(*alpha*)90 or above

## 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.

MUSI 1F10

### Introduction to Classical Music

Role of music in Western cultural and intellectual history. Discussion of specific works in Western art music. Development of critical listening and writing skills.

Lectures, 3 hours per week.

Note: major credit will not be granted to Music majors. Will be taught on main campus. Concert fee. Attendance at designated concerts is required. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

MUSI 1F81

### Applied Lessons I

Individual instruction in one of the following: piano, organ, voice, classical guitar or any approved concert band and orchestral instrument.

Private instruction, 1 hour per week for two terms; auditing performance seminar, 2 hours per week for two terms.

Restriction: permission of the Department. See Entrance Requirements for Music Majors.

Note: basic performance skills and solo audition required. Lesson fee. Concert fee ~~may be.~~ Attendance at Department of Music ~~professional Encore concert series~~ required. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in MUSI 1F92 (1F91).

MUSI 1F92

### Applied Music I

Individual instruction in one of the following: piano, organ, voice, classical guitar or any approved concert band and orchestral instrument.

Private instruction, 1 hour per week; performance seminar, 2 hours per week; required participation in student recitals.

Restriction: permission of the Department. See Entrance Requirements for Bachelor of Music Majors.

Note: Concert fee ~~may be.~~ Attendance at Department of Music ~~professional Encore concert series~~ required. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in MUSI 1F81 and 1F91.

\* MUSI 1P00

### Music in Popular Culture I

(also offered as PCUL 1P00)

Survey of developments in the music industry and styles of blues, country, jazz, and rock up to the 1960s.

Weekly online modules; listening assignments.

Note: major credit will not be granted to Music majors. Online. Concert fee may be required. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in MUSI 1F00.

\* MUSI 1P01

**Music in Popular Culture II**

(also offered as PCUL 1P01)

Survey of developments in rock, jazz, pop, and related musical styles from the 1960s to the present.

Weekly online modules; listening assignments.

Note: major credit will not be granted to Music majors. Concert fee may be required. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in MUSI 1F00.

MUSI 1P20

**Materials of Music I**

Introduction to music-theoretical concepts: ~~rudiments review, diatonic keys, intervals, chords, rhythm, terms and signs, and elementary~~ harmony, counterpoint and analysis.

Lectures, 3 hours per week.

Restriction: permission of the instructor.

Prerequisite(s): completion of Departmental placement evaluation in music theory.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in MUSI 1F90.

MUSI 1P25

**Fundamentals in Music Technology**

Introduction to music technology for music notation, sequencing, sound recording and online posting.

Lab, 3 hours per week.

Restriction: open to MUSI majors (single or combined) or by permission of the Department.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

\* MUSI 1P50

**Music in Global Cultures** ~~Music in Global Culture I~~

(also offered as STAC 1P50)

How music influences and reflects its culture and society. Issues of musical style from historical and cross-cultural perspectives.

Music research ~~and~~ writing skills. ~~Relevant digital applications.~~

Lectures, 3 hours per week.

Note: ~~concert fee may be required.~~ ~~This~~ this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in MUSI 1F50.

MUSI 1P55

**Music in Global Culture II**

Meaning and function of music in selected societies and cultures from around the world. Further development of research writing skills and use of digital resources.

Lectures, 3 hours per week.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in MUSI 1F50.

MUSI 1P78

**Brock Big Band** ~~Jazz Ensemble I~~

Selected jazz arrangements in rehearsal and performance. Development of chart reading, technical and interpretive skills.

Rehearsals, 3 hours per week for two terms; performance as required.

Restriction: permission of the Department (audition) required; consult the Department.

Note: previous ensemble experience recommended. Instrumentalists from the University and community are encouraged to audition. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

MUSI 1P80

**Lessons and Ensemble**

Individual instruction in one of: piano, organ, voice, classical guitar or any approved concert band and orchestral instrument.

Participation in any one of: 1P78, 1P84, 1P86, 1P87, ~~1P88~~, 1P89.

Private instruction, 0.5 hour per week for one term; auditing performance seminar, 2 hours per week for one term; rehearsals, 3 hours per week for one term; participation in field assignments as required.

Restriction: permission of the Department; audition required.

Note: Lesson fee is required. Score deposit is required. Concert uniform is required. Concert fee may be required. Available winter term only. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

MUSI 1P82

**Applied Studio I**

Individual instruction in one of the following: piano, organ, voice, classical guitar or any approved concert band and orchestral instrument.

Private instruction, 0.5 hour per week for two terms; auditing performance seminar, 2 hours per week for two terms.

Restriction: permission of the Department. See Entrance Requirements for Music Majors.

Note: basic performance skills and solo audition required. Lesson fee. Concert fee **may be**; ~~consult the Department. Attendance at Department of Music professional Encore concert series~~ required. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in MUSI 1P81.

MUSI 1P84

**Wind Ensemble I**

Selected wind literature in rehearsal and performance. Development of sight-reading, technical and interpretive skills.

Rehearsals, 3 hours per week for two terms; participation in dress rehearsals and concert performances as required.

Restriction: permission of the instructor (audition) required; consult the Department.

Note: previous ensemble experience required. Instrumentalists from the University and community are encouraged to audition.

This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

MUSI 1P86

**String Orchestra I**

Selected orchestral literature in rehearsal and performance. Development of sight-reading, technical and interpretive skills.

Rehearsals, 3 hours per week for two terms; performances as required.

Restriction: permission of the Department (audition) required; consult the Department.

Note: previous ensemble experience recommended. Instrumentalists from the University and community are encouraged to audition. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

MUSI 1P87

**Male Voice Choir I**

Selected choral literature for male voices in rehearsal and performance. Development of vocal and interpretive skills.

Rehearsals, 3 hours per week for two terms; participation in field assignments as required.

Restriction: permission of the instructor (audition) required; consult the Department.

Note: pitch-matching skills required; basic sight-singing skills strongly recommended. Score deposit is required. Concert uniform is required. Non-majors are encouraged to audition. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in MUSI 1Y87.

MUSI 1P88

**Sora Singers I Female Voice Choir I**

Rehearsal and performance of selected Selected choral literature for soprano and alto range voices female voices in rehearsal and performance. Development of vocal and interpretive skills.

Rehearsals, 3 hours per week for two terms; participation in field assignments as required.

Restriction: permission of the instructor (audition) required; consult the Department.

Note: pitch-matching skills required; basic sight-singing skills strongly recommended. Score deposit is required. Concert uniform is required. Non-majors are encouraged to audition. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in MUSI 1Y88.

MUSI 1P89

**University Choir I Mixed Voice Choir I**

Rehearsal and performance of selected Selected choral literature for mixed voices in rehearsal and performance. Development of vocal and interpretive skills.

Rehearsals, 3 hours per week for two terms; participation in field assignments as required.

Restriction: permission of the instructor (audition) required; consult the Department.

Note: pitch-matching skills required; basic sight-singing skills strongly recommended. Score deposit is required. Concert uniform is required. Non-majors are encouraged to audition. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in MUSI 1Y89.

MUSI 1P90

**Materials of Music II**

Continuation of theoretical concepts begun in MUSI 1P20: four-part harmony, two-part species counterpoint and analysis.

Lectures, 3 hours per week.

Restriction: permission of the instructor.

Prerequisite(s): MUSI 1P20.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in MUSI 1F90.

MUSI 1P95

**Popular Music since 1945**

Survey of popular music developments in rock, jazz, pop, and related musical styles from 1945 to the present.

Lectures, 3 hours per week. Weekly online modules; listening assignments.

Prerequisite(s): MUSI 1P50

Note: concert fee may be required. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in MUSI 1F00 or MUSI 1P01.

# MUSI 1P99

**The Culture of Noise**

(also offered as IASC 1P99, STAC 1P99 and VISA 1P99)

Role of noise in music, social space and art. Exploration of discursive issues concerning the value of sound studies.

Lectures/seminar, 3 hours.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

MUSI 1Y04

**Music Theory Rudiments**

Rhythm notation, pitch notation, scales, intervals, chords, terms and signs.

Online lectures, 1 hour per week.

Restriction: permission of the Department (theory placement test) required; consult the Department

Note: completion of online assignments and online final exam required. Major credit will not be granted to Music majors.

Course credit on a pass/fail basis. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

MUSI 2F81

**Applied Lessons II**

Continuation of individual instrumental or vocal study.

Private instruction, 1 hour per week for two terms; auditing performance seminar, 2 hours per week for two terms.

Restriction: permission of the Department.

Prerequisite(s): one of MUSI 1F81, 1F92 (~~1F91~~), 1P82 (~~1P81~~).

Note: lesson fee; consult the Department. Concert fee **may be**. ~~Attendance at Department of Music professional Encore concert series~~ required. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in MUSI 2F92.

MUSI 2F91

**Solo Performance I**

Continuation of individual instrumental or vocal study. Preparation and execution of a public recital program under the supervision of the student's principal teacher.

Private instruction, 1 hour per week; performance seminar, 2 hours per week; required participation in student recitals.

Restriction: open to BMus (Performance concentration) majors and permission of the Department; audition required.

Prerequisite(s): MUSI 1F92 (1F91) (jury minimum 90 percent) **or permission of the Department**.

Note: prerequisite may be satisfied with its equivalent by audition. Concert fee **may be**. ~~Attendance at Department of Music professional Encore concert series~~ required. Recital program must be approximately 20 minutes of music. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in MUSI 2F92.

MUSI 2F92

**Applied Music II**

Continuation of individual instrumental or vocal study.

Private instruction, 1 hour per week; performance seminar, 2 hours per week; required participation in student recitals.

Restriction: open to BMus majors and permission of the Department.

Prerequisite(s): MUSI 1F92 (1F91) **(jury minimum 75%)** or permission of the Department.

Note: ~~Concert fee. Attendance at Department of Music professional Encore~~ concert **fee may be** ~~series~~ required. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in MUSI 2F81, 2F91 and 2P92.

MUSI 2P01

**History of Jazz**

Survey of developments in blues and jazz from the early twentieth century to the present.

Lectures, 3 hours per week.

Prerequisite(s): MUSI 1P50.

Note: concert fee may be required. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in MUSI 1P00 or MUSI 1F00.

MUSI 2P21

**Accompanying I**

Supervised experience in keyboard accompaniment, including sight reading, transposition, figured bass and realizations, orchestral reductions, interpretation, rehearsal strategies, performance preparation.

Seminar, 1 hour alternating weeks for two terms; skills classes, supervised rehearsals, performances, minimum 1 hour per week.

Restriction: permission of the instructor.

Prerequisite(s): Royal Conservatory Piano Level 9 or equivalent.

Note: required attendance at rehearsals, lessons and masterclasses in preparation for performances. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

MUSI 2P30

**Singing**

Techniques of singing, vocal repertoire, and performance styles introduced in a group setting. Solo and small group performances will be assigned as determined by individual need and level of ability.

Lectures, 3 hours per week.

Note: no prior singing experience required. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term

Completion of this course will replace previous assigned grade and credit obtained in MUSI 2P40.

MUSI 2P40

**Vocal Techniques**

Practical and theoretical instruction in vocal technique.

Lectures, 3 hours per week.

Restriction: permission of the Department.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

MUSI 2P41

**Woodwind Techniques**

Practical and theoretical instruction in woodwind instruments.

Lectures, 3 hours per week.

Restriction: permission of the Department.

Note: instrumental rental fee may be required. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

MUSI 2P42

**Brass Techniques**

Practical and theoretical instruction in brass instruments.

Lectures, 3 hours per week.

Restriction: permission of the Department.

Note: instrumental rental fee may be required. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

MUSI 2P43

**Percussion Techniques**

Practical and theoretical instruction in percussion instruments.

Lectures, 3 hours per week.

Restriction: permission of the Department.

Note: instrumental rental fee may be required.

MUSI 2P44

**String Techniques**

Practical and theoretical instruction in string instruments.

Lectures, 3 hours per week.

Restriction: permission of the Department.

Note: instrumental rental fee may be required. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

MUSI 2P45

**Foundations of Music Teaching and Learning Foundations of Music Education**

Introduction to philosophy, history, sociology and methodology of teaching and music education in various learning in school and community contexts.

Lectures, 3 hours per week.

Restriction: permission of the Department.

Prerequisite(s): MUSI 1P505 (1F50).

Note: music ensemble experience strongly recommended. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

MUSI 2P46

**Guitar and Ukulele Techniques**

Practical and theoretical instruction in guitar and ukulele.

Lectures, 3 hours per week.

Restriction: permission of the Department.

Note: instrumental rental fee may be required. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

MUSI 2P48

**Instrumental Jazz Techniques**

Practical and theoretical introduction to chart reading and improvisation in jazz styles on an approved instrument.

Lectures, 3 hours per week.

Restriction: permission of the Department.

Prerequisite(s): Royal Conservatory Level 7 Theory or equivalent or permission of the instructor.

Note: student must supply own instrument. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

MUSI 2P49

**Improvisation**

Techniques and practice of improvisation for musical performance, music therapy and music education.

Lectures, 3 hours per week.

Prerequisite(s): one of MUSI 1F81, 1F92, 1P82 or permission of the Department.

MUSI 2P50

**Western Music from Hildegard to Haydn Music in Western Culture I**

Topics in the history of Western art music from the Middle Ages to the end of the 18th century. Analysis of representative musical compositions with assigned readings from secondary literature.

Lectures, 3 hours per week.

Restriction: permission of the Department.

Prerequisite(s): MUSI 1P50/1P90 or permission of the instructor.

Note: this course assumes a basic ability to read Western musical notation. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

MUSI 2P55

**Western Music from Beethoven to Beyoncé in Western Culture II**

Topics in the history of Western art music (including jazz and popular music) from the end of the 19th century to the present. Further analysis of representative musical compositions with assigned readings from secondary literature.

Lectures, 3 hours per week.

Restriction: permission of the Department.

Prerequisite(s): MUSI 1P50/1P90 or permission of the instructor.

Note: this course assumes a basic ability to read Western musical notation. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

\* MUSI 2P63

**Theory and Practice of Music Therapy**

(also offered as RECL 2P63)

Introduction to the theoretical foundations and major practical techniques of music therapy. Topics from the perspectives of both individual therapists and those working in a multi-disciplinary team.

Lectures, 3 hours per week.

Restriction: open to MUSI (single or combined), MUSC and RECL majors with a minimum of 5.0 overall credits or permission of the Department.

Note: may include site visits; field-trip fees may be required. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

# MUSI 2P70

**Popular Music and Society**

(also offered as COMM 2P70, PCUL 2P70 and SOCI 2P70)

Critical approaches to popular music in its social, cultural, political and economic contexts.

Lectures, seminar, lab, 4 hours per week.

Restriction: open to MUSI (single and combined), BCMN, COMM, MCMN, PCUL and SOCI (single or combined) majors until date specified in Registration guide. After that date open to MUSI (single or combined), BCMN, COMM, MCMN, PCUL, SOCI (single or combined) majors, GHUM, SOSC students, PCUL and MEST minors until date specified in Registration guide.

Prerequisite(s): one of MUSI 1F00, 1F50, **1P50**, COMM 1F90, CCPF 1F25, PCUL 1F92, SOCI 1F90 or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

MUSI 2P78

**Brock Big Band II/Jazz Ensemble II**

Selected jazz arrangements in rehearsal and performance. Further development of chart reading, technical and interpretive skills. Rehearsals, 3 hours per week for two terms; performances as required.

Restriction: permission of the Department (audition) required; consult the Department.

Prerequisite(s): MUSI 1P78, **2P88 or 2P89 or permission of the Department.**

~~Co-requisite(s): MUSI 2P48.~~

Note: **non-BMus students who do not have 1P78 as a pre-requisite must be admitted by audition. This** course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

MUSI 2P80

**Secondary Studio I**

Individual instruction in a second instrument or voice: piano, organ, voice, classical guitar or any approved concert band and orchestral instrument not studied as a first instrument.

Private instruction, 0.5 hours per week for two terms; auditing performance seminar, 2 hours per week for two terms.

Restriction: permission of the Department.

Prerequisite(s): MUSI 1F92 (1F91).

Co-requisite(s): MUSI 2F91 or 2F92.

Note: basic performance skills and solo audition required. Lesson fee; consult the Department. ~~Attendance at Department of Music professional Encore concert series required.~~ This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in MUSI 2P81.

MUSI 2P82

**Applied Studio II**

Continuation of individual instrumental or vocal study.

Private instruction, 0.5 hour per week for two terms; auditing performance seminar, 2 hours per week for two terms.

Restriction: permission of the Department.

Prerequisite(s): one of MUSI 1F81, 1F92 (~~1F91~~), 1P82 (~~1P81~~).

Note: lesson fee; consult the Department. Concert fee **may be**. ~~Attendance at Department of Music professional Encore concert series required.~~ This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in MUSI 2P81.

MUSI 2P84

**Wind Ensemble II**

Selected wind literature in rehearsal and performance. Further development of sight-reading, technical and interpretive skills. Rehearsals, 3 hours per week for two terms; participation in dress rehearsals and performances as required.

Restriction: permission of the instructor (audition) required; consult the Department.

Prerequisite(s): MUSI 1P84 **or 2P88 or 2P89 or permission of the Department.**

Note: **non-BMus students who do not have 1P84 as a pre-requisite must be admitted by audition. This** course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

MUSI 2P86

**String Orchestra II**

Selected orchestral literature in rehearsal and performance. Continued development of sight-reading, technical and interpretive skills.

Rehearsals, 3 hours per week for two terms; performances as required.

Restriction: permission of the Department (audition) required; consult the Department.

Prerequisite(s): MUSI 1P86 or 2P88 or 2P89 or permission of the Department.

Note: non-BMus students who do not have 1P86 as a pre-requisite must be admitted by audition. Previous ensemble experience recommended. Instrumentalists from the University and community are encouraged to audition. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

MUSI 2P87

**Male Voice Choir II**

Selected choral literature for male voices in rehearsal and performance. Continued development of vocal and interpretive skills.

Rehearsals, 3 hours per week for two terms; participation in field assignments as required.

Restriction: permission of the instructor (audition) required; consult the Department.

Prerequisite(s): one of MUSI 1P87, 1Y87, 1Y89.

Note: basic sight-singing skills. Score deposit is required. Concert uniform is required. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in MUSI 2Y87.

MUSI 2P88

**Sora Singers II**

Rehearsal and performance of selected female voices. Selected choral literature for soprano and alto range voices. Continued development of vocal and interpretive skills.

Rehearsals, 3 hours per week for two terms; participation in field assignments as required.

Restriction: permission of the instructor (audition) required; consult the Department.

Prerequisite(s): one of MUSI 1P88, 1Y88, 1Y89.

Note: basic sight-singing skills. Score deposit is required. Concert uniform is required. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in MUSI 2Y88.

MUSI 2P89

**University Choir II**

Rehearsal and performance of selected choral literature for mixed voices. Selected choral literature in rehearsal and performance. Continued development of vocal and interpretive skills.

Rehearsals, 3 hours per week for two terms; participation in field assignments as required.

Restriction: permission of the instructor (audition) required; consult the Department.

Prerequisite(s): one of MUSI 1P87, 1P88, 1P89, 1Y87, 1Y88, 1Y89.

Note: basic sight-singing skills. Score deposit is required. Concert uniform is required. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in MUSI 2Y89.

MUSI 2P90

**Materials of Music III**

Four-part harmony with modulation, counterpoint and analysis. Introduction to composition.

Lectures, 3 hours per week.

Restriction: permission of the Department.

Prerequisite(s): MUSI 1P90.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in MUSI 2F90.

MUSI 2P93

**Conducting I**

Introduction to historical, theoretical and practical aspects of ensemble conducting. Topics include gesture techniques, music leadership and score analysis.

Lectures, 3 hours per week.

Restriction: permission of the instructor.

Prerequisite(s): MUSI 1P90; one of MUSI 1P84, 1P86, 1P88, 1P89

Co-requisite(s): one of MUSI 2P84, 2P86, 2P88, 2P89, 3P84, 3P86, 3P88, 3P89, 4P84, 4P86, 4P88, 4P89.

Note: keyboard skills strongly recommended. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

MUSI 2P95

**Materials of Music IV**

Chromatic harmony up to enharmonic modulation, counterpoint, form and analysis, and continuation of composition.

Lectures, 3 hours per week.

Restriction: permission of the Department.

Prerequisite(s): MUSI 2P90 or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in MUSI 2F90.

MUSI 2P98

**Digital Applications in Music Notation**

Use of notation software for score writing and scholarly publication.

Lab, 3 hours per week.

Restriction: permission of the instructor.

Prerequisite(s): MUSI 1P20.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

MUSI 2P99

**Digital Applications in Music Sequencing**

Use of sequencing software for transcription and composition.

Lab, 3 hours per week.

Restriction: permission of the instructor.

~~Prerequisite(s): MUSI 1P20.~~

Note: this course assumes a basic ability to read musical notation.

MUSI 2Y05

**Aural Skills I**

Aural perception of diatonic musical materials, simple and compound meters, rhythm and elementary chromaticism through sight-reading, dictation and recognition exercises.

Lab, 2 hours per week for two terms.

Restriction: permission of the Department (aural placement test) required; consult the Department.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

MUSI 2Y06

**Keyboard Harmony I**

Scales, triads and cadences. Introduction to harmonic progressions, figured bass and sight reading skills.

Lab, 1 hour per week for two terms.

Restriction: permission of the Department.

Prerequisite(s): successful completion of Department placement test in theory equivalent to Royal Conservatory Level 7 Theory.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

MUSI 2Y07

**Integrated Musicianship I**

Introductory training in core musicianship skills through recognition and practical exercises. Perception and production of pulse, metre, rhythm, intervals, tonality, scale degree, and harmony. Development of working memory and tuning.

Lab, 3 hours per week for one term, D2.

Restriction: successful completion of Department placement test in theory equivalent to Royal Conservatory Level 7 Theory; consult the Department.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in MUSI 2Y05.

MUSI 2Y08

**Integrated Musicianship II**

Second semester of training in musicianship skills through recognition and practical exercises. Continuation of MUSI 2Y07.

Lab, 3 hours per week for one term, D3.

Prerequisite(s): MUSI 2Y07.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in MUSI 2Y06.

MUSI 3F81

**Applied Lessons III**

Continuation of individual instrumental or vocal study.

Private instruction, 1 hour per week for two terms; auditing performance seminar, 2 hours per week for two terms.

Restriction: permission of the Department.

Prerequisite(s): one of MUSI 2F81, 2F91, 2P82, 2F92 (2P92).

Note: lesson fee; consult the Department. Concert fee **may be** ~~Attendance at Department of Music professional Encore concert series~~ required. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in MUSI 3F92.

MUSI 3F91

**Solo Performance II**

Continuation of individual instrumental or vocal study. Preparation and execution of a public recital program under the supervision of the student's principal teacher.

Private instruction, 1 hour per week; performance seminar, 2 hours per week; required participation in student recitals.

Restriction: open to BMus (Performance) majors and permission of the Department; audition required.

Prerequisite(s): MUSI 2F91 (recital minimum 80 percent).

Note: Concert fee **may be** ~~Attendance at Department of Music professional Encore concert series~~ required. Recital program must be approximately 45 minutes of music. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in MUSI 3F92.

MUSI 3F92

**Applied Music III**

Continuation of individual instrumental or vocal study.

Private instruction, 1 hour per week; performance seminar, 2 hours per week; required participation in student recitals.

Restriction: open to BMus majors and permission of the Department.

Prerequisite(s): MUSI 2F92 or permission of the Department.

Note: Concert fee **may be** ~~Attendance at Department of Music professional Encore concert series~~ required. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in MUSI 3F81 and 3F91.

MUSI 3P00

**Digital Applications in Sound Production and Recording**

Advanced use of Digital Audio Workstations for full audio production. Recording, editing and mixing techniques, use of recording and studio equipment.

Lab, 3 hours per week.

Restriction: permission of the instructor.

Prerequisite(s): MUSI 2P99 or previous experience with DAW.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

MUSI 3P20

**Piano Pedagogy**

Methodologies for teaching all ages and all levels. Historical treatises and educational materials, current research and practical teaching experiences. Topics include sequencing and reinforcement of technical and musical concepts, critical evaluation of methods, curriculum design, problem solving techniques and communication skills.

Lectures, 3 hours per week.

Restriction: permission of the instructor.

Prerequisite(s): Royal Conservatory Level 8 Piano or equivalent.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

MUSI 3P21

**Accompanying II**

Further supervised experience in keyboard accompaniment, including interpretation, rehearsal strategies, performance preparation.

Seminar, 1 hour alternating weeks for two terms; supervised rehearsals, performances, minimum 1 hour per week.

Restriction: permission of the instructor.

Prerequisite(s): MUSI 2P21 (minimum 80 percent).

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

\* MUSI 3P55

**Storytelling in the Musical Theatre**

(also offered as DART 3P55 and ENGL 3P55)

Comparisons between operas/musicals, their theatrical/literary sources, and cinematic adaptations. Topics include the use of narrators, the orchestra's role, point of view, and the contributions of performers and directors.

Lectures, 3 hours per week.

Prerequisite(s): any one of MUSI 1P50, ~~(-1P55)~~, DART 1P91, DART 1P92, ENGL (1F91), ~~(-ENGL-1F95)~~, (1F97), 1P01, 1P02, 1P03, 1P04, ~~ENGL-1F97~~, or permission of the instructor.

Note: no prior musical experience is required. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

\* MUSI 3P64

**Music Cognition**

(also offered as PSYC 3P64)

How the human mind/brain processes, responds to and produces music. Topics include perception, memory, emotions, performance, and the developmental and social psychology of music.

Lectures, 3 hours per week.

Restriction: permission of the instructor.

Prerequisite(s): MUSI 1P50, ~~MUSI-1P55~~ (1F50) or PSYC 1F90.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

# MUSI 3P73

**Popular Music and Youth Culture**

(also offered as COMM 3P73, PCUL 3P73 and SOCI 3P73)

Cultural relation between young people and popular music. Topics include music's role in the formation of identity, the connection between musical taste and various forms of youth fashion or style, and the impact of new technologies on the ways in which young people access music.

Lectures, seminar, 3 hours per week.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

MUSI 3P76

**Chamber Music Outreach I**

Preparation, organization and performance of a live and/or virtual concert for traditional or non-traditional chamber-music group (trio or quartet).

Rehearsals, 3 hours per week for one term; performances as required.

Restriction: permission of the Department (audition) required; consult the Department.

Prerequisite(s): any one of MUSI 2F81, 2F91, 2F92, 2P82.

Note: ~~this student will assume a greater leadership role than in MUSI 3P76.~~ This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

MUSI 3P78

**Brock Big Band III ~~Jazz Ensemble III~~**

Selected jazz arrangements in rehearsal and performance. Further development of chart reading, technical and interpretive skills. Rehearsals, 3 hours per week for two terms; performances as required.

Restriction: permission of the Department (audition) required; consult the Department.

Prerequisite(s): MUSI ~~2P48 and~~ 2P78 **or 2F92 on a relevant instrument.**

Note: instrumentalists from the University and community are encouraged to audition. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

MUSI 3P80

**Secondary Studio II**

Continuation of study on a second instrument or voice.

Private instruction, 0.5 hours per week for two terms; auditing performance seminar, 2 hours per week for two terms.

Restriction: permission of the Department.

Prerequisite(s): MUSI 2P80.

Co-requisite(s): MUSI 3F91 or 3F92.

Note: lesson fee ~~may be required~~; consult the Department. ~~Attendance at Department of Music professional Encore concert series required.~~ This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

MUSI 3P82

**Applied Studio III**

Continuation of individual instrumental or vocal study.

Private instruction, 0.5 hour per week for two terms; auditing performance seminar, 2 hours per week for two terms.

Restriction: permission of the Department.

Prerequisite(s): one of MUSI 2F81, 2F91, 2P82, 2F92 (2P92).

Note: lesson fee ~~may be required~~; consult the Department. Concert fee **may be** ~~Attendance at Department of Music professional Encore concert series is~~ required. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

MUSI 3P84

**Wind Ensemble III**

Selected wind literature in rehearsal and performance. Further development of sight-reading, technical and interpretative skills.

Rehearsals, 3 hours per week for two terms; participation in dress rehearsals and performances as required.

Restriction: permission of the instructor (audition) required; consult the Department.

Prerequisite(s): MUSI 2P84 **or 2F92 on a relevant instrument.**

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

MUSI 3P86

**String Orchestra III**

Selected orchestral literature in rehearsal and performance. Continued development of sight-reading, technical and interpretive skills.

Rehearsals, 3 hours per week for two terms; performances as required.

Restriction: permission of the Department (audition) required; consult the Department.

Prerequisite(s): MUSI 2P86 or 2F92 on a relevant instrument.

Note: previous ensemble experience recommended. Instrumentalists from the University and community are encouraged to audition. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

MUSI 3P87

**Male Voice Choir III**

Selected choral literature for male voices in rehearsal and performance. Continued development of vocal and interpretive skills.

Rehearsals, 3 hours per week for two terms; participation in field assignments as required.

Restriction: permission of the instructor (audition) required; consult the Department.

Prerequisite(s): one of MUSI 2P87, 2Y87, 2Y89.

Note: intermediate sight-singing skills. Score deposit is required. Concert uniform is required. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in MUSI 3Y87.

MUSI 3P88

**Sora Singers III Female Voice Choir III**

Rehearsal and performance of selected female voices in rehearsal and performance. Continued development of vocal and interpretive skills.

Rehearsals, 3 hours per week for two terms; participation in field assignments as required.

Restriction: permission of the instructor (audition) required; consult the Department.

Prerequisite(s): one of MUSI 2P88, 2Y88, 2Y89.

Note: intermediate sight-singing skills. Score deposit is required. Concert uniform is required. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in MUSI 3Y88.

MUSI 3P89

**University Choir III Mixed Voice Choir III**

Rehearsal and performance of selected choral literature for mixed voices. Continued development of vocal and interpretive skills.

Rehearsals, 3 hours per week for two terms; participation in field assignments as required.

Restriction: permission of the instructor (audition) required; consult the Department.

Prerequisite(s): one of MUSI 2P87, 2P88, 2P89, 2Y87, 2Y88, 2Y89.

Note: intermediate sight-singing skills. Score deposit is required. Concert uniform is required. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in MUSI 3Y89.

MUSI 3P90

**Approaches to Music Theory Since 1900**

Introduction to Schoenberg's theories of thematic development, Schenkerian voice leading analysis, twelve-tone and elementary set theory, theories of rhythm and form.

Lectures, 3 hours per week.

Restriction: permission of the instructor.

Prerequisite(s): MUSI 1P505 (1F50) and 2P95 (2F90).

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

\* MUSI 3P91

**History of Music in Canada**

(also offered as CANA 3P91)

Canadian music and its place in our culture from the earliest European influences to the works of modern Canadian composers, through analysis of selected compositions and an exploration of Canadian music-related industries.

Lectures, 3 hours per week.

Restriction: permission of the instructor.

Prerequisite(s): MUSI 2P55 or permission of the instructor.

Note: basic fluency in musical notation is required. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

MUSI 3P92

**Applied Studio Recital Co-Requisite I**

Individual instruction in one of the following: piano, organ, voice, classical guitar or any approved concert band and orchestral instrument.

Private instruction, 30 minutes per week; performance seminar, 2 hours per week; required participation in student recitals

Restriction: open to BMus majors and permission of the Department; audition required.

Prerequisite(s): one of MUSI 2F81, 2F91, 2F92, 2P82.

Co-requisite(s): MUSI 4P01.

Note: must be taken in support of a BMus elective recital. **Concert fee may be required.** This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

MUSI 3P93

**Conducting II**

Advanced topics and techniques in conducting.

Lectures, 3 hours per week.

Restriction: permission of the instructor.

Prerequisite(s): MUSI 2P93.

Co-requisite(s): one of MUSI 2P84, 2P86, 2P88, 2P89, 3P84, 3P86, 3P88, 3P89, 4P84, 4P86, 4P88, 4P89.

Note: keyboard skills strongly recommended. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

MUSI 3P94

**Choral Techniques/Choral Pedagogy**

Practical and theoretical approaches to choral ensemble leadership. Topics include vocal technique, repertoire selection, rehearsal approaches, performance practice and audience development as applied to **different choirs and singing particular communities of singers.**

Lectures, 3 hours per week; field assignments as required.

Restriction: permission of the instructor.

Prerequisite(s): one of MUSI 1P87, 1P88, 1P89.

Co-requisite(s): one of MUSI 2P87, 2P88, 2P89, 3P87, 3P88, 3P89, 4P87, 4P88, 4P89.

Note: previous completion of MUSI 2P45 and 2P93 recommended. Field-trip fees may be required. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

MUSI 3P95

**Aesthetics of Music**

Issues of meaning, beauty, value and greatness in music and its relation to the arts and society through analysis of selected readings.

Lectures, 3 hours per week.

Prerequisite(s): MUSI 2P55 or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

MUSI 3V10-3V19

**Music Area Studies**

Selected topics in musicology, music theory, music education, music cognition or music performance.

MUSI 3Y05

**Aural Skills II**

Aural perception of diatonic and chromatic musical materials, meter and rhythm through sight- singing, dictation and recognition exercises.

Lab, 2 hours per week for two terms.

Restriction: permission of the Department.

Prerequisite(s): MUSI 2Y05 or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

MUSI 3Y06

**Keyboard Harmony II**

Continuation of scales, triads, cadences, figured bass and sight reading skills, and melodic harmonization and extended harmonic progressions.

Lab, 1 hour per week for two terms.

Restriction: permission of the Department.

Prerequisite(s): MUSI 2Y06 or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

MUSI 4F81

**Applied Lessons IV**

Continuation of individual instrumental or vocal study.

Private instruction, 1 hour per week for two terms; auditing performance seminar, 2 hours per week for two terms.

Restriction: permission of the Department.

Prerequisite(s): one MUSI 3F81, 3F92 (3P92), 3F91, 3P82 (~~3P81~~).

Note: lesson fee; consult the Department. Concert fee **may be**. ~~Attendance at Department of Music professional Encore concert series~~ required. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in MUSI 4P81 and 4F92.

MUSI 4F91

**Solo Performance III**

Continuation of instrumental or vocal study. Preparation and execution of a public recital program under the supervision of the student's principal teacher.

Private instruction, 1 hour per week; performance seminar, 2 hours per week; required participation in student recitals.

Restriction: open to BMus (Performance) majors and permission of the Department.

Prerequisite(s): MUSI 3F91 (recital minimum 80 percent).

Note: concert fee **may be**. ~~Attendance at Department of Music professional Encore concert series~~ required. Recital program must be approximately 60 minutes of music. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in MUSI 4F92.

MUSI 4F92

**Applied Music IV**

Continuation of instrumental or vocal study.

Private instruction, 1 hour per week; performance seminar, 2 hours per week; required participation in student recitals.

Restriction: open to BMus majors and permission of the Department.

Prerequisite(s): MUSI 3F92 or permission of the Department.

Note: Concert fee **may be**. ~~Attendance at Department of Music professional Encore concert series~~ required. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in MUSI 4F81, ~~4F83~~ and 4F91.

MUSI 4F99

**Honours Thesis**

Thesis in an historical, theoretical, creative or applied area in which the student has developed a particular interest.

Restriction: permission of the Department.

Note: to be chosen in consultation with a faculty member willing to supervise that study. A written proposal must be submitted to the Department for approval by April 1. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

MUSI 4P01

**Recital I**

Preparation and execution of a public recital program under the supervision of the student's principal teacher.

Private instruction, 30 minutes per week.

Restriction: permission of the Department.

Prerequisite(s): MUSI 2F92 (2P92) (jury minimum 80 percent) or MUSI 3F92 (3P92) (jury minimum 80 percent).

Co-requisite(s): MUSI 3P92 or 4P92

Note: lesson fee may be required. Recital program must be approximately 45 minutes of music. A written proposal must be submitted to the Department for approval by April 1. Completion of this course will replace previous assigned grade and credit obtained in MUSI 3P02. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

MUSI 4P02

**Recital II**

Preparation and execution of a public recital program under the supervision of the student's principal teacher.

Private instruction, 30 minutes per week.

Restriction: permission of the Department.

Prerequisite(s): MUSI 3F91 (recital minimum 80 percent) or 4P01 (3P02) (minimum 80 percent).

Co-requisite(s): MUSI 4P92

Note: Note: lesson fee may be required. Recital program must be approximately 60 minutes of music. A written proposal must be submitted to the Department for approval by April 1. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

MUSI 4P50

**History of Music in the Middle Ages**

Styles, forms and genres from the earliest notated plainchant (c. 850) to the beginning of the Renaissance (c.1425) through investigating original sources in facsimile and analysis of selected compositions and readings.

Lectures, 3 hours per week.

Restriction: permission of the instructor.

Prerequisite(s): MUSI 1P90 and 2P55.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

MUSI 4P51

**History of Music in the Renaissance**

Styles, forms and genres from the time of Machaut (c. 1350) to the early works of Monteverdi (c. 1600) through analysis of selected compositions and readings.

Lectures, 3 hours per week.

Restriction: permission of the instructor.

Prerequisite(s): MUSI 1P90 and 2P55.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

MUSI 4P55

**History of Music and Liturgy to 1600**

Music in Christian liturgy from the Middle Ages to the end of the Renaissance.

Lectures, 3 hours per week.

Restriction: permission of the instructor.

Prerequisite(s): MUSI 4P50 or 4P51.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

MUSI 4P60

**Composition and Orchestration**

Guided composition in larger forms, analyzing selected works. Orchestration/arranging for full orchestra or chorus.

Tutorial, 3 hours per week.

Restriction: permission of the instructor.

Prerequisite(s): MUSI 2P95.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

MUSI 4P61

**Form and Analysis**

Review of the major musical forms of the common practice period, including binary, ternary, rondo and sonata forms, through examination of multi-movement sonatas, concertos, suites, and early contrapuntal forms. Function of rhythm, harmony and motivic relations at local and large-scale levels of musical structure.

Lectures, 3 hours per week.

Restriction: permission of instructor.

Prerequisite(s): MUSI 2P95.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

MUSI 4P62

**Choral Arranging**

Arranging pre-existing compositions for different types of choirs, both a cappella and with accompaniment. Topics include voice types, registers, notation, text setting, textures, forms, styles and extended choral techniques.

Lectures, 3 hours per week.

Restriction: permission of the instructor.

Prerequisite(s): MUSI 2F90 or 2P95.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

MUSI 4P65

**Chromatic Harmony**

Advanced chromatic harmonic techniques from the 19th and early 20th centuries. Analysis and composition of tonal music in the romantic tradition, including examples from post-romanticism, impressionism, Tin-Pan Alley and early Hollywood.

Lectures, 3 hours per week.

Restriction: permission of instructor.

Prerequisite(s): MUSI 2P95.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

MUSI 4P67

**Musical Acoustics**

Principles and practice of acoustics for musicians. **Properties of oscillators and soundwaves, global** ~~Pitch, loudness, timbre,~~ tuning systems, ~~the human voice,~~ musical instruments, **and** room acoustics, ~~microphones and electronic processing.~~

Lectures, 3 hours per week.

Restriction: permission of instructor.

Prerequisite(s): one MUSI credit numbered 2(alpha)00 to 2(alpha)99 or above.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

MUSI 4P76

**Chamber Music Outreach II**

Preparation, organization and performance of a live and/or virtual concert for traditional or non-traditional chamber-music group (trio or quartet). Student will assume a greater leadership role than in MUSI 3P76.

Rehearsals, 3 hours per week for one term; performances as required

Restriction: permission of the Department (audition) required; consult the Department.

Prerequisite(s): MUSI 3P76 or permission of the Department.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

MUSI 4P78

**Brock Big Band IV Jazz Ensemble IV**

Selected jazz arrangements in rehearsal and performance. Advanced development of chart reading, technical and interpretive skills.

Rehearsals, 3 hours per week for two terms; performances as required

Restriction: permission of the Department (audition) required; consult the Department.

Prerequisite(s): MUSI 2P48 and 3P78.

Note: Instrumentalists from the University and community are encouraged to audition. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

MUSI 4P80

**Secondary Studio III**

Continuation of study of second instrument or voice.

Private instruction, 0.5 hours per week for two terms; auditing performance seminar, 2 hours per week for two terms.

Restriction: permission of the Department.

Prerequisite(s): MUSI 3P80.

Co-requisite(s): MUSI 4F91 or 4F92.

Note: lesson fee. ~~Attendance at Department of Music professional Encore concert series required.~~ This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

MUSI 4P82

**Applied Studio IV**

Continuation of individual instrumental or vocal study.

Private instruction, 0.5 hour per week for two terms; auditing performance seminar, 2 hours per week for two terms.

Restriction: permission of the Department.

Prerequisite(s): one of MUSI 3F81, 3F92, (3P92), 3F91, 3P82.

Note: lesson fee; consult the Department. Concert fee ~~may be~~ ~~Attendance at Department of Music professional Encore concert series~~ required. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

MUSI 4P84

**Wind Ensemble IV**

Selected wind literature in rehearsal and performance. Further development of sight-reading, technical and interpretive skills.

Rehearsals, 3 hours per week for two terms; participation in dress rehearsals and concert performances as required.

Restriction: permission of the instructor (audition) required; consult the Department.

Prerequisite(s): MUSI 3P84.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

MUSI 4P86

**String Orchestra IV**

Selected orchestral literature in rehearsal and performance. Continued development of sight-reading, technical and interpretive skills.

Rehearsals, 3 hours per week for two term; performances as required.

Restriction: permission of the Department (audition) required; consult the Department.

Prerequisite(s): MUSI 3P86.

Note: previous ensemble experience recommended. Instrumentalists from the University and community are encouraged to audition. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

MUSI 4P87

**Male Voice Choir IV**

Selected choral literature for male voices in rehearsal and performance. Continued development of vocal and interpretive skills.

Rehearsals, 3 hours per week for two terms; participation in field assignments as required.

Restriction: permission of the instructor (audition) required; consult the Department.

Prerequisite(s): one of MUSI 3P87, 3Y87, 3Y88, 3Y89.

Note: advanced sight-singing skills. Score deposit is required. Concert uniform is required. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in MUSI 4Y87.

MUSI 4P88

**Sora Singers IV** ~~Female Voice Choir IV~~

~~Rehearsal and performance of selected~~ Selected choral literature for ~~female voices in rehearsal and performance.~~ **soprano and alto range voices** Continued development of vocal and interpretive skills.

Rehearsals, 3 hours per week for two terms; participation in field assignments as required.

Restriction: permission of the instructor (audition) required; consult the Department.

Prerequisite(s): one of MUSI 3P88, 3Y87, 3Y88, 3Y89.

Note: advanced sight-singing skills. Score deposit is required. Concert uniform is required. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in MUSI 4Y88.

MUSI 4P89

**University Choir IV** ~~Mixed Voice Choir IV~~

~~Rehearsal and performance of selected choral literature in rehearsal and performance.~~ **Rehearsal and performance of selected choral literature for mixed voices** Selected choral literature in rehearsal and performance. Continued development of vocal and interpretive skills.

Rehearsals, 3 hours per week for two terms; participation in field assignments as required.

Restriction: permission of the instructor (audition) required; consult the Department.

Prerequisite(s): one of MUSI 3P87, 3P88, 3P89.

Note: advanced sight-singing skills. Score deposit is required. Concert uniform is required. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in MUSI 4Y89.

MUSI 4P90

**Supplementary Ensemble**

Extra participation in an ensemble, either choir, jazz ensemble, string orchestra, or wind ensemble. Continuation of study of selected repertoire in rehearsal and performance.

Rehearsals, 3 hours a week for two terms; participation in performances as required.

Restriction: permission of the instructor (audition) required; consult the Department.

Prerequisite(s): one of MUSI 4P78, 4P84, 4P86, 4P88, 4P89

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

MUSI 4P92

**Applied Studio Recital Co-Requisite II**

Individual instruction in one of the following: piano, organ, voice, classical guitar or any approved concert band and orchestral instrument.

Private instruction, 30 minutes per week; performance seminar, 2 hours per week; required participation in student recitals.

Restriction: open to BMus majors and permission of the Department; audition required.

Prerequisite(s): one of MUSI 3F81, 3F91, 3F92, 3P82.

Co-requisite(s): MUSI 4P01 or 4P02.

Note: must be taken in support of a BMus elective recital. **Concert fee may be required.** This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

MUSI 4P99

**Independent Study**

Research project in an historical, theoretical, creative or applied area in which the student has developed a particular interest.

Restriction: permission of the Department.

Note: to be chosen in consultation with a faculty member willing to supervise that study. A written proposal must be submitted to the Department for approval by April 1. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

MUSI 4V10-4V19

**Advanced Music Area Studies**

Selected topics in musicology, music theory, music education, music sciences or music performance.

Lectures, 3 hours per week.

MUSI 4V11

**Creative Leadership in Music**

Issues, trends, and best practices in the artistic and administrative roles of music leaders in educational institutions and community organizations.

Lectures, 3 hours per week.

Restriction: open to MUSI (single or combined) and MUSC majors with a minimum of 10.0 overall credits, or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

**EXPERIENTIAL LEARNING COURSES**

MUSI 3P75

**Music in the Community I**

Application of musical knowledge and development of professional skills in the field.

Practicum, 50 hours over 2 terms; participation in field assignments as required

Restriction: open to MUSI (single or combined) and MUSC majors with a minimum of 10.0 overall credits, a minimum of 75 percent major average and permission of the Department.

Note: field-trip fees may be required. Off-campus placement in music education, music therapy, music administration or community music. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

MUSI 4P75

**Music in the Community II**

Continued application of musical knowledge and skills in the field.

Practicum, 50 hours over 2 terms; participation in field assignments as required.

Restriction: students must have a minimum 75 percent major average and permission of the Department.

Prerequisite(s): MUSI 3P75.

Note: field-trip fees may be required. Off-campus placement in a setting either similar to or contrasting with MUSI 3P75. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

## 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):

#### **MUSI 1P25 - Fundamentals in Music Technology**

1. Course classification: **Regular**
2. Which department will be financially responsible as the Home department?  
**Music**
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**

#### **MUSI 1P95 - Popular Music since 1945**

1. Course classification: **Regular**
2. Which department will be financially responsible as the Home department?  
**Music**
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? **Yes**
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**

#### **MUSI 2P01 - History of Jazz**

1. Course classification: **Regular**
2. Which department will be financially responsible as the Home department?  
**Music**
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**

#### **MUSI 2P30 - Singing**

1. Course classification: **Regular**
2. Which department will be financially responsible as the Home department?  
**Music**
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? **MUSI 2P40**

#### **MUSI 2Y07 - Integrated Musicianship I**

1. Course classification: **Regular**
2. Which department will be financially responsible as the Home department?  
**Music**
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? **2Y05**

#### **MUSI 2Y08 - Integrated Musicianship II**

1. Course classification: **Regular**
2. Which department will be financially responsible as the Home department?  
**Music**
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? **2Y06**

#### **MUSI 4P90 - Supplementary Ensemble**

1. Course classification: **Regular**
2. Which department will be financially responsible as the Home department?  
**Music**
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: **No**
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.

**MUSI 2P40 - Singing**  
**MUSI 2Y05 - Integrated Musicianship I**  
**MUSI 2Y06 - Integrated Musicianship II**  
**MUSI 1F10 - Introduction to Classical Music**  
**MUSI 1P00 - Music in Popular Culture I**  
**MUSI 1P01 - Music in Popular Culture II**  
**MUSI 1P55 - Music in Global Culture II**  
**MUSI 1P87 - Male Voice Choir I**

**MUSI 2P87 - Male Voice Choir II**  
**MUSI 2P44 - String Techniques**  
**MUSI 2P46 - Guitar and Ukulele Techniques**  
**MUSI 3P87 - Male Voice Choir III**  
**MUSI 4V11 - Creative Leadership in Music**  
**MUSI 4P87 - Male Voice Choir IV**

### **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).

**MUSI 3P90 - Approaches to Music Theory Since 1900**  
**MUSI 1F81 - Applied Lessons I**  
**MUSI 1F92 - Applied Music I**  
**MUSI 1P50 - Music in Global Cultures**  
**MUSI 1P20 - Materials of Music I**  
**MUSI 1P78 - Brock Big Band I**  
**MUSI 1P82 - Applied Studio I**  
**MUSI 1P88 - Sora Singers I**  
**MUSI 1P89 - University Choir I**  
**MUSI 2F81 - Applied Lessons II**  
**MUSI 2F91 - Solo Performance I**  
**MUSI 2F92 - Applied Music II**  
**MUSI 2P45 - Foundations of Music Teaching and Learning**  
**MUSI 2P50 - Western Music from Hildegard to Haydn**  
**MUSI 2P55 - Western Music from Beethoven to Beyoncé**  
**MUSI 2P78 - Brock Big Band II**  
**MUSI 2P80 - Secondary Studio I**  
**MUSI 2P82 - Applied Studio II**  
**MUSI 2P84 - Wind Ensemble II**  
**MUSI 2P86 - String Orchestra II**  
**MUSI 2P88 - Sora Singers II**  
**MUSI 2P89 - University Choir II**  
**MUSI 3F81 - Applied Lessons III**  
**MUSI 3F91 - Solo Performance II**  
**MUSI 3F92 - Applied Music III**  
**MUSI 3P55 - Storytelling in the Musical Theatre**  
**MUSI 3P76 - Chamber Music Outreach I**  
**MUSI 3P78 - Brock Big Band III**  
**MUSI 3P80 - Secondary Studio II**  
**MUSI 3P82 - Applied Studio III**  
**MUSI 3P88 - Sora Singers III**  
**MUSI 3P89 - University Choir III**  
**MUSI 3P92 - Applied Studio Recital Co-Requisite I**  
**MUSI 3P94 - Choral Techniques**  
**MUSI 4F81 - Applied Lessons IV**  
**MUSI 4F91 - Solo Performance III**  
**MUSI 4F92 - Applied Music IV**  
**MUSI 4P51 - History of Music in the Renaissance**  
**MUSI 4P67 - Musical Acoustics**  
**MUSI 4P78 - Brock Big Band IV**  
**MUSI 4P80 - Secondary Studio III**  
**MUSI 4P82 - Applied Studio IV**  
**MUSI 4P88 - Sora Singers IV**  
**MUSI 4P89 - University Choir IV**  
**MUSI 4P92 - Applied Studio Recital Co-Requisite II**  
**MUSI 3P64 - Music Cognition**  
**MUSI 1P80 - Lessons and Ensemble**  
**MUSI 3P86 - String Orchestra III**  
**MUSI 3P84 - Wind Ensemble III**  
**MUSI 2P99 - Digital Applications in Music Sequencing**  
**MUSI 2P70 - Popular Music and Society**



## 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, 2021**.

**Submitted by Karin Di Bella on October 14, 2021 at 10:33:07 AM**

**Rejected by Karin Di Bella on October 14, 2021 at 10:34:17 AM**  
testing

**Submitted by Karin Di Bella on October 15, 2021 at 11:20:46 AM**

**Submitted by Karin Di Bella on October 15, 2021 at 11:22:04 AM**

**Rejected by Neta Gordon on October 21, 2021 at 09:59:20 AM**  
Notes for revisions sent to the Department. NG

**Submitted by Karin Di Bella on October 25, 2021 at 05:00:35 PM**

**Submitted by Karin Di Bella on October 25, 2021 at 05:00:59 PM**

**Rejected by Neta Gordon on October 28, 2021 at 06:57:38 AM**  
Sent back at unit's request. NG

**Submitted by Karin Di Bella on October 28, 2021 at 03:27:13 PM**

**Submitted by Karin Di Bella on October 28, 2021 at 03:27:30 PM**

**Submitted by Neta Gordon on October 29, 2021 at 01:50:24 PM**

**Submitted by Tricia MacDonald on November 4, 2021 at 08:01:57 AM**

**Edited by Tricia MacDonald on November 8, 2021 at 02:20:24 PM**  
**MUSI 2P70:** to reflect update made by PCUL (home department)

**Edited by Tricia MacDonald (on behalf of Tricia MacDonald) on November 17, 2021 at 11:56:24 AM**  
**Concentration in Music Education:** As per K. DiBella (Chair)

**Edited by Tricia MacDonald (on behalf of Tricia MacDonald) on November 24, 2021 at 02:20:15 PM**  
**Concentration in Choral Music:** Addition of Concentration in Choral Music program requirements as per K.DiBella & N.Gordon

**Edited by Tricia MacDonald (on behalf of Tricia MacDonald) on November 24, 2021 at 02:22:07 PM**  
**Concentration in Community Music:** Addition of Concentration in Community Music program requirements as per K. DiBella & N.Gordon

**Edited by Tricia MacDonald (on behalf of Tricia MacDonald) on November 25, 2021 at 01:51:44 PM**  
**Entrance Requirements for Music Majors:** formatting

**Edited by Tricia MacDonald (on behalf of Tricia MacDonald) on November 26, 2021 at 01:05:12 PM**

**General Information:** As per K. DiBella - update to admin.

**Edited by Pauline Carroll (on behalf of Pauline Carroll) on December 7, 2021 at 10:24:36 AM**  
**General Information:** Subcommittee edits Dec 7 2021

**Edited by Pauline Carroll (on behalf of Pauline Carroll) on December 7, 2021 at 10:28:43 AM**  
**Entrance Requirements for Music Majors:** Humanities subcommittee edits Dec 7, 2021

**Edited by Pauline Carroll (on behalf of Pauline Carroll) on December 7, 2021 at 10:30:18 AM**  
**Language Requirement for Music Majors:** Humanities subcommittee edits Dec 7, 2021

**Edited by Pauline Carroll (on behalf of Pauline Carroll) on December 7, 2021 at 12:00:42 PM**  
**Concentration in Community Music:** Humanities subcommittee edits Dec 7, 2021

**Edited by Pauline Carroll (on behalf of Pauline Carroll) on December 7, 2021 at 12:04:06 PM**  
**Program Notes:** Humanities subcommittee edits Dec 2,2021

**Edited by Tricia MacDonald (on behalf of Tricia MacDonald) on December 7, 2021 at 03:25:21 PM**  
**Program Notes:** Formatting

**Edited by Tricia MacDonald (on behalf of Tricia MacDonald) on December 13, 2021 at 12:43:02 PM**  
**Program Notes:** As requested by Chair of Music (K. Di Bella), approved by UPC December 13th, 2021

**Edited by Tricia MacDonald (on behalf of Tricia MacDonald) on January 5, 2022 at 10:50:23 AM**  
**BMus Program (Honours only):** Correction to Year 1 course requirements as per K.DiBella and approved at UPC Jan 4, 2021

**Edited by Tricia MacDonald (on behalf of Tricia MacDonald) on January 5, 2022 at 10:50:39 AM**  
**BA with Major Program:** Correction to Year 1 course requirements as per K.DiBella and approved at UPC Jan 4, 2021

**Edited by Tricia MacDonald (on behalf of Tricia MacDonald) on January 5, 2022 at 10:51:01 AM**  
**BA Honours Program:** Correction to Year 1 course requirements as per K.DiBella and approved at UPC Jan 4, 2021

# Academic Program Calendar Submission #2022-3248

Department/Centre: Philosophy

Program(s): Philosophy

## Program Additions/Terminations

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

**Please note: The calendar year runs from May 1, 2022 to April 30, 2023 and begins with the Spring/Summer sessions. All new programs being introduced or the termination of programs will be effective beginning 2022 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. Proposal(s) and Effective Date(s)

**Please note: The Calendar year runs from May 1, 2022 to April 30, 2023 and begins with the Spring/Summer sessions. All programs being changed will be effective beginning 2022 Spring Session.**

List all proposals, to be implemented, numerically in the following order:

- 1. Program Note 1 be revised.**
- 2. PHIL 2P16 course description be revised.**
- 3. PHIL 4V24 variable topics course be deleted from the course bank.**
- 4. no revision to PHIL 2P95- system error.**

### 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. Range of courses updated to be inclusive of PHIL 1F97.**
- 2. Editorial correction.**
- 3. PHIL 4V24 is a variable topics course, and is covered under a series. It is not offered every year, and won't be offered next year. It should therefore be removed from the calendar until (or if) it is offered again.**
- 4. no revision to PHIL 2P95**

### 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.

---

## Philosophy

### *Chair*

Michael Berman

### *Professors Emeriti*

Wing-Cheuk Chan

### *Professors*

Christine Daigle, Rajiv Kaushik, Brian Lightbody, Murray L. Miles, R. Raj Singh

### *Associate Professors*

Michael Berman, Athena V. Colman, R. Dalvi

### *Undergraduate Officer*

Brian Lightbody

### *Academic Advisor*

Liz Hay

## General Information

### *Administrative Assistant*

Lauren Stewart

905-688-5550, extension 3315

International Centre, Glenridge 573B

[brocku.ca/philosophy](http://brocku.ca/philosophy)

Philosophy, defined as the pursuit of wisdom, encompasses the exploration of the nature of reality, consciousness, values, knowledge, reason, argument and evidence. Students study not only the primary texts of the Western philosophical tradition, but also major texts of Indian and Chinese thought. Students are encouraged to investigate critically and dialectically their own views and values.

## Program Notes

1. All courses numbered 1F90 through 1F97 are introductory PHIL courses. Though different in content and emphasis, PHIL 1F91, 1F93, 1F94, 1F95, 1F96 and 1F97 are no more advanced than 1F90. A student will not be permitted to take more than one introductory Year 1 course.
2. Some Year 4 courses will be offered conjointly with correspondingly numbered year 5 (graduate level) courses.
3. Students contemplating Graduate Studies in Philosophy should consider taking at least one second language credit.
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 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.

## Honours Program

### *Year 1*

- One of PHIL 1F90, 1F91, 1F93, 1F94, 1F95, 1F96, 1F97 (see program note 1)
- one Sciences context credit
- one Social Sciences context credit
- two elective credits (see program note 3)

### *Year 2*

- PHIL 2P25
- two and one-half PHIL credits numbered 2(alpha)00 or above
- two elective credits

### *Year 3*

- Three PHIL credits numbered 2(alpha)90 or above
- two elective credits

### *Year 4*

- Three PHIL credits numbered 3(alpha)90 or above
- two elective credits

## 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 Philosophy and a second discipline. For requirements in the other discipline, the student should consult the relevant department/centre. It should be noted that not all departments/centres provide a combined major option.

### **Honours**

- One of PHIL 1F90, 1F91, 1F93, 1F94, 1F95, 1F96, 1F97 (see program note 1)
- PHIL 2P25
- one and one-half PHIL credits numbered 2(alpha)00 or above

- two PHIL credits numbered 2(*alpha*)90 or above
- two PHIL credits numbered 3(*alpha*)90 or above

#### Pass

- One of PHIL 1F90, 1F91, 1F93, 1F94, 1F95, 1F96, 1F97 (see program note 1)
- PHIL 2P25
- one and one-half PHIL credits numbered 2(*alpha*)00 or above
- two PHIL credits numbered 2(*alpha*)90 or above

### Minor in Philosophy

Students in other disciplines can obtain a Minor in Philosophy within their degree program by completing the following courses with a minimum 60 percent overall average:

- One of PHIL 1F90, 1F91, 1F93, 1F94, 1F95, 1F96, 1F97
- three PHIL credits numbered 2(*alpha*)00 or above

### Certificate in Ethics

The Certificate in Ethics would be of particular interest to teachers, lawyers, social workers, therapists, psycho-therapists, counsellors, people who train volunteers, personnel managers, union organizers and market consultants who wish to add to existing qualifications or to acquire courses which might later be applied to a degree. Studies include the development of skills, such as assessing and evaluating ethical and moral arguments, generating principles of conduct, developing humane practices and policies, empathizing, abstracting the core from the periphery, questioning, accommodating, compromising, and self-presentation. University admission standards apply.

This certificate provides an overview for interested people who do not wish to proceed to a degree or those who have already obtained a degree with a major other than Philosophy. Only under exceptional circumstances and with special permission from the department will applicants who are majoring in Philosophy or already have a degree with a major (or combined major) in Philosophy be admitted.

Ethics (4 credits)

- One of PHIL 1F90, 1F91, 1F93, 1F94, 1F95, 1F96, 1F97
- PHIL 2P09 and 2P95
- two of PHIL 2P12, 2P13, 2P17, 2P99 or 2Q91
- one credit in either the Health Sciences, Social Sciences, or Math & Science

### Certificate in Pre-Law

The Certificate in Pre-Law would be of particular interest to teachers, lawyers, social workers, therapists, psycho-therapists, counsellors, people who train volunteers, personnel managers, union organizers and market consultants who wish to add to existing qualifications or to acquire courses which might later be applied to a degree, especially a law degree. Studies include the development of skills, such as assessing and evaluating ethical, moral and legal arguments, generating principles of conduct, developing humane practices and policies, empathizing, abstracting the core from the periphery, questioning, accommodating, compromising, and self-presentation. University admission standards apply.

This certificate provides an overview for interested people who do not wish to proceed to a degree or those who have already obtained a degree with a major other than Philosophy. Only under exceptional circumstances and with special permission from the department will applicants who are majoring in Philosophy or already have a degree with a major (or combined major) in Philosophy be admitted.

Pre-Law (4 Credits)

- One of PHIL 1F90, 1F91, 1F93, 1F94, 1F95, 1F96, 1F97
- PHIL 2P09, 2P25, and 2P95
- one of PHIL 2P12, 2P13, 2P17, 2P99, 2Q91
- one credit in either the Health Sciences, Social Sciences, or Math & Science

### Master of Arts (MA) Program

The Department of Philosophy also offers a Master of Arts program, focusing on two areas: recent and contemporary European thought and Asian (especially Indian) thought. Candidates should have an Honours BA in philosophy; those with a Pass BA in philosophy or a degree in another discipline will be required to take additional courses. Students may choose either to complete two credits and write a thesis or to complete three credits and write a major essay.

Graduate credits are to be obtained by completing courses designated at the 5(*alpha*)00 level. A course previously taken for 4(*alpha*)00 level credit may not be retaken for graduate credit.

For further information please contact the Graduate Program Director.

## 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.

PHIL 1F90

### **Introduction to Philosophy: Philosophical Classics and Contemporary Life**

Contemporary problems viewed through a variety of philosophical writings. Students are encouraged to formulate and examine their own beliefs about freedom, knowledge, religion, love and questions of right and wrong.

Lectures, seminar, 3 hours per week.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in PHIL 1F91, 1F93, 1F94, 1F95, 1F96 and 1F97 except with permission of the department.

PHIL 1F91

### **Introduction to Philosophy: Human Nature**

How do we see ourselves- Who are we- What are we- A critical analysis and evaluation of classical and contemporary views of human nature from a variety of philosophical and religious traditions.

Lectures, seminar, 3 hours per week.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in PHIL 1F90, 1F93, 1F94, 1F95, 1F96 and 1F97 except with permission of the department.

PHIL 1F93

### **Introduction to Philosophy: The Foundations of the Present**

An attempt to place the philosophical issues which confront the reflective individual today in their historical context by examining the teachings and arguments which shape our views of such matters as body and soul, life after death, truth and knowledge, faith and moral responsibility.

Lectures, seminar, 3 hours per week.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in PHIL 1F90, 1F91, 1F94, 1F95, 1F96 and 1F97 except with permission of the department.

PHIL 1F94

**Introduction to Philosophy: Problems**

Central problems of philosophy as living questions for reflection, dialogue and debate, including: Is the external world really there- Does God exist- Can I really know anything- What is a person- Is everything permissible- Can my life have meaning- Lectures, seminar, 3 hours per week.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in PHIL 1F90, 1F91, 1F93, 1F95, 1F96 and 1F97 except with permission of the department.

PHIL 1F95

**Introduction to Philosophy: The Meaning of Life**

Exploration of theories and strategies (both ancient and contemporary) related to finding meaning in life, combating self-defeating behavior, and optimizing choices and results in dynamic field. Authors may include: Plato, Aristotle, the Stoics, Susan Wolf, Michael Bratman, Richard Holton, L.A. Paul, Agnes Callard, and Edward McClennen.

Lectures, Seminar, 3 hours per week.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in PHIL 1F90, 1F91, 1F93, 1F94, 1F96 and 1F97 except with permission of the department.

PHIL 1F96

**Introduction to Philosophy: Narratives of Reason**

Examinations of practical, instrumental and theoretical rationality as expressed in the tensions between self and other, ethics and politics, religion and science, reality and fantasy. Authors may include: Plato, Descartes, Machiavelli, Kant, Freud, Zemyatin, and Asimov.

Lectures, Seminar, 3 hours per week.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in PHIL 1F90, 1F91, 1F93, 1F94, 1F95 and 1F97 except with permission of the department.

PHIL 1F97

**Introduction to Philosophy: Why Philosophize?**

Examination of the most fundamental questions: What is philosophy? Why should we do it? What is thinking about thinking? Philosophy as a personal and social exercise with ethical, political, and economic implications, explored in part through the pedagogy of philosophy.

Lectures, seminar, 3 hours per week.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in PHIL 1F90, 1F91, 1F93, 1F94, 1F95 and 1F96 except with permission of the department.

PHIL 2P00

**Pre-Socratics to Plato**

Survey of Western philosophy from its birth in the Pre-Socratics (sixth century BC) to Plato.

Lectures, 3 hours per week.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

PHIL 2P01

**Growth of Greek Philosophy: Aristotle and Beyond**

Survey of Western philosophy from Aristotle, the Hellenistic schools (Epicurean, Stoic, Sceptic) to Plotinus (third century AD).

Lectures, 3 hours per week.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

PHIL 2P02

**Early Modern Philosophy: The Rationalists**

Classical philosophies of Europe in the 17th and 18th centuries as found in the writings of the Continental Rationalists (Descartes, Spinoza and Leibniz).

Lectures, 3 hours per week.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

PHIL 2P03

**Early Modern Philosophy: The Empiricists**

Classical philosophies of England, Ireland and Scotland in the 17th and 18th centuries as found in the writings of the British Empiricists (Locke, Berkeley and Hume).

Lectures, 3 hours per week.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

PHIL 2P05

**Reason and Experience**

Arguments and debates concerning reason and experience in 17th- and 18th-century philosophy. Key figures may include Descartes, Malebranche, Locke, Spinoza and Hume.

Lectures, 3 hours per week.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

PHIL 2P09

**Ethics: Major Ethical Theories and Philosophies of Life**

Examines Plato, Aristotle, Kant, Mill and contemporary thinkers.

Lectures, 3 hours per week.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

PHIL 2P12

**Indian Philosophy: An Introduction to Hindu Thought**

Hindu thought beginning with the Vedic myths, through the Upanishads and the Bhagavad Gita to the systems of the Vedanta. Topics include Karma, reincarnation, altered states of consciousness, Maya, the problem of knowledge, the role and nature of God, the theory and practice of yoga.

Lectures, 3 hours per week.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in INTC 2P12.

PHIL 2P13

**Indian Philosophy: An Introduction to Buddhist Thought**

Buddhist thought from Prince Siddhartha's enlightenment and subsequent Deer Park Sermon (the basis of Hinayana) through the Perfection of Wisdom to Madhyamika Buddhism (the Mahayana representative) to Zen (the silence of the Buddha). Topics include Nirvana, non-self, one-hand clapping.

Lectures, 3 hours per week.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in INTC 2P13.

PHIL 2P14

**The Beginnings of Existential Thinking**

The sources of both theistic and atheistic lived philosophy in such figures as Kierkegaard and Nietzsche.

Lectures, seminar, 3 hours per week.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

PHIL 2P15

**The Growth of Existential Thinking**

The work of such philosophers as Heidegger, Sartre and Camus.

Lectures, 3 hours per week.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

PHIL 2P16

**Existentialism**

Origins, growth and development of this lived philosophy from Kierkegaard ~~to~~ and Camus.

Lectures, 3 hours per week.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

PHIL 2P17

**Introduction to Chinese Philosophy**

Confucian, Taoist and Chinese Buddhist philosophical traditions examined in conjunction with appropriate texts.

Lectures, 3 hours per week.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in INTC 2P17.

PHIL 2P18

**Postmodernism**

Philosophical perspectives arising from Nietzsche and Heidegger emphasizing ethics, politics, language and ontology. Readings may include Nancy, Baudrillard, Virilio, Lyotard, Foucault, Deleuze and Guattari.

Lectures, seminar, 3 hours per week.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

PHIL 2P20

**Abrahamic Religious Thought**

Roots of the monotheisms of Judaism, Christianity and Islam: Who and what is God? What is our relationship to God? What are the ethical bases of religion? What is the nature of faith?

Lectures, 3 hours per week.

Prerequisite(s): one PHIL credit or permission of the instructor

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

PHIL 2P25

**Introduction to Logic**

Modern deductive logic. Development of the ability to analyse arguments in order to determine their worth. Arguments will be symbolized in order to clarify their form and to determine their validity or invalidity.

Lectures, 3 hours per week.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

PHIL 2P50

**Creatures, Cyborgs and Carnality**

Engaging critical issues such as human nature, self-identity, religion, society, ethics, politics, economics, science and technology in classic, contemporary and award-winning science fiction stories and novels.

Lectures, 3 hours per week.

Prerequisite(s): one PHIL credit or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

PHIL 2P91

**Philosophical Psychology**

Thinkers and the philosophical debates which inform psycho-analytic/psychological theory, including Brentano, Freud, Sartre, Ricoeur, Lacan, as well as more contemporary thinkers such as Nancy, Lacoue-Labarthe.

Lectures, 3 hours per week.

Prerequisite(s): one PHIL or PSYC credit or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

\* PHIL 2P95

**Bioethics**

(also offered as BIOL 2P95)

Value conflicts and moral dilemmas in biology and medicine. Emphasis on specific case studies in reproductive interventions, medical experimentation, concepts of "health" and "disease", modification of behaviour, lifestyle choices, allocation of scarce or expensive medical resources, and death and dying.

Lectures, seminar, 3 hours per week.

Prerequisite(s): one PHIL or BIOL credit or permission of the instructor.

Note: may count as an elective, but not as a major credit in an Honours BIOL (single or combined) program. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

PHIL 2P97

**Philosophy of Religion**

Traditional issues, such as the proofs for the existence of God, the problem of evil, the relationship of faith to reason and the nature of religious knowledge.

Seminar, 3 hours per week.

Prerequisite(s): one credit in PHIL or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

PHIL 2P98

**Philosophy in Literature**

Philosophical issues in literature, such as writing, phenomenology of language, the nature of meaning, the role of the reader, literary work of art, problems of freedom, determinism and values.

Lectures, 3 hours per week.

Prerequisite(s): one PHIL credit or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

PHIL 2P99

**Gender Ethics and Sexuality**

Application of ethics to questions of human sexuality. Topics include sexual values, the semantics of sex, the concepts of the romantic and eternal-feminine, respect for the personhood of women, censorship, pornography, legal enforcement of morality, sex in advertising, prostitution and AIDS.

Lectures, 3 hours per week.

Prerequisite(s): one PHIL credit or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

# PHIL 2Q91

**Indigenous Ways of Knowing**

(also offered as CANA 2Q91 and EDUC 2Q91)

Exploration of philosophical and practical applications of Indigenous epistemologies and ontologies in the context of education and civilization.

Lectures, seminar, 3 hours per week.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in PHIL 2Q90.

\* PHIL 2Q98

**The Philosophy of Art**

(also offered as VISA 2Q98)

Classical theories of art through analysis of painting, photography, video, film, music and drama examining such concepts as beauty, creativity, artistic intention, perception, interpretation, and the nature and possible role of art.

Lectures, 3 hours per week.

Prerequisite(s): one PHIL credit, VISA 1Q98 and 1Q99, or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

PHIL 3M50-3M59

**Selected Topics in Philosophy**

Selected issues on the basis of faculty expertise.

Seminar, 3 hours per week.

Prerequisite(s): one credit in PHIL or permission of the instructor.

PHIL 3P01

**Theory of Knowledge**

Fundamental distinctions in the theory of knowledge, such as knowledge and belief, the empirical and the a priori, analytic/synthetic, scientific versus metaphysical knowledge.

Seminar, 3 hours per week.

Prerequisite(s): one PHIL credit or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

PHIL 3P02

**Metaphysics**

Major problems of metaphysics, considering the question of what there is. Topics may include the nature of space and time, the mind-body relation, substance and property, universals and particulars, causation, identity and personal identity.

Seminar, 3 hours per week.

Prerequisite(s): one PHIL credit or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

PHIL 3P18

**The Technological Dimension**

Philosophical perspectives on technology. Key thinkers may include Heidegger, Ellul, Baudrillard, Stiegler, Borgmann, or Gehlen.

Lectures, 3 hours per week.

Prerequisite(s): one PHIL credit or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

\* PHIL 3P19

**The Rise of Christian Philosophy**

(also offered as MARS 3P19)

Philosophy from the patristic period through Erigena and Anselm up to and including the 12th-century Renaissance.

Lectures, 3 hours per week.

Prerequisite(s): one PHIL credit or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

\* PHIL 3P63

**Contemporary Feminist Philosophy**

(also offered as WGST 3P63)

Feminist thinkers and the philosophical debates which inform contemporary feminist theory including, but not limited to, questions of race, class, gender/sex, power and post-colonialism. Thinkers include Alcoff, Butler, de Beauvoir, Code, Chodorow, Fraser, Gilligan, Harding, Hartsock, Irigaray, Kristeva, MacKinnon and Spivak.

Seminar, 3 hours per week.

Prerequisite(s): one PHIL credit, one WGST credit, or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

PHIL 3P80

**Environmental Philosophy**

Ethical and conceptual problems in connection with humanity's relations to nature, in terms of survival and future social organization. What are the costs of progress and development- What kind of ethical responsibilities do we have for future generations and for non-human living creatures- Examination of economic, political, human-ecological and eco-philosophical theories.

Seminar, 3 hours per week.

Prerequisite(s): one PHIL credit or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

PHIL 3P90

**Critical Study of a Classical Philosophy: Plato**

In-depth examination of the works of Plato.

Seminar, 3 hours per week.

Prerequisite(s): PHIL 2P00 or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

PHIL 3P91

**Critical Study of a Classical Philosophy: Aristotle**

In-depth examination of the works of Aristotle.

Seminar, 3 hours per week.

Prerequisite(s): PHIL 2P01 or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

PHIL 3P92

**Hermeneutics**

Philosophical theory of interpretation and understanding, with special reference to the methods employed in the humanities (history, literary criticism); the problems of hermeneutics in the works of such thinkers as Gadamer, Ricoeur, Heidegger and Habermas.

Seminar, 3 hours per week.

Prerequisite(s): one PHIL credit, or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

PHIL 3P93

**Phenomenology**

The work of such philosophers as Husserl, Heidegger, Sartre, Merleau-Ponty, Scheler and others.

Lectures, 3 hours per week.

Prerequisite(s): one PHIL credit, or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

PHIL 3P94

**Gandhi and Non-Violence**

Gandhi as an original philosopher contributing to contemporary ontology. Implications of his thought for applied philosophy of personal, social and international reform, especially in light of its encounters with the forces of violence. Universal relevance of his thought to our technological times, and the relation between his ideas and the Indian tradition.

Lectures, 3 hours per week.

Prerequisite(s): PHIL 2P12, 2P13 or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in INTC 3P94.

PHIL 3P95

**Issues in 17th-Century Philosophy**

Special issue or a particular thinker of central importance in the classical period of modern philosophy. Where it does not focus upon one individual (Descartes, Spinoza, Leibniz), the course will trace the development of an issue (causality, mind-body union, the doctrine of substance) through its classical origins.

Seminar, 3 hours per week

Prerequisite(s): one PHIL credit, or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in PHIL 3V95.

PHIL 3P96

**Studies in 19th- and 20th-Century Continental Philosophy I**

Critical examination of a key figure of central importance in modern and contemporary philosophy such as Marx, Schopenhauer, Nietzsche, Husserl, Heidegger, Sartre, Merleau-Ponty, Foucault, Habermas, Derrida.

Seminar, 3 hours per week.

Prerequisite(s): one PHIL credit, or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

PHIL 3P97

**Studies in 19th- and 20th-Century Continental Philosophy II**

Critical examination of a key figure of central importance in modern and contemporary philosophy such as Marx, Schopenhauer, Nietzsche, Husserl, Heidegger, Sartre, Merleau-Ponty, Foucault, Habermas, Derrida.

Seminar, 3 hours per week.

Prerequisite(s): one PHIL credit, or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

PHIL 3P99

**Issues in 18th-Century Philosophy**

Special issue or a particular thinker of central importance in the classical period of modern philosophy. Where it does not focus upon one individual (Locke, Berkeley, Hume, Kant), the course will trace the development of an issue (substance, causality) or debate (realism vs. empirical and transcendental idealism, empiricism vs. rationalism and Kantian criticism) through its classical origins.

Seminar, 3 hours per week

Prerequisite(s): one PHIL credit, or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in PHIL 3V99.

PHIL 3Q98

**Transhumanism**

Technological and intellectual trends in human hybridity and self-directed evolution, as well as critical examination of posthumanism and pseudo-religious attitudes about the so-called singularity. Key figures may include T. de Chardin, H. Morevec, M. Minsky and R. Kurzweil.

Lectures, 3 hours per week.

Prerequisite(s): one PHIL credit or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

PHIL 3V90-3V94

**Comparative Studies in Philosophy**

Historical and systematic study of one or more important themes as developed in ancient Greek, modern and contemporary philosophy and/or Eastern thought.

Seminar, 3 hours per week.

Prerequisite(s): one PHIL credit or permission of the instructor.

PHIL 3V95-3V99

**Issues in 17th- and 18th-Century Philosophy**

Special issue or a particular thinker of central importance in the classical period of modern philosophy. Where it does not focus upon one individual (e.g., Descartes, Spinoza, Leibniz, Locke, Berkeley, Hume, Kant), the course will trace the development of an issue (e.g., causality, mind-body union, the doctrine of substance, personal identity) through its classical origins.

Seminar, 3 hours per week.

Prerequisite(s): one PHIL credit, or permission of the instructor.

PHIL 4P02

**Sartre**

Study of the existentialism of Jean-Paul Sartre as discussed in his literary and philosophical works.

Lectures, 3 hours per week.

Prerequisite(s): one PHIL credit or permission of the instructor

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

PHIL 4P05

**Nietzsche**

Study of the philosophical ideas of Friedrich Nietzsche.

Seminar, 3 hours per week

Prerequisite(s): one PHIL credit or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

PHIL 4P15

**Heidegger**

Martin Heidegger's *Being and Time* and selected later works on themes such as fundamental ontology, analytic of Dasein, truth, language and art.

Prerequisite(s): one PHIL credit or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

PHIL 4P20

**Kant and the 18th Century**

Historical study of the thought of Immanuel Kant in the context of the 18th-century enlightenment, normally focusing on Kant's critical philosophy.

Lectures, seminar, 3 hours per week.

Prerequisite(s): one PHIL credit or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

PHIL 4P21

**Hegel and the 19th Century**

Historical study of the thought of Georg W. F. Hegel in the context of the 19th century.

Lectures, seminar, 3 hours per week.

Prerequisite(s): one PHIL credit or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

PHIL 4P22

**Nineteenth-Century Philosophy**

Historical study of the thought of a 19th-century thinker or thinkers, such as Marx, Feuerbach, Kierkegaard, Mill, Bradley or Bentham.

Seminar, 3 hours per week.

Prerequisite(s): one PHIL credit or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

PHIL 4P97

**Honours Tutorial I**

Directed intensive and individual study in an area in which a student has developed and displayed a particular interest.

Restriction: open to PHIL (single or combined) majors with a minimum 70 percent major average, a minimum of 10.0 overall credits and permission of the Chair.

Note: requires consultation, in advance of registration, with a faculty member able to supervise the study. Proposals for a tutorial course must be approved by the Chair of the department by the last day for late registration. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

PHIL 4P98

**Honours Tutorial II**

Directed intensive and individual study in an area in which a student has developed and displayed a particular interest.

Restriction: open to PHIL (single or combined) majors with a minimum 70 percent major average, a minimum of 10.0 overall credits and permission of the Chair.

Note: requires consultation, in advance of registration, with a faculty member able to supervise that study. Proposals for a tutorial course must be approved by the Chair of the department by the last day for late registration. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

PHIL 4V06-4V14

**Contemporary Studies in European Philosophy**

The work of one or more thinkers prominent in recent Continental thought.

Seminar, 3 hours per week.

Prerequisite(s): One PHIL credit or permission of instructor.

PHIL 4V15-4V29

**Modern Philosophical Studies**

Advanced course devoted to one or more of the major thinkers of the tradition from Descartes to the present day.

Seminar, 3 hours per week.

Prerequisite(s): one PHIL credit or permission of instructor.

PHIL 4V24

**2021-2022: Philosophical Methodologies**

Examination of methods used by 19th century philosophers such as Hegelian Dialectics, Nietzschean Genealogy, Hermeneutics and Mill's logic and induction.

Seminar, 3 hours per week.

Prerequisite(s): one PHIL credit or permission of instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

PHIL 4V30-4V45

**Advanced Studies in Eastern Philosophy**

Concentrated critical and interpretative study of selected texts in the areas of Advaita, Vedanta, Yoga, etc., Madhyamika and Yogacara schools of Buddhism, Daoism, or Confucianism.

Seminar, 3 hours per week.

Prerequisite(s): one PHIL credit or permission of instructor.

PHIL 4V46-4V60

**Advanced Studies in Comparative Philosophy**

Selected issues on the basis of faculty expertise.

Seminar, 3 hours per week.

Prerequisite(s): one PHIL credit or permission of 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.

**PHIL 4V24 - 2021-2022: Philosophical Methodologies**

#### **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).

**PHIL 2P16 - Existentialism**

**PHIL 2P95 - Bioethics**

## 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, 2021**.

**Submitted by Lauren Stewart on October 18, 2021 at 03:04:09 PM**

**Submitted by Michael Berman on October 18, 2021 at 05:51:47 PM**

**Rejected by Neta Gordon on October 20, 2021 at 08:23:49 AM**

Proposal/Explanation section of the submission is missing. NG

**Submitted by Lauren Stewart on October 22, 2021 at 02:57:25 PM**

**Submitted by Michael Berman on October 25, 2021 at 09:25:11 AM**

**Submitted by Neta Gordon on October 27, 2021 at 07:26:39 AM**

**Submitted by Tricia MacDonald on October 27, 2021 at 11:56:38 AM**

**Edited by Tricia MacDonald on November 10, 2021 at 01:25:46 PM**

**PHIL 2P95:** formatting

# Academic Program Calendar Submission #2022-3286

**Department/Centre:** Studies in Arts and Culture

**Program(s):** Studies in Arts and Culture

## Program Additions/Terminations

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

**Please note: The calendar year runs from May 1, 2022 to April 30, 2023 and begins with the Spring/Summer sessions. All new programs being introduced or the termination of programs will be effective beginning 2022 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. Proposal(s) and Effective Date(s)

Please note: The Calendar year runs from May 1, 2022 to April 30, 2023 and begins with the Spring/Summer sessions. All programs being changed will be effective beginning 2022 Spring Session.

List all proposals, to be implemented, numerically in the following order:

1. Officers of Instruction be revised.
2. Honours Program year 1 be revised.
3. Honours program year 2 be revised.
4. Honours Program Year 3 be revised.
5. Combined major program Honours and Pass be revised.
6. Minor in Studies in Arts and Culture be revised.
7. add STAC 1P03 to programs.
8. add STAC 1P50 to programs.
9. add STAC 3P02 to programs.
10. delete MUSI 1F00.
11. delete MUSI 1F10.
12. remove VISA 3P92 course from program .
13. STAC 1P03 (crosslisted as IASC 1P03) Makerspace Foundations be added to the course bank and homed in IASC.
14. STAC 1P50 (crosslisted as MUSI 1P50) Music in Global Cultures be added to the course bank and homed in the Department of Music.
15. STAC 2P80 be deleted and renumbered STAC 2P91 (also offered as ITAL 2P91) be homed in MLLC.
16. STAC 2P93 course pre-requisite be revised.
17. STAC 2P94 course pre-requisite be revised.
18. STAC 3P02 Dance and Culture be added to the course bank.
19. STAC 3Q91 (crosslisted as VISA 3Q91) course pre-requisite be revised.
20. STAC 3V91 variable topics course be offered in the 2022-2023 course bank.
21. STAC 4F40 deleted and split into STAC 4P40 and 4P41.
22. STAC 4P40 Arts Management: Planning, Operations, Context (also offered as DART 4P40 and VISA 4P40) be added to the course bank and homed in STAC.
23. STAC 4P41 Arts Management: Programming, Marketing, Financing (also offered as DART 4P41 and VISA 4P41) be added to the course bank and homed in STAC.
24. STAC 4P72 be revised to remove crosslisting with VISA 4P72.

### 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 to academic advisor
2. to include STAC(IASC) 1P03 maker space/maker culture as a choice in STAC programs  
to include STAC(MUSI) 1P50 study of global music as a choice in STAC programs.  
to removed MUSI 1F00/1F10 as requested by Department of Music  
Remove HIST 1P96 (course not in course bank)
3. change second year of program to facilitate more choice and ease of completion, reflect course programming (e.g. we have not programmed 2M9x's) and to follow current academic advising model.
4. change third year of program to facilitate more choice and ease of completion, reflect course programming (e.g. we have not programmed 3M9x's, etc.) and to follow current academic advising model.
5. to include STAC(IASC) 1P03 maker space/maker culture as a choice in STAC programs  
to include STAC(MUSI) 1P50 study of global music as a choice in STAC programs.
6. to include foundational 1P96 and 1P97 writing courses in Minor program. Addresses a previous oversight.
7. to include STAC(IASC) 1P03 maker space/maker culture as a choice in STAC programs.
8. to include STAC(MUSI) 1P50 study of global music as a choice in STAC programs.
9. to include STAC 3P02 Dance and Culture as a choice in STAC programs.
10. as requested by Department of Music
11. as requested by Department of Music
12. VISA 3P92 to be removed from calendar as requested by VISA.
13. cross-list course: IASC 1P03. provides foundational learning in Makerspace and maker culture, an important component of contemporary explorations and expressions in cultural production and transmission.

14. cross-list course: MUSI 1P50. provides required foundational learning experience in Music, following deletion of MUSI 1F00 and 1F10. Is prerequisite for all following MUSI courses of this type.
15. STAC 2P80 renumbered to 2P91 as requested by MLLC.
16. to facilitate access by using more diverse course prerequisites from same range of related courses. To include new cross-listed course MUSI/STAC 1P50 in list of prerequisites.
17. to facilitate access by using more diverse course prerequisites from same range of related courses. To include new cross-listed course MUSI/STAC 1P50 in list of prerequisites.
18. new course: STAC 3P02 Dance and Culture. provides upper level course addressing aspects of Dance and Culture. Addresses a significant gap in the scope of critical inquiry, cultural production and transmission studied at STAC.
19. as requested by VISA
20. STAC 3V91 variable topics course to be added again to 2022-2023 course bank
21. delete full credit course and replace with two half credit courses.
22. first result of splitting STAC 4F40 into two half courses. to increase frequency of arts management course offerings (biannual to annual). to increase student access. Courses remain consistent with previous 4F40 - these are not 'new' courses.
23. second result of splitting STAC 4F40 into two half courses. to increase frequency of arts management course offerings (biannual to annual). to increase student access. Courses remain consistent with previous 4F40 - these are not 'new' courses.
24. VISA no longer wishes to cross list course

### 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.

## Studies in Arts and Culture

*Director*

David Vivian

*Associate Professor*

Catherine Parayre

*Co-operating faculty from:*

Canadian Studies, Communication, Popular Culture and Film, Dramatic Arts, Geography and Tourism Studies, Goodman School of Business, History, Modern Languages, Literatures and Cultures, Music, and Visual Arts

*Academic Advisors*

~~Brianna Bosgraaf~~

Michael Gicante

## General Information

*Administrative Assistant*

stac@brocku.ca

~~<span style="font-style: italic; font-size: 11pt;">Marilyn I. Walker 337A </span>~~

**Marilyn I. Walker 337A**

The Centre for Studies in Arts and Culture, part of the Marilyn I. Walker School of Fine and Performing Arts, is designed for students who wish to gain a critical view as well as experiential knowledge of contemporary culture from the perspectives of observer, creator, performer or cultural agent.

Our aim is to contribute to the vitality of the arts by developing informed audiences, practitioners or critics who are engaged by interdisciplinary practices and discourses in creative work, whether dance, video, music, theatre or the visual arts. The Centre for Studies in Arts and Culture is dedicated to developing a context in which the contemporary artist, performer, critic, curator or

cultural agent can examine pragmatic and theoretical approaches to understanding the creative process and its cultural implications.

In consultation with the Director, students are encouraged to organize their program of study around one of the following emphases: arts and cultural management, intermedia and interdisciplinarity, and cultural critique and agency.

As part of their Studies in Arts and Culture Honours degree program, students may complete a Concentration in Cultural Management offered in co-operation with the Faculty of Business, a Concentration in Languages, Arts and Cultures in co-operation with the Department of Modern Languages, Literatures and Cultures or a Concentration in Cultural Transmission and Heritage Studies in co-operation with the Department of History and the Department of Geography and Tourism Studies.

Students intending to work in the public sector for culture in Canada are encouraged to have a working facility in the other official language.

## Program Notes

1. APCO 1P00, 1P50, COMM 2P63 and 3P63 are recommended.
2. PCUL 2P20 and 2P21 are recommended.
3. 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 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.

## Honours Program

### Year 1

- STAC 1P96 and 1P97
- two credits from STAC 1P03, 1P50, 1P95, 1P99, CANA 1F91, DART 1P91, 1P92, 1P94, 1P95, FREN 1F00, 1F50, 1F90, HIST 1F90, 1F92, 1F95, 1P50, 1P94, 1P95, 1P96, GEOG 1F90, GERM 1F00, 1F90, ITAL 1F00, 1F90, MUSI 1F00, 1F10, SPAN 1F00, 1F90, TOUR 1P91, 1P92, VISA 1Q98 and 1Q99 (see program note 3)
- COMM 1F90 or FILM 1F94
- one Sciences context credit or one Social Sciences context credit

### Year 2

- STAC 2P93 and 2P94
- ~~one credit from STAC 2M90 to 2M99~~
- **two credits** ~~one credit~~ from STAC courses numbered 2(alpha)00 or above, CANA 2P91, 2P92, DART 2P96, 2P97, 2Q92, IASC 2P60, VISA 2P26, 2P27, 2P50, 2P51, 2P53, 2P88, 2P90, 2Q98, 3P52 (see program note 4)
- one credit from FILM 2P54, 2P56, 2P94, FREN 1F50, 1F90, 2F00, GEOG 2P03, 2P06, GERM 1F90, GERM 2(alpha)00 to 2(alpha)99, ITAL 1F90, 2F00, PCUL 2P20, 2P21, 2P93, SPAN 1F90 (see program note 2)
- the Sciences context credit or Social Sciences context credit (not taken in year 1)

### Year 3

- ~~One credit from STAC 3M90-99, or STAC 3P94-3P95 and one half credit from STAC 3V90-99~~
- **two credits** ~~one credit~~ from STAC courses numbered 3(alpha)00 or above, CANA 3P15, DART 3Q91, 3Q92, MUSI 3P95, VISA 3P05, 3P06, VISA 3P41, 3P42, VISA 3P50
- one credit from FILM 2P91, 2P94, 3P20, 3P21, FREN 1F90, 2F00, FREN 2(alpha)03 to 2(alpha)99, GEOG 2P03, 2P06, GERM 2(alpha)00 to 2(alpha), ITAL 2F00, ITAL 2(alpha)03 to 2(alpha), MLLC 3P20, SPAN 2(alpha)00 to 2(alpha)99, TOUR 2P30
- two elective credits (see program note 1)

### Year 4

- STAC 4F40, 3P99 and 4P68
- two credits from STAC 3P92, ~~3P93~~, 3P95, 3P96, 3P97, 3P98, 3Q91, 3V90-3V99, 4F41, 4F99, 4P01, 4P72, 4P90, DART 4F90, MUSI 3P95, VISA 3P90, 3P91, 3V95-3V99, 4V70-4V79 (see program note 5)
- one credit from COMM 3P92, FILM 3P91, 3P93, 3P95, FILM 3P97 and 3P98, FILM 4P30, 4P31, 4P34, GEOG 3P45, 3P70, 3P86, PCUL 3P96, TOUR 3P93 (see program note 6)

## Pass Program

Satisfactory completion of the first three years of the honours program entitles students to apply for a Pass degree.

## Combined Major Program

### Combined Major

Students may take a combined major in Studies in Arts and Culture and a second discipline. For requirements in the other discipline, the student should consult the relevant department/centre. It should be noted that not all departments/centres provide a combined major option.

#### Honours program:

- STAC 1P96 and 1P97
- three credits from STAC 1P03, 1P50, 1P99, 2P93, 2P94, 2M90-99, 3M00-09, 3P01, 3P14, 3P93
- three credits from STAC 3P95, 3P96, 3P99, 3V90-99, 4P01, 4P68, 4P72, 4F40, 4F99, 4V70-79

#### Pass program:

- STAC 1P96 and 1P97
- three credits from STAC 1P03, 1P50, 1P99, 2P93, 2P94, 2M90-99, 3M00-09, 3P01, 3P14, 3P93
- one credit from STAC 3P95, 3P96, 3P99, 3V90-99, 4P01

## Concentration Program

### Concentration in Languages, Arts and Culture

Students may earn a Concentration in Languages, Arts and Culture by successfully completing the following courses as part of the academic work leading to a BA (Honours) in Studies in Arts and Culture:

- Two credits from STAC 1P96, 1P97, 2P93, 2P94, 3M00-99, 3P95
- one of STAC 3P01, 3P96, 3P99, 4P01, 4P68, 4P72
- two credits from FREN 1F00, FREN 1F50, 1F90, 2F00, ITAL 1F00, 1F90, 2F00, GERM 1F00, 1F90, SPAN 1F00, 1F90
- one-half FREN, GERM, ITAL or SPAN credit

### Concentration in Cultural Transmission and Heritage Studies

Students may earn a Concentration in Cultural Transmission and Heritage Studies by successfully completing the following courses as part of the academic work leading to a BA (Honours) in Studies in Arts and Culture, History, Geography or Tourism and Environment:

- Two credits from STAC 1P96, 1P97, 2P93, 2P94, 3P01, 3P96, 3P99, 4F40, 4P01, 4P68, 4P72
- GEOG 1F90, or TOUR 1P91 and 1P92
- one credit from GEOG 2P03, 2P06, 3P45, 3P70, 3P86, TOUR 2P30, 3P93
- one credit from HIST 1F90, 1F92, 1F95, 1F96, 1P50, 1P94, 1P95
- one HIST credit numbered 2(*alpha*)90 to 3(*alpha*)90

### Concentration in Cultural Management

Students may earn a Concentration in Cultural Management by successfully completing the following courses as part of the academic work leading to a BA (Honours) in Studies in Arts and Culture:

- STAC 1P96, 1P97, 2P93, 2P94, 4F40 and 4P68
- STAC 3P93 or 4P01
- MGMT 1P93

- one and one-half credits from ACTG 2P51, ENTR 2P51, FNCE 2P50, 2P51, ITIS 2P51, MKTG 2P51, 2P52, OBHR 2P51, 2P52, OPER 2P51

## Minor in Studies in Arts and Culture

Students in other disciplines can obtain a minor in Studies in Arts and Culture within their degree program by completing the following courses with a minimum 60 percent overall average:

- One credit from DART 1P91, 1P92, 1P94, 1P95, STAC 1P03, 1P50, MUSI 1F00, 1P96, 1F10, 1P97, STAC 1P99, VISA 1Q98 and 1Q99
- STAC 2P93 and 2P94
- one credit from STAC courses numbered 2(alpha)00 to 3(alpha)99, VISA 2P50, 2P51, 2P53, 2P90, 3P08, 3P52
- one credit from STAC courses numbered 3(alpha)00 to 4(alpha)99, DART 3Q91, 3Q92, MUSI 3P95, VISA 3P05, 3P06, 3P50, 3P90, 3P91

## Certificate Programs

### Certificate in Arts and Culture Studies

The Centre for Studies in Arts and Culture offers a Certificate in Arts and Culture for non-degree students who wish to acquire an interdisciplinary background in arts and culture, and are interested in applying such knowledge to their initial field of study or in their career. University admission standards apply.

The Certificate in Arts and Culture Studies is awarded upon the successful completion of the following courses with an overall average of 60%:

- STAC 1P96 and 1P97
- 3 credits from STAC 1P99, 2P93, 2P94, 3P01, 3P14, 3P41, 3P42, 3P93, 3P96, 3P98, 3P99
- 1 credit from STAC courses

### Certificate in Arts Management

The Centre for Studies in Arts and Culture offers a Certificate in Arts Management for non-degree seeking students who wish to acquire an interdisciplinary background in arts management; and are interested in applying such knowledge to their initial field of study or in their career. University admission standards apply.

STAC 1P96, 1P97, 2P93 and 2P94

- MGMT 1P93
- one-half credit from ACTG 2P51, ENTR 2P51, FNCE 2P50, 2P51, ITIS 2P51, MKTG 2P51, 2P52, OBHR 2P51, 2P52, OPER 2P51
- one credit from MUSI, VISA, or DART
- one Social Science context credit

## 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.

# STAC 1P02

**Web Media Production**

(also offered as IASC 1P02)

Principles of interactive website creation and design. Formatting, lists, images, links and tables with HTML. Web colour and graphics formats. Typography and layout with CSS. Buttons, rollovers and forms with JavaScript. Usability, accessibility and interactivity. Creation of public interactive web-based projects using modern development techniques.

Lectures, lab, 3 hours per week.

Restriction: open to IASC (single or combined) majors until date specified in Registration guide.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

# STAC 1P03

**Makerspace Foundations**

(also offered as IASC 1P03)

Introduction to the Brock Makerspace and the maker culture. Methods of inquiry and creative activity incorporating hands on learning with emerging technologies.

Lab, tutorial, 4 hours per week

Restriction: open to IASC (single or combined) and STAC (single or combined) majors until date specified in Registration guide

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

# STAC 1P50

**Music in Global Cultures**

(also offered as MUSI 1P50)

How music influences and reflects its culture and society. Issues of musical style from historical and cross-cultural perspectives. Music research and writing skills.

Lectures, 3 hours per week.

Note: concert fee may be required. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in MUSI 1F50.

# STAC 1P95

**Digital Foundation**

(also offered as IASC 1P95 and VISA 1P95)

Technical foundations of digital images, media methods and concepts including web-based, digital photography, image processing software and printing; foundations of digital media in video, audio and computational production and post-production. Contemporary digital practices within the broader history of visual and media arts.

Lectures, lab, 5 hours per week.

Restriction: open to VISA (single or combined) and VISA (Honours)/BEd (Intermediate/Senior) majors until date specified in Registration guide. After that date open to STAC, COSC (single or combined), IASC (single or combined), MCMN, VISA (single or combined) and VISA (Honours) BEd (intermediate/senior) majors.

Note: students will need additional materials. Field trips may be required. Students are expected to pay their own expenses. Due to space limitations, audits are not permitted in studio classes. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

STAC 1P96

**Language for the Arts: Introduction**

Development of writing skills through the reporting of arts and culture. Examples may include photography, visual arts, new media art, performance, music, and dramatic arts.

Lectures/seminar, 3 hours per week

Note: materials fee or event fee may be required. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in STAC 1F98.

STAC 1P97

**Language for the Arts: Interdisciplinary Approaches**

Understanding interdisciplinary connections between the arts. Reporting arts and culture. Examples may include photography, visual arts, new media art, performance, music, and dramatic arts.

Lectures/seminar, 3 hours per week

Note: materials fee or event fee may be required. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in STAC 1F98.

\* STAC 1P99

**The Culture of Noise**

(also offered as IASC 1P99, MUSI 1P99 and VISA 1P99)

Role of noise in music, social space and art. Exploration of discursive issues concerning the value of sound studies.

Lectures/seminar, 3 hours, online

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

STAC 2M90-2M99

**Special Studies in the Fine and Performing Arts**

Studies of a particular artform (dance) or of a selected area across a range of forms (arts administration).

Lectures, seminar, 3 hours per week.

Note: topics to be announced by the Centre of Studies in Arts and Culture.

# STAC 2P61

**Website Creation**

(also offered as APCO 2P61 and VISA 2P61)

Creative approaches to basic technical and design foundations of website design and development. Processing and management of images and other media assets, structuring websites, development tools and applications, web hosting and dissemination strategies. Contemporary web-based art practices within the broader history of cultural production.

Lectures, lab, 5 hours per week.

Restriction: open to STAC, VISA (single or combined) and VISA (Honours)/BEd (Intermediate/Senior) majors until date specified in Registration guide. After that date open to STAC, VISA (single or combined), VISA (Honours)/BEd (Intermediate/Senior) majors and APCO minors.

Prerequisite(s): VISA 1P95 (minimum 60 percent) and 1P96 (minimum 60 percent) or permission of the instructor.

Note: students will need additional materials, which they must supply. Field trips may be required. Students are expected to pay their own expenses. VISA 1P95 recommended. Due to space limitations, audits are not permitted in studio classes. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

# STAC 2P80

**Italian Cinema**

(also offered as ITAL 2P80)

Major film directors and cultural trends in Italian cinema. Influence of Italian film on North American. Films studied include those by such directors as De Sica, Rossellini, Fellini, Antonioni, Bertolucci, Wertmüller, Tornatore, Amelio, Moretti and Sorrentino.

Lectures, 3 hours per week, plus film lab.

Note: given in English. No knowledge of Italian required. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

# STAC 2P91

**Italian Cinema**

(also offered as ITAL 2P91)

Major film directors and cultural trends in Italian cinema. Influence of Italian film on North American directors. Directors may include De Sica, Rossellini, Fellini, Antonioni, Bertolucci, Wertmüller, Tornatore, Amelio, Moretti and Sorrentino.

Lectures, 3 hours per week, plus online film screenings.

Note: given in English. No knowledge of Italian required.

Completion of this course will replace previous assigned grade and credit obtained in ITAL/STAC 2P80.

\* STAC 2P93

**Critical Practice in the Fine and Performing Arts**

(also offered as CANA 2P93, IASC 2P93 and MLLC 2P93)

Interdisciplinary approach to key ideas about music, art, dance and drama through critical readings and guided exposure to selected public fine and performing art events. Exploration of issues in aesthetics and criticism using varied theoretical approaches.

Lectures, seminar, 3 hours per week.

Prerequisite(s): **one credit from one of** CANA 1F91, DART 1P91, ~~and~~ 1P92 (1F91/1F93), IASC 1F01 (1F00), **STAC 1P50**, ~~MUSI 1F10~~, VISA 1Q98, ~~and~~ 1Q99 or permission of the Centre.

Note: event attendance is required; events fees required. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

\* STAC 2P94

**Embodied Text: Art Beyond the Artifact**

(also offered as CANA 2P94, IASC 2P94 and MLLC 2P94)

Functions of art and artifacts outside the conventions associated with words, texts, paintings and scores. Experiencing musical, visual, movement, and theatre vocabularies through exploration of spatial/temporal/aesthetic/embodied forms of art in performance.

Seminar, 3 hours per week.

Prerequisite(s): **one credit from one of** CANA 1F91, DART 1P91, ~~and~~ 1P92 (1F91/1F93), IASC 1F01 (1F00), **STAC 1P50**, ~~MUSI 1F10~~, VISA 1Q98, ~~or~~ ~~and~~ 1Q99 or permission of the Centre.

Note: **event attendance is required; events fees required.** ~~This~~ this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

# STAC 2P96

**Introductions to 3D Modelling and Animation**

(also offered as COSC 2P96 and VISA 2P96)

Concepts and skills of 3D modelling and rendering using Autodesk Maya. Approaches to building models, using texturizing, lighting, cameras and renderings as well basic animation techniques. Relevant historical and theoretical perspectives on 3D and virtuality situating 3D within the creative process and broader critical practices in cultural production.

Lectures, lab, 5 hours per week.

Restriction: open to STAC, COSC (single or combined), IASC (single or combined), VISA (single or combined) and VISA (Honours)/BEd (Intermediate/Senior) majors until date specified in Registration guide.

Prerequisite(s): one credit from four COSC credits, IASC 1F01 (1F00), VISA 1P93 (minimum 60 percent), 1P94 (minimum 60 percent), 1P95 (minimum 60 percent), 1P96 (minimum 60 percent) or permission of the instructor.

Note: students will need additional materials and equipment, which they must supply. Field trips may be required. Students are expected to pay their own expenses. VISA 1P95 recommended. Due to space limitations, audits are not permitted in studio classes. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in IASC 2P96.

# STAC 2P97

**Digital Video in Contemporary Art**

(also offered as IASC 2P97 and VISA 2P97)

Concepts of basic videography and its applications within conceptual and aesthetic studio practice. Camera work, composition and lighting; digital video and audio editing, special effects, composing, text and titling, and HD output. Critical analysis of recent and contemporary film and video practices.

Lectures, lab, 5 hours per week.

Restriction: open to STAC, IASC (single or combined), VISA (single or combined) and VISA (Honours)/BEd (Intermediate/Senior) majors until date specified in Registration guide. In Fall Term, open to open to IASC (single or combined), STAC, VISA (single or combined) and VISA (Honours)/BEd (Intermediate/Senior) majors until date specified in Registration guide.

Prerequisite(s): one credit from IASC 1F01 (1F00), VISA 1P93 (minimum 60 percent), 1P94 (minimum 60 percent), 1P95 (minimum 60 percent), 1P96 (minimum 60 percent), or permission of the instructor.

Note: materials fee required. Students may need additional materials and equipment, which they must supply. Field trips may be required. Students are expected to pay their own expenses. VISA 1P95 recommended. Students with credit in FILM 2F98 may register. Contact Visual Arts Department. Due to space limitations, audits are not permitted in studio classes. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

# STAC 2P98

**Intermedia**

(also offered as IASC 2P98)

Approaches to the conceptualization and production of video, sound generation, multimedia environments, performance, interactive and installation art.

Lectures, lab, 5 hours per week.

Restriction: open to STAC and IASC (single or combined) majors until date specified in Registration guide.

Prerequisite(s): IASC 1F01 (1F00) or permission of the Centre for Digital Humanities.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grad and credit obtained in VISA 2P98.

# STAC 2P99

**Introduction to Sound Design in Contemporary Art**

(also offered as IASC 2P99 and VISA 2P99)

Approaches to the conceptualization and production of sound recording, notation, field-recording, foley arts, soundtrack production, experimental music and performance and contemporary sound art.

Lab, 5 hours per week.

Restriction: open to GAMD, VISA (single or combined) and VISA (Honours)/BEd (Intermediate/Senior) majors until date specified in Registration guide. After that date open to STAC, GAMD, IASC (single or combined), VISA (single or combined) and VISA (Honours)/BEd (Intermediate/Senior) majors until date specified in Registration guide.

Prerequisite(s): one credit from IASC 1F01 (1F00), VISA 1P93 (minimum 60 percent), 1P94 (minimum 60 percent), 1P95 (minimum 60 percent), 1P96 (minimum 60 percent) or permission of the instructor.

Note: materials fee may be required. Students may need additional materials and equipment, which they must supply. Field trips may be required. Students are expected to pay their own expenses. VISA 1P95 recommended. Students with credit in FILM 2F98 may register. Contact Visual Arts Department. Due to space limitations, audits are not permitted in studio classes. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

# STAC 2Q90

**Digital Archives: Construction, Scholarship and Functionality**

(also offered as IASC 2Q90 and ITAL 2Q90)

Digital archives, their functionality, development and role in Humanities research. Sites studied will range from library collections to single authors and artist projects, including museum and audio archives. Engagement in the creation of a digital archive.

Lectures, lab, 3 hours per week.

Restriction: students must have a minimum of 5.0 overall credits or permission of instructor.

Note: given in English. No knowledge of Italian required. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

# STAC 2Q95

**Introduction to Interactive Media**

(also offered as IASC 2Q95 and VISA 2Q95)

Concepts and creation in electronic media enabled by physical interaction between a user/viewer and a sculpture, installation, sound and video environment or wearable media. Fundamental concepts of voltage, current and resistance. Use of simple circuits, sensors and switches, software interfaces and basic microprocessors.

Lectures, lab, 5 hours per week.

Restriction: open to STAC, VISA (single or combined) and VISA (Honours)/BEd (Intermediate/Senior) majors until date specified in Registration guide. After that date open to STAC, IASC (single or combined), VISA (single or combined) and VISA (Honours)/BEd (Intermediate/Senior) majors.

Prerequisite(s): one of four COSC credits, two IASC credits, one credit from VISA 1P93 (minimum 60 percent), 1P94 (minimum 60 percent), 1P95 (minimum 60 percent), 1P96 (minimum 60 percent) or permission of the instructor.

Note: no previous experience in electronics required. Students might need additional materials and equipment, which they must supply. Field trips may be required. Students are expected to pay their own expenses. VISA 1P95 recommended. Due to space limitations, audits are not permitted in studio classes. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

STAC 3M00-3M09

**Arts and Culture Studies Abroad**

Unique cultural, architectural or regional setting examined through the eye of the visual and/or performing artist, critic or art historian utilizing the host country's/city's institutional resources, museums and galleries.

Restriction: permission of the Director.

Prerequisite(s): one STAC credit; one credit from DART, VISA or permission of the instructor.

for students with an interest in studio and performance and arts histories (including dramatic arts, music, visual arts).

\* STAC 3P01

**Media Transformations in The Creative Arts**

(also offered as IASC 3P01, MLLC 3P01 and VISA 3P01)

The trajectory and influences of new media on the development of and discourses in 20th Century and contemporary creative production including the arts, broadcast, film, video, and electronic arenas such as the internet, games and interactive media.

Overview of fundamental concepts, practices and language. Consideration of aesthetics, production, script and story, direction, authorship, collaborative process and distribution.

Lectures, 3 hours per week

Prerequisite(s): two STAC, COMM, ENGL, IASC,MLLC, VISA, WRDS (WRIT) credits or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

STAC 3P02

**Dance and Culture**

Cultural, aesthetic, and historical aspects in contemporary dance, from the canon through to decolonizing practices. The re-imagined dynamic body and aesthetic expression in the 21st century. Intersections with technology and virtuality.

Lectures, 3 hours per week.

Prerequisite(s): two STAC, COMM, DART, IASC, VISA credits or permission of the instructor.

Note: event attendance may be required; events fees required. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

\* STAC 3P14

**Dramatic Creation for Contemporary Cultural Practice**

(also offered as DART 3P14, IASC 3P14, MLLC 3P14 and VISA 3P14)

Components of dramatic story. Understanding character, dramatic action, structure, direction, improvisation, tempo, rhythm, voice and body potential. Theory and practical application in projects for creators in the arts, media and film.

Seminar, workshop 3 hours per week.

Prerequisite(s): two STAC, COMM, DART, IASC, VISA credits or permission of the instructor.

Note: enrolment limited to 20 students. Materials fee required. Students might need additional materials, which they must supply. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Students will not receive earned credit for STAC 3P14 if DART 3F50, 3P53 or 3P92 have been successfully completed.

\* STAC 3P41

**Approaches to Curatorial Practice**

(also offered as VISA 3P41)

Practical application of methodological and theoretical approaches to curating.

Lectures, seminar, 3 hours per week.

Prerequisite(s): VISA 1Q98 and 1Q99, one credit from second- or third-year VISA or STAC courses, or permission of the Centre.

Note: participants may be required to travel to locations other than on campus. Students may need field trip expenses, which they must supply. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

\* STAC 3P42

**Methods and Principles of Curating**

(also offered as VISA 3P42)

Curatorial function of the museum, gallery and cultural organizations and the role of the curator in society. Critical and theoretical aspects of curating and methodological approaches to interpretation, dissemination and presentation of cultural artifacts, artworks and new forms of media.

Lectures, seminar, 3 hours per week.

Prerequisite(s): VISA 1Q98 and 1Q99, one credit from second- or third-year VISA or STAC courses, or permission of the Centre

Note: field trips may be required. Students are expected to pay their own expenses. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

\* STAC 3P93

**Producing a Performance Event**

(also offered as DART 3P93)

Functions of management: planning, organizing, leading and controlling in creation of a performance-based cultural event.

Budget development, site selection and development, co-ordination of creative and production priorities, marketing, publicity and fund-raising, and analysis of measurement tools.

Lectures, lab, 4 hours per week.

Restriction: students must have a minimum of 10.0 overall credits or permission of the Centre.

Note: materials fee and field trip fee may be required. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

STAC 3P94

**Advanced Tutorial in Studies in Arts and Culture I**

Advanced study in any area of mutual interest to the student and the instructor.

Restriction: permission of a faculty supervisor.

Note: a written proposal must be approved by the Centre before registration. Materials fee may be required. May occur off campus. Students are expected to pay their own expenses. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

STAC 3P95

**Advanced Tutorial in Studies in Arts and Culture II**

Advanced study in any area of mutual interest to the student and the instructor.

Restriction: permission of a faculty supervisor.

Note: a written proposal must be approved by the Centre before registration. Materials fee may be required. May occur off campus. Students are expected to pay their own expenses. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

\* STAC 3P96

**Landscape Culture**

(also offered as MLLC 3P96)

Nature in the arts. Historical practice and contemporary expression in all art forms. Landscape theory, garden history, environmental art, public art and artist's gardens. Hybridization of methodologies: conceptual, horticultural, landscape design and landscape architecture.

Lectures, seminar, 3 hours per week.

Restriction: students must have a minimum of 8.0 overall credits or permission of the instructor.

Note: event attendance and event fees may be required. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

\* STAC 3P98

**Reporting Arts and Culture**

(also offered as WRDS 3P98)

Contexts, genres, conventions and practices of arts journalism in Canada; critical reading of selected texts in arts journalism; practical experience researching and writing arts news, reviews, features, and publicity for print and electronic media.

Lectures, seminar, 3 hours per week.

Prerequisite(s): two credits numbered 2(*alpha*)00 or above in STAC, COMM, ENGL, PCUL, WRDS (WRIT) or permission of the Centre.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in WRIT 3P98.

\* STAC 3P99

**Interpretive and Critical Writing in the Arts**

(also offered as MLLC 3P99, VISA 3P99 and WRDS 3P99)

Principles and methodologies for the written presentation and representation of works of art, artists' practice and events within general and specific disciplinary contexts, discourses and frameworks. Examples from across the arts; practice based projects from real world events and performances. Orientation to specialized publics in print and other media.

Seminar, 3 hours per week.

Prerequisite(s): students must have a minimum 10.0 overall credits or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term. Event attendance is required; events fees required.

Completion of this course will replace previous assigned grade and credit obtained in WRIT 3P99.

# STAC 3Q91

**Research Seminar in Visual Art**

(also offered as VISA 3Q91)

Introduction to a variety of research methods, paradigms, issues, and practical skills relevant to studio art or creative practice.

Development of research-creation processes from conceptualization and literature review to presentation and communication of project outcomes.

Lectures, seminar/lab, 3 hours per week.

Restriction: open to STAC, VISA (single or combined) and VISA (Honours)/BEd (Intermediate/Senior) majors until date specified in Registration guide. Students must have a minimum 75 percent major average and a minimum 9.0 overall credits.

Prerequisite(s): VISA 1Q98 and 1Q99, two credits from VISA 2P41, 2P50, 2P51, 2P53, 2P88, 2P90, 3P50, 3P52, 3P90, 3P91, 3P92, 3P97, 3P98, 4P90 or permission of the instructor.

Note: open to STDA, HAVC, and STAC students. Additional materials may be required, which students must supply. Field trips may be required. Students are expected to pay their own expenses. Research topics are student driven, enabling students to develop a research-creation methodology appropriate to their discipline and project in VISA 4F06, 3M90, 2F99, 3F99, curation, or independent work. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

# STAC 3Q99

**Advanced Sound Design**

(also offered as IASC 3Q99 and VISA 3Q99)

Further develop skills acquire knowledge on the field of digital sound, focusing on recording theory, post-production techniques and presentation. Installation practices in Sound Art and use of hardware and software to create sound-based art projects.

Lab, 5 hours per week.

Restriction: open to VISA (single or combined) and VISA (Honours)/BEd (Intermediate/Senior) majors until date specified in Registration guide. After that date open to STAC, IASC (single or combined), VISA (single or combined) and VISA (Honours)/BEd (Intermediate/Senior) majors.

Prerequisite(s): VISA 2P99 or permission of the instructor.

Note: students may need additional materials and equipment, which they must supply. Field trips may be required. Students are expected to pay their own expenses. Due to space limitations, audits are not permitted in studio classes. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

STAC 3V90-3V99

**Special Studies in the Fine and Performing Arts**

Interdisciplinary study of specific issues within the fine and performing arts.

Lectures, seminar, 3 hours per week.

Restriction: students must have a minimum of 10.0 overall credits.

Note: topics to be announced; materials fee may be required.

STAC 3V91

**2022-2023: Sports in Arts and Culture**

Interdisciplinary approach to the representation of sports and sport events in the arts, with an emphasis on Canadian production.

Lecture, 1.5 hours in class, 1.5 hours online per week.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

\* STAC 4F40

**Arts Management**

(also offered as DART 4F40 and VISA 4F40)

Effective management of arts organizations to fulfill social and artistic mandates.

Seminar, 3 hours per week.

Restriction: open to STAC, CANA, DART (single or combined), DART (Honours)/BEd (Intermediate/Senior), VISA (single or combined) and VISA (Honours)/BEd (Intermediate/Senior) majors until date specified in Registration guide. Students must have a minimum of 12.0 overall credits or permission of the instructor.

Note: materials fee may be required. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

\* STAC 4F41

**Curatorial Studies Practicum**

(also offered as VISA 4F41)

Practical application of the critical and theoretical aspects of curating. Research and organization of an exhibition from proposal, thesis, work-plan, budget, marketing and program plan to dissemination and presentation of works of art within a professional gallery.

Lectures, seminar, lab, 6 hours per week

Restriction: open to STAC, VISA (single or combined) and VISA (Honours)/BEd (Intermediate/Senior) majors until date specified in Registration guide. Students must have a minimum of 10.0 overall credits or permission of the Centre.

Prerequisite(s): VISA or STAC 3P42.

Note: field trips may be required. Students are expected to pay their own expenses. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

STAC 4F99

**Honours Thesis**

Critical, historical or creative project in the fine or performing arts of mutual interest to the student and the instructor.

Restriction: permission of the Director.

Note: students are urged to arrange and plan their projects in the Spring for the following year. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

\* STAC 4P01

**Creating Social Value from Material Culture**

(also offered as IASC 4P01, MLLC 4P01 and VISA 4P01)

Theory and practice of creating social value from material culture. Curatorial and interpretive practice in public institutions focusing on art, human and natural history, and science and technology. Informal learning theory, authority structures and community engagement, audience segmentation and selection, exhibit design, and collections development within social and political contexts.

Lectures, seminar, 3 hours per week.

Restriction: students must have a minimum 10.0 overall credits or permission of the instructor.

Note: event attendance may be required. Events fees may be required. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

\* STAC 4P40

**Arts Management: Planning, Operations, Context**

(also offered as DART 4P40 and VISA 4P40)

Effective management in the arts to fulfill social and artistic mandates. Focus on advocacy, organizational design, strategic planning and industry context to evolve an arts business, organization or career.

Seminar, 3 hours per week.

Restriction: open to STAC, CANA, DART (single or combined), DART (Honours)/BEd (Intermediate/Senior), VISA (single or combined) and VISA (Honours)/BEd (Intermediate/Senior) majors until date specified in Registration guide.

Prerequisite(s): students must have a minimum of 12.0 overall credits or permission of the instructor.

Note: materials fee may be required. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in STAC 4F40.

\* STAC 4P41

**Arts Management: Programming, Marketing, Financing**

(also offered as DART 4P41 and VISA 4P41)

Effective management in the arts to fulfill social and artistic mandates. Focus on creative programming and product creation, audience and client engagement, and resource evolution, including grants and fundraising.

Seminar, 3 hours per week.

Restriction: open to STAC, CANA, DART (single or combined), DART (Honours)/BEd (Intermediate/Senior), VISA (single or combined) and VISA (Honours)/BEd (Intermediate/Senior) majors until date specified in Registration guide.

Prerequisite(s): students must have a minimum of 12.0 overall credits or permission of the instructor.

Note: materials fee may be required. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in STAC 4F40.

\* STAC 4P68

**Arts, Heritage and Culture: Public Policy and Planning**

(also offered as CANA 4P68, DART 4P68 and VISA 4P68)

Examination of federal, provincial and municipal protocols governing heritage, fine and performing arts and Canadian cultural production. Strategies for effective engagement of policy through governance and community relations.

Lectures, seminar, 3 hours per week.

Restriction: open to STAC, CANA, DART (single or combined), DART (Honours)/BEd (Intermediate/Senior), VISA (single or combined), SPMA and VISA (Honours)/BEd (Intermediate/Senior) majors until date specified in Registration guide. Students must have a minimum of 12.0 overall credits or permission of the Centre.

Note: materials fee may be required. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

\* STAC 4P72

**High and Low Art: Intersections, Exchanges and Flows**

(also offered as IASC 4P72, MLLC 4P72 and ~~VISA 4P72~~)

The exchange between high art and entertainment, considering intertextuality and cultural appropriation; the changing role of museums and community-based arts; and the migration of values and tastes between market-driven and not-for-profit cultural outcomes.

Seminar, 3 hours per week.

Restriction: students must have a minimum 12.0 overall credits or permission of the instructor.

Note: event attendance is required; event fees required. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

STAC 4V70-4V79

**Advanced Studies in Arts and Culture**

## 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):

#### STAC 1P03 - Makerspace Foundations

1. Course classification: **Regular**
2. Which department will be financially responsible as the Home department?  
**Interactive Arts and Science**
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? **n/a**
8. If this course results from the joining of course(s) currently or formerly in the course bank, identify the course(s):  
**n/a**
9. Does this course result from the renumbering of another (current or previously offered) course? **n/a**

#### STAC 1P50 - Music in Global Cultures

1. Course classification: **Regular**
2. Which department will be financially responsible as the Home department?  
**Music**
3. Indicate additional expenses to be borne by the student, e.g. field trip.  
**Concert fee may be required.**
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? **n/a**
8. If this course results from the joining of course(s) currently or formerly in the course bank, identify the course(s):  
**n/a**
9. Does this course result from the renumbering of another (current or previously offered) course? **n/a**

#### STAC 2P91 - Italian Cinema

1. Course classification: **Regular**
2. Which department will be financially responsible as the Home department?  
**Italian**
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: **No**
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? **n/a**
8. If this course results from the joining of course(s) currently or formerly in the course bank, identify the course(s):  
**n/a**
9. Does this course result from the renumbering of another (current or previously offered) course? **STAC 2P80**

#### STAC 3P02 - Dance and Culture

1. Course classification: **Regular**
2. Which department will be financially responsible as the Home department?  
**Studies in Arts and Culture**
3. Indicate additional expenses to be borne by the student, e.g. field trip.  
**Event attendance may be required; events fees required.**
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? **n/a**
8. If this course results from the joining of course(s) currently or formerly in the course bank, identify the course(s):  
**n/a**
9. Does this course result from the renumbering of another (current or previously offered) course? **n/a**

#### **STAC 4P40 - Arts Management: Planning, Operations, Context**

1. Course classification: **Regular**
2. Which department will be financially responsible as the Home department?  
**Studies in Arts and Culture**
3. Indicate additional expenses to be borne by the student, e.g. field trip.  
**materials fee may be required.**
4. Indicate any affect on program requirements in your department/centre: **Yes**
5. Does this addition affect program requirements in other departments/centres? **Yes**
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? **STAC 4F40**
8. If this course results from the joining of course(s) currently or formerly in the course bank, identify the course(s):  
**n/a**
9. Does this course result from the renumbering of another (current or previously offered) course? **n/a**

#### **STAC 4P41 - Arts Management: Programming, Marketing, Financing**

1. Course classification: **Regular**
2. Which department will be financially responsible as the Home department?  
**Studies in Arts and Culture**
3. Indicate additional expenses to be borne by the student, e.g. field trip.  
**materials fee may be required**
4. Indicate any affect on program requirements in your department/centre: **Yes**
5. Does this addition affect program requirements in other departments/centres? **Yes**
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? **STAC 4F40**
8. If this course results from the joining of course(s) currently or formerly in the course bank, identify the course(s):  
**n/a**
9. Does this course result from the renumbering of another (current or previously offered) course? **n/a**

## **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.

**STAC 2P80 - Italian Cinema**  
**STAC 4F40 - Arts Management**

## **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).

**STAC 3Q91 - Research Seminar in Visual Art**  
**STAC 2P93 - Critical Practice in the Fine and Performing Arts**  
**STAC 2P94 - Embodied Text: Art Beyond the Artifact**  
**STAC 4P72 - High and Low Art: Intersections, Exchanges and Flows**  
**STAC 3V91 - 2022-2023: Sports in Arts and Culture**

## 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, 2021**.

**Submitted by David Vivian on October 15, 2021 at 10:13:12 PM**

**Submitted by David Vivian on October 15, 2021 at 10:13:35 PM**

**Submitted by Neta Gordon on October 17, 2021 at 09:00:47 AM**

**Submitted by Tricia MacDonald on October 18, 2021 at 02:29:28 PM**

**Edited by Tricia MacDonald on October 20, 2021 at 11:13:40 AM**

**STAC 2P93:** no change

**Edited by Sarah Sager on November 24, 2021 at 11:24:17 AM**

**STAC 3Q91:** updated to reflect correct home department

**Edited by Pauline Carroll on December 7, 2021 at 10:10:05 AM**

**STAC 2P91:** Humanities subcommittee edits Dec 7, 2021

# Academic Program Calendar Submission #2022-3225

Department/Centre: Visual Arts

Program(s): Visual Arts

## Program Additions/Terminations

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

**Please note: The calendar year runs from May 1, 2022 to April 30, 2023 and begins with the Spring/Summer sessions. All new programs being introduced or the termination of programs will be effective beginning 2022 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. Proposal(s) and Effective Date(s)

Please note: The Calendar year runs from May 1, 2022 to April 30, 2023 and begins with the Spring/Summer sessions. All programs being changed will be effective beginning 2022 Spring Session.

List all proposals, to be implemented, numerically in the following order:

1. Officers of Instruction be revised.
2. General Information be revised.
3. \*Remove Rodman Hall from text in Program Content .
4. Program Notes, Honours Program History of Art and Visual Culture (Honours Only) Year 4 be revised.
5. \*Add 4P40 Program Notes, Honours Program History of Art and Visual Culture (Honours Only) Year 4.
6. \*Add VISA 4P41 to Program Notes, Honours Program History of Art and Visual Culture (Honours Only) Year 4.
7. Program Content the title and description for "Summer Studies in Italy be revised.
8. Honours Program Studio Art Year 2 be revised.
9. Honours Program, Combined Major Program and the Minor in HVAC be revised.
10. Combined Major in HAVC program be revised.
11. Add VISA 3P89 to Program Content Combined Major Program in HAVC.
12. Pass Program Studio Art Year 3 be revised.
13. VISA 2P90 title and course description be revised.
14. VISA/CLAS 3M20-3M29 restriction be revised.
15. VISA 3M05 2022-2023: Art Studies Abroad in Spain variable topics course be added to the course bank.
16. VISA 3M91 2022-2023: Inside Out - Revealing the Anatomical Body variable topics course be added to the course bank.
17. VISA 3P89 Visual Culture of the Apocalypse be added to the course bank.
18. VISA 3P92 be deleted from the course bank.
19. VISA 3P98 course title be revised.
20. VISA 3Q91 (also offered as STAC 3Q91) pre-requisite be revised.
21. VISA 3V20 crosslisted as CLAS 3V20 to remove from course bank.
22. VISA 3V99 delete from course bank.
23. VISA 4F40 crosslisted as STAC 4F40 (also offered as DART 4F40) be split and renumbered VISA 4P40/4P41.
24. VISA 4P40 crosslisted as STAC 4P40 (also offered as STAC 4P40) Arts Management: Planning, Operations, Context be added to course bank.
25. VISA 4P41 crosslisted as STAC 4P41 (also offered as STAC 4P41) Arts Management: Programming, Marketing, Financing be added to course bank.
26. VISA 4P72 crosslisted as STAC 4P72 (also offered as IASC 4P72, MLLC 4P72) from the course bank.
27. VISA 4P90 prerequisites be revised.
28. VISA/CLAS 4V30-4V39 prerequisites be revised.
29. VISA 4V39 crosslisted as CLAS 4V39 to be removed from the course bank.

### 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. Update the instructor and faculty listed in the program content.
2. Wording has been updated for clarity in 5th paragraph of the program content.
3. Removal of Rodman Hall for studio facilities as it is no longer available.
4. Delete VISA 4F40 from Program Notes, Honours Program, History of Art and Visual Culture (Honours Only), Year 4. This is as a result of the course being deleted from the course bank.
5. Add VISA 4P40 to Program Notes, Honours Program, History of Art and Visual Culture (Honours Only), Year 4. This is as a result of of the splitting of previous VISA 4F40 into two half credit courses.
6. Add VISA 4P41 to Program Notes, Honours Program, History of Art and Visual Culture (Honours Only), Year 4. This is as a result of of the splitting of previous VISA 4F40 into two half credit courses.
7. Revise Heading/Title to "Summer Studies Abroad".  
As well as changing description to include both a visual arts option for summer studies in Spain and the Italian summer course offering in conjunction with The Department of Modern Languages, Literatures, Culture.
8. To provide another HAVC course option in Year 2, now that VISA 3P89 is a permanent course in the course bank.
9. No longer needed as VISA has discontinued being cross-listed with this course.
10. As a result of STAC discontinuing VISA 4F40 and splitting the course into two half credit courses.

11. To add another course option for combined majors in HAVC.
12. To provide another HAVC course option in year 3 now that VISA 3P89 is a permanent course in the course bank.
13. The title has been revised to be direct and clear.  
The text has been revised to flow better and reflect what is being taught. The old description was very limited and dated.
14. Change to restriction at the request of the home department.
15. This course will provide students with international cultural experience and cross-disciplinary interaction. This would benefit student experiential learning and knowledge development relative to the arts and the cultural sector beyond Canada.
16. This course will be a spring term offering to broaden the Visual Arts pedagogical offerings. The Interdisciplinary nature of the course provides avenues of inquiry for students from multiple areas of study and interest.
17. VISA 3P89 has been added to the course bank to replace the special topics course that is being deleted (VISA 3V99). The course has been very successful therefore VISA is making it a permanent option to the students.
18. VISA is discontinuing this course as it no longer serves the needs of our program. It was left over from a faculty cross-appointment in LART, which was discontinued. VISA has not offered this course for several years.
19. The title is being changed to reflect the nature of the course and also to clarify that this is a permanent course and not a special topics course.
20. Removed as requested by Neta Gordan due to recommendation by Tricia from UPC
21. Remove from course bank as requested by home department, Classics.
22. VISA 3V99 is being deleted as it was offered as a limited term special topics course. It will now be re-numbered as a permanent course (VISA 3P89).
23. This course is being deleted at the request of the home department (STAC) because it is splitting the course into two half credit courses.
24. At the request of the home department (STAC), this is a new half credit course as a result of discontinuing STAC/VISA 4F40 and splitting it into two new half credit courses.
25. At the request of the home department (STAC), this is a new half credit course as a result of discontinuing STAC/VISA 4F40 and splitting it into two half credit courses.
26. VISA no longer wishes to have this cross-listing. This STAC course is too similar to one of our own courses: VISA 3P97: Appropriation in Art and Culture. We want students to take a variety of courses with different themes.
27. The prerequisites for VISA 4P90 has been updated to reflect the course.
28. Change to prerequisites at the request of the home department.
29. Remove from course bank as requested by home department, Classics.

### **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.

## **Visual Arts**

*Chair*

Amy Friend

*Professor Emerita*

Merijeane Morrissey

*Professor*

Linda Carreiro (Associate Dean & Director of MIWSFPA)

*Associate Professors*

Amanda Burk, Keri Cronin (Associate Dean, Research and Graduate Studies-Faculty of Humanities), Amy Friend, Derek Knight, Murray Kropf, ~~Shawn Serfas~~, Linda Steer, Donna Szoke

*Assistant Professors*

Troy David Ouellette

#### *Adjunct Professors*

Donna Akrey, Gustavo Cerquera, Grace Channer, Elysia French, Max Holten-Andersen, Arnold McBay, Kristin Patterson, Kate Schneider, Christina Sealey, Denise St Marie, Bruce Thompson, Tracy Van Oosten, Timothy Walker, Tobias Wiegand

#### *Media Resources Technician*

Max Holten-Andersen

#### *Studio Facilities Technician*

Arnold McBay

#### *Academic Advisors*

Brianna Bosgraaf

Michael Gicante

## **General Information**

#### *Administrative Assistant*

Monika Lederich

905-688-5550, extension 3214

Marilyn I. Walker 328

[brocku.ca/visualarts](http://brocku.ca/visualarts)

The Department of Visual Arts, part of the Marilyn I. Walker School of Fine and Performing Arts, is concerned with the nature, function and history of visual arts, from the classics to popular culture, from ancient drawings and rituals to the avant-garde. Through critical analysis of classic works and personal creative development, the student will gain an awareness of the ways in which artistic media function. Our aim is to contribute to the vitality of the arts by developing sensitive, creative and articulate artists, teachers, audiences and graduates who are disciplined and adaptable, with both research skills and experience in studio practice.

The Visual Arts program consists of courses in studio and in the history of art and visual culture. In both cases, our courses provide a practical and critical understanding of the visual arts emphasizing personal development. To this end students are introduced to a range of historical, theoretical and critical approaches to art-making and to the investigation of cultural documents. Students are encouraged to extend their experience through exposure to events sponsored by the Department of Visual Arts and the Marilyn I. Walker School of Fine and Performing Arts. Students are also offered opportunities to visit galleries and exhibitions through field trips organized by the Department of Visual Arts or in the context of specific course curriculum.

Students may take their degree in either History of Art and Visual Culture or Studio Art.

Studio activities that include intuitive, analytical and conceptual approaches are designed with the aspirations of the student artist in mind. Options are encouraged in the studio with introductory or advanced courses in drawing, painting and interdisciplinary workshops; additional courses in sculpture, photography and digital media broaden the experience and introduce the photographic, video or electronic medium to students. Student learning is facilitated by artist-teachers who have professional experience and standing in the disciplines they teach.

History of Art and Visual Culture courses examine the development of artistic styles as well as the critical and aesthetic issues that these styles bring into play. Major artists and movements are related to their cultural contexts and artistic traditions with the goal of developing critical **thinking and analysis about the ways that images make meaning in our world** as well as aesthetic acumen. With the choice of a Major or Minor in the History of Art and Visual Culture, students can explore the cultural, theoretical or practical methods involving the interpretation or exhibition of works of art.

The BSc (Honours) in Computer Science and Visual Arts program is tailored to students who may be interested in career paths in software development and digital media. The degree gives a solid foundation in computer technology and software science, as well as essential foundations in visual arts, emphasizing digital media.

Enrolment in most studio courses is limited to between 15 and 18 students, depending upon the course. VISA 4F06 is restricted to **128** students due to space limitations.

## Facilities

Visual Arts facilities include a computer commons with access to digital editing, printers, scanners and equipment lending kiosk. The facilities also include painting, drawing, foundation studios, a wood working shop, an art store, a digital media lab, a photography lab/darkroom, a digital printer lab and a gallery. Studio facilities are provided for Honours Students are located at Rodman Hall Arts Centre.

## Entrance Requirements for Studio Majors

Students wishing to major in Studio Art (3-Year Pass Degree), Studio Art (4-Year Honours Degree) and Concurrent Education (Honours) Intermediate/Senior (Visual Arts major) are required to submit a portfolio of work as part of their application. See Department for details.

## Summer Studies Abroad

~~The Department of Visual Arts offers a summer course in Italy in conjunction with the Italian section of the Department of Modern Languages, Literatures and Cultures. Contact the Department for information and registration.~~

The Department of Visual Arts offers a summer course in Spain focused on participation in cultural events with visits to local institutions.

Additionally, the Department of Visual Arts also offers a summer course in Italy in conjunction with the Italian section of the Department of Modern Languages, Literatures and Cultures. Contact the Department for information and registration.

## Program Notes

1. Context credits must normally be completed within the first 10.0 credits.
2. From the following list, no more than three VISA credits may be counted toward an Honours degree, single or combined major and no more than two for a Pass degree: VISA 3M20-3M29, 3P22, 3P23, 3P24, 3P25.
3. Students who do not have the necessary prerequisites for studio courses (VISA 1P93, 1P94, 1P95, 1P96, 2F05, 2P03, 2P04, 2P26, 2P27, 2P61, 2P93, 2P94, 2P96, 2P97, 2P99, 2Q95, 3P03, 3P04, 3P10, 3P26, 3P93, 3P94, 3Q99, 4P03, 4P04, 4F06) may be admitted by portfolio. Details are available from the Administrative Assistant. Enrolment in these courses will be limited; participation as an auditor is not permitted.
4. Year 3 courses are normally restricted to students with a minimum of three credits numbered 2(alpha)00 or above or permission of the instructor.
5. Non-majors may enroll in a maximum of one VISA studio credit without a portfolio.
6. Portfolio evaluation and academic advising interview are required for students seeking to change their major to Visual Arts. The Department will consider these requests on an ongoing basis. Contact the Department for details.
7. Students wishing to take VISA 3F99, 4F06 or 4F99 must have a minimum of 75 percent major average and permission of the Department. Proposals are normally submitted by May 1 of each year.
8. Students in the Studio programs are strongly recommended to take an upper-year studio credit or a History of Art and Visual Culture credit in year 3.
9. History of Art and Visual Culture majors are strongly recommended to complete a second language credit from French Studies, German or Italian Studies.
10. Students must achieve a minimum 60 percent grade in VISA 1Q98 and in VISA 1Q99 in order to progress through their program.
11. 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 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.

## Honours Program

### History of Art and Visual Culture (Honours only)

#### Year 1

- VISA 1Q98 and 1Q99
- one Sciences context credit
- one Social Sciences context credit
- two elective credits

#### Years 2 and 3

- Six credits from VISA 2P41, 2P50, 2P51, 2P53, 2P88, 2P89, 2P90, 2P92, 2Q98, 3M00-3M04, 3M05-3M10, 3M20-3M29, 3P01, 3P05, 3P06, 3P08, 3P22, 3P23, 3P24, 3P25, 3P41, 3P42, 3P50, 3P52, 3P90, 3P91, 3P97, 3P98, 3P99, 3V30-3V39, 3V95-3V99, 4P01
- four elective credits (see program note 9)

#### Year 4

- Four credits from VISA 3P90, 3P91, 3P92, 3P97, 3P98, 3P99, 3Q91, 3V95-3V99, 4F40, ~~4F41~~, 4F99, 4P01, 4P40, 4P41, 4P68, 4P72, 4P90, 4V30-4V39, 4V70-4V79
- one elective credit

## Studio Art

#### Year 1

- VISA 1P93, 1P94, 1P95, 1P96, 1Q98 and 1Q99
- one Sciences context credit
- one elective credit

#### Year 2

- Two credits from VISA 2F05, 2P03, 2P04, 2P26, 2P27, 2P99, 2M90-2M99, 2P61, 2P93, 2P94, 2P96, 2P97, 2P99, 2Q95, 3F50 (not taken in year 1)
- one credit from VISA 2P41, 2P50, 2P51, 2P53, 2P88, 2P89, 2P90, 2P92, 2Q98, 3M00-3M04, 3M05-3M10, 3M20-3M29, 3P01, 3P05, 3P06, 3P22, 3P23, 3P24, 3P25, 3P50, 3P52, 3P89, 3P92, 3P97, 3P98, 3Q99
- one Social Sciences context credit
- one elective credit

#### Year 3

- Two VISA studio credits numbered 2(alpha)90 to 3(alpha)99
- one VISA studio credit
- two elective credits (see program note 8)

#### Year 4

- VISA 3P90 and 3P91
- two VISA studio credits numbered 3(alpha)90 to 4(alpha)99
- two elective credits (see program note 8)

## Concurrent BA/BEEd Program

The Department of Visual Arts and the Faculty of Education co-operate in offering two Concurrent BA (Honours)/BEEd programs. The Visual Arts BA (Honours)/BEEd program combines the BA Honours program or the BA Integrated Studies Honours program with the teacher education programs 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 BA (Honours)/BEEd (Intermediate/Senior) or Education - Concurrent BA Integrated Studies (Honours)/BEEd (Junior/Intermediate) program listings for further information.

## Pass Program

### Studio Art

#### Year 1

- VISA 1P93, 1P94, 1P95, 1P96, 1Q98 and 1Q99
- one Sciences context credit
- one elective credit

#### Year 2

- Two credits from VISA 2F05, 2M90-2M99, 2P03, 2P04, 2P26, 2P27, 2P61, 2P93, 2P94, 2P96, 2P97, 2P99, 2Q95, 3F50 (not taken in year 1)
- one Social Sciences context credit
- two elective credits

#### Year 3

- One credit from VISA 2P41, 2P50, 2P51, 2P53, 2P88, 2P89, 2P90, 2P92, 2Q98, 3M00-3M04, 3P01, 3P05, 3P06, 3P08, 3P22, 3P23, 3P24, 3P25, 3P50, 3P52, 3P89, 3P90, 3P91, 3P92, 3P97, 3P98, 3Q99, 3V30-3V39
- one VISA studio credit numbered 2(*alpha*)90 to 3(*alpha*)99
- one VISA studio credit
- two elective credits

## Combined Major Program

A student in Visual Arts may combine either an Honours or Pass program in History of Art and Visual Culture or Studio Art and a second discipline. For requirements in the other discipline, the student should consult the relevant department/centre. It should be noted that not all department/centres provide a combined major option.

## Honours

### History of Art and Visual Culture

- VISA 1Q98 and 1Q99
- seven credits from VISA 2P41, 2P50, 2P51, 2P53, 2P88, 2P89, 2P90, 2P92, 2Q98, 3F99, 3M00-3M04, 3M05-3M10, 3M20-3M29, 3M90-3M95, 3P01, 3P05, 3P06, 3P08, 3P22, 3P23, 3P24, 3P25, 3P41, 3P42, 3P50, 3P52, 3P89, 3P90, 3P91, 3P92, 3P97, 3P98, 3P99, 3Q91, 3V30-3V39, 3V95-3V99, 4F40, 4F41, 4F99, 4P01, 4P68, 4P72, 4P90, 4V30-4V39, 4V70-4V79

### Studio Art

- VISA 1P93, 1P94, 1P95, 1P96, 1Q98 and 1Q99
- four VISA studio credits (see program note 9)

## Pass

### Studio Art

- VISA 1Q98 and 1Q99
- four VISA credits

## BSc Visual Arts and Computer Science (Honours only)

Consult the Computer Science entry for a listing of program requirements.

## Minor Program

### Minor in The History of Art and Visual Culture

Students in other disciplines can obtain a Minor in The History of Art and Visual Culture within their degree program by completing the following courses with a minimum 60 percent overall average:

- VISA 1Q98 and 1Q99
- two credits from VISA 2P41, 2P50, 2P51, 2P53, 2P88, 2P90, 2P92, 2Q98, 3P01, 3P08, 3P22, 3P23, 3P24, 3P25, 3P52

- one credit from VISA 3P05, 3P06, 3P42, 3P50, 3P90, 3P91, 3P92, 3P97, 3P98, 3P99, 3Q91, 3V95-3V99, 4P01, ~~4P72~~, 4P90, 4V70-4V79

## Minor in Studio Art

- VISA 1P93 or 1P94
- VISA 1P95 or 1P96
- three credits from VISA 1Q98, 1Q99, 2F05, 2M90-2M99, 2P03, 2P04, 2P26, 2P27, 2P61, 2P93, 2P94, 2P96, 2P97, 2P99, 2Q95, 2Q99, 3F91, 3F99, 3M90-3M95, 3P03, 3P04, 3P10, 3P26, 3P93, 3P94, 3P95, 3Q97, 3Q99, 4P03, 4P04

## 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.

VISA 1P20

### Investigating Photography

Photography as fine art medium emphasizing visual aesthetics and concept development. Historical and contemporary work, and concepts in photography will support studio discussions and processes. Critical analysis and photo theory.

Lectures, lab, 5 hours per week; field trips.

Note: students may need additional materials and equipment, which they must supply. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term. Field trips may be required, students are expected to pay their own expenses. Students are required to have a digital camera (point and shoot, SLR, cell phone camera). Available to non-VISA majors. Major credit will not be granted to History of Art and Visual Culture, Studio Art, and Visual Arts majors.

VISA 1P93

### Introduction to Drawing

Fundamental principles of drawing. Analytic, creative and graphic notation.

Lectures, studio work, 5 hours per week.

Restriction: open to VISA (single or combined) and VISA (Honours)/BEd (Intermediate/Senior) majors.

Note: materials fee required. Students may need additional materials, which they must supply. Field trips may be required.

Students are expected to pay their own expenses. Due to space limitations, audits are not permitted in studio classes. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

VISA 1P94

### Figure Drawing

Fundamentals of drawing the figure anatomically and expressively.

Lectures, studio work, 5 hours per week.

Restriction: open to VISA (single or combined) and VISA (Honours)/BEd (Intermediate/Senior) majors.

Prerequisite(s): VISA 1P93 (minimum 60 percent).

Note: materials fee required. Students may need additional materials, which they must supply. Field trips may be required.

Students are expected to pay their own expenses. Due to space limitations, audits are not permitted in studio classes. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

\* VISA 1P95

**Digital Foundation**

(also offered as IASC 1P95 and STAC 1P95)

Technical foundations of digital images, media methods and concepts including web-based, digital photography, image processing software; foundations of digital media in video, audio and computational production and post-production.

Contemporary digital practices within the broader history of visual and media arts.

Lectures, lab, 5 hours per week.

Restriction: open to VISA (single or combined) and VISA (Honours)/BEd (Intermediate/Senior) majors until date specified in Registration guide. After that date open to VISA (single or combined), VISA (Honours)/BEd (Intermediate/Senior), COSC (single or combined), IASC (single or combined), MCMN and STAC majors.

Note: students will need additional materials, which they must supply. Field trips may be required. Students are expected to pay their own expenses. Due to space limitations, audits are not permitted in studio classes. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

\* VISA 1P96

**Studio Foundation**

(also offered as IASC 1P96)

Basic aesthetic and conceptual processes that underlie visual art production. Two- and three-dimensional formal principles, fundamental critical issues and stylistic/material development. Examples from historic and contemporary art practice provide context for studio projects and readings.

Lectures, studio work, 5 hours per week.

Restriction: open to VISA (single or combined) and VISA (Honours)/BEd (Intermediate/Senior) majors until date specified in Registration guide. After that date open to VISA (single or combined), VISA (Honours)/BEd (Intermediate/Senior) and IASC (single or combined) majors.

Note: materials fee required. Students may need additional materials, which they must supply. Field trips may be required. Students are expected to pay their own expenses. Production and Design Concentration students may register. Contact the Department. Due to space limitations, audits are not permitted in studio classes. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

# VISA 1P99

**The Culture of Noise**

(also offered as IASC 1P99, MUSI 1P99 and STAC 1P99)

Role of noise in music, social space and art. Exploration of discursive issues concerning the value of sound studies.

Lectures/seminar, 3 hours, online.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

\* VISA 1Q98

**Introduction to Visual Culture**

(also offered as IASC 1Q98)

Overview of visual culture, its vocabulary, technologies and structures within varied cultural contexts. Problems of meaning, functions of visual culture in contemporary society, the role of galleries and museums, and the impact of imagery in advertising, popular media and consumer culture. Contemporary critical methodology.

Lectures, seminar, 3 hours week.

Note: no studio work. Field trips may be required. Students are expected to pay their own expenses. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in LART 1Q98.

\* VISA 1Q99

**Contemporary Issues in The History of Western Art**

(also offered as IASC 1Q99)

Analysis of key issues in the history of Western art, including various ways of looking at the visual past and present. Focus on the visual arts from prehistory through the early 20th century.

Lectures, seminar, 3 hours week.

Note: no studio work. Field trips may be required. Students are expected to pay their own expenses. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in LART 1Q99.

VISA 2F05

**Introduction to Sculpture**

Fundamentals of three-dimensional work: design, construction and formal analysis. Emphasizing modelling techniques and principles of assemblage including mold or form making, casting and fabrication.

Lectures, studio work, 10 hours per week.

Restriction: open to VISA (single or combined) and VISA (Honours)/BEd (Intermediate/Senior) majors.

Note: offered in Spring session only. Materials fee required. Students may need additional materials which they must supply.

Field trips may be required. Students are expected to pay their own expenses. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in STAC 2F05.

VISA 2M90-2M99

**Special Studies in Studio**

Studies in a specialized area of the visual arts.

Lectures, studio work, field trip, 5 hours per week.

VISA 2P03

**Painting Fundamentals**

Fundamentals of painting: introduction to colour theory, media and methods.

Lectures, studio work, 5 hours per week.

Restriction: open to VISA (single or combined), VISA (Honours)/BEd (Intermediate/Senior) majors.

Prerequisite(s): one credit from VISA 1P93 (minimum 60 percent), 1P94 (minimum 60 percent), 1P95 (minimum 60 percent), 1P96 (minimum 60 percent) or permission of the instructor. VISA 1P93 recommended.

Note: materials fee required. Students may need additional materials, which they must supply. Field trips may be required.

Students are expected to pay their own expenses. Due to space limitations, audits are not permitted in studio classes. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in VISA 2P02 and STAC 2P03.

VISA 2P04

**Figurative Painting**

Fundamentals of conceiving and painting the figure: introduction to the anatomic, narrative and expressive concepts of the human form.

Lectures, studio work, 5 hours per week.

Restriction: open to VISA (single or combined) and VISA (Honours)/BEd (Intermediate/Senior) majors.

Prerequisite(s): VISA 2P03 (2P02) or permission of the instructor.

Note: materials fee required. Students may need additional materials, which they must supply. Field trips may be required.

Students are expected to pay their own expenses. Due to space limitations, audits are not permitted in studio classes. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in STAC 2P04.

VISA 2P26

**Photography: Camera and Darkroom Process**

Fundamentals of 35mm photography: camera, exposure and processing of black and white film and basic darkroom processes.

History of photography, critical analysis and photographic theory.

Lectures, lab, 5 hour per week.

Restriction: open to VISA (single or combined) and VISA (Honours)/BEd (Intermediate/Senior) majors.

Prerequisite(s): one credit from VISA 1P93 (minimum 60 percent), 1P94 (minimum 60 percent), 1P95 (minimum 60 percent), 1P96 (minimum 60 percent) or permission of the instructor.

Note: materials fee required. Students will need additional materials and equipment, which they must supply. Field trips may be required. Students are expected to pay their own expenses. Students should provide their own 35 mm analog (film) camera with manual and automatic settings. Limited number of loaner cameras are available. Due to space limitations, audits are not permitted in studio classes. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

VISA 2P27

**Introduction to Digital Photography**

Principles in digital imaging: digital cameras and image capture; digital negatives; colour management; image adjustment and enhancement; and image output. History of photography, imaging and critical analysis of visual culture.

Lectures, lab, 5 hours per week.

Restriction: open to VISA (single or combined) and VISA (Honours)/BEd (Intermediate/Senior) majors.

Prerequisite(s): VISA 2P26 (minimum 60 percent) or permission of the instructor.

Note: materials fee required. Students will need additional materials and equipment, which they must supply. Field trips may be required. Students are expected to pay their own expenses. Students must provide their own digital camera with a mega pixel rating of 12 minimum. Due to space limitations, audits are not permitted in studio classes. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

VISA 2P41

**Power and Politics: Visual Culture in Early Modern Europe**

European art, architecture and visual culture from the 15th to the 18th century. Role of imagery in religious contexts, exploration of the natural world, the Enlightenment and development of nation states.

Lectures, seminar, 3 hours per week.

Restriction: students must have a minimum of 5.0 overall credits and a minimum 60 percent overall average or permission of the instructor.

Note: field trips may be required. Students are expected to pay their own expenses. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

VISA 2P50

**Canadian Identities: Art and Visual Culture in Canada Before 1960**

First Nations cultural production. Influence of French and British art on Canadian art history. Historical identity, cultural definition and ideas of nationalism in art.

Lectures, seminar, 3 hours per week.

Restriction: student must have a minimum of 5.0 overall credits and a minimum 60 percent overall average or permission of the instructor.

Note: field trips may be required. Students are expected to pay their own expenses. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

VISA 2P51

**Contemporary Issues in Canadian Visual Culture**

Thematic explorations of art, visual culture, cultural production, museums and exhibitions in Canada from the mid 20th century through to the present day.

Lectures, seminar, 3 hours per week.

Restriction: student must have a minimum of 5.0 overall credits and a minimum 60 percent overall average or permission of the instructor.

Note: field trips may be required. Students are expected to pay their own expenses. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

VISA 2P53

**The History of Photography**

History of photography from its inception to the present day. Emphasis on the ways in which photographs produce meaning and are mobilized as visual culture as well as analysis of contemporary art practices.

Lectures, seminar, 3 hours per week.

Restriction: student must have a minimum of 5.0 overall credits and a minimum 60 percent overall average or permission of the instructor.

Note: field trips may be required. Students are expected to pay their own expenses. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

\* VISA 2P61

**Website Creation**

(also offered as APCO 2P61 and STAC 2P61)

Creative approaches to basic technical and design foundations of website design and development. Processing and management of images and other media assets, structuring websites, development tools and applications, web hosting and dissemination strategies. Contemporary web-based art practices within the broader history of cultural production.

Lectures, lab, 5 hours per week.

Restriction: open to VISA (single or combined), VISA (Honours)/BEd (Intermediate/Senior) and STAC majors until date specified in Registration guide. After that date open to VISA (single or combined), VISA (Honours)/BEd (Intermediate/Senior), STAC majors and APCO minors.

Prerequisite(s): VISA 1P95 (minimum 60 percent) and 1P96 (minimum 60 percent) or permission of the instructor.

Note: students will need additional materials, which they must supply. Field trips may be required. Students are expected to pay their own expenses. VISA 1P95 recommended. Due to space limitations, audits are not permitted in studio classes. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

VISA 2P88

**Introduction to Contemporary Art: Twenty-first Century**

Thematic, contextual and critical evaluation of current trends in visual art.

Lectures, seminar, 3 hours per week.

Restriction: student must have a minimum of 5.0 overall credits and a minimum 60 percent overall average or permission of the instructor.

Note: field trips may be required. Students are expected to pay their own expenses. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

# VISA 2P89

**Medieval Art, Architecture and Society**

(also offered as MARS 2P89)

Interdisciplinary study of the inter-relation and connectedness between the arts, architecture and society in medieval Europe.

Lectures, seminar, 3 hours per week.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

VISA 2P90

**Art in Revolution: Nineteenth-Century Visual Culture**

Role and function of art and visual culture within the paradigm shifts of the modern world, with focus on how images relate its relation to politics, social, cultural and technological change. Principal movements during with origins in this time period. e French Revolution and the Industrial Revolution; Neoclassicism, Romanticism, Realism, Impressionism and Postimpressionism.

Lectures, seminar, 3 hours per week.

Restriction: student must have a minimum of 5.0 overall credits and a minimum 60 percent overall average or permission of the instructor.

Note: field trips may be required. Students are expected to pay their own expenses. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in INTC 2P90.

# VISA 2P92

**Early to High Renaissance Art and Architecture**

(also offered as ITAL 2P92 and MARS 2P92)

Major monuments, buildings and art works of the period from several critical perspectives including the humanist influence on the arts in Florence and Rome, the issue of patronage and the question of the artist's cultural status.

Lectures, seminar, 3 hours per week.

Prerequisite(s): one of VISA 1Q98 and 1Q99, ITAL 1F90, MARS 1F90 or permission of the instructor.

Note: given in English. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

VISA 2P93

**Drawing III**

Further investigation of drawing materials and techniques emphasizing compositional structures.

Lectures, studio work, 5 hours per week.

Restriction: open to VISA (single or combined) and VISA (Honours)/BEd (Intermediate/Senior) majors.

Prerequisite(s): one credit from VISA 1P93 (minimum 60 percent), 1P94 (minimum 60 percent), 1P96 (minimum 60 percent) or permission of the instructor.

Note: materials fee required. Students might need additional materials, which they must supply. Field trips may be required.

Students are expected to pay their own expenses. Due to space limitations, audits are not permitted in studio classes. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

VISA 2P94

**Drawing IV**

Idea development, integration of media and conceptual approaches.

Lectures, studio work, 5 hours per week.

Restriction: open to VISA (single or combined) VISA (Honours)/BEd (Intermediate/Senior) majors.

Prerequisite(s): one credit from VISA 1P93 (minimum 60 percent), 1P94 (minimum 60 percent), 1P96 (minimum 60 percent) or permission of the instructor.

Note: materials fee required. Students might need additional materials, which they must supply. Field trips may be required.

Students are expected to pay their own expenses. Due to space limitations, audits are not permitted in studio classes. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

\* VISA 2P96

**Introduction to 3D Modelling and Animation**

(also offered as COSC 2P96 and STAC 2P96)

Concepts and skills of 3D modelling and rendering using Autodesk Maya. Approaches to building models, using texturizing, lighting, cameras and rendering as well basic animation techniques. Relevant historic and theoretical perspectives on 3D and virtuality situating 3D within creative process and broader critical practices in cultural production.

Lectures, lab, 5 hours per week.

Restriction: open to VISA (single or combined), VISA (Honours)/BEd (Intermediate/Senior), COSC (single or combined), IASC (single or combined) and STAC majors until date specified in Registration guide.

Prerequisite(s): one credit from VISA 1P93 (minimum 60 percent), 1P94 (minimum 60 percent), 1P95 (minimum 60 percent), 1P96 (minimum 60 percent), four COSC credits, IASC 1F01 or permission of the instructor.

Note: students will need additional materials and equipment, which they must supply. Field trips may be required. Students are expected to pay their own expenses. VISA 1P95 recommended. Due to space limitations, audits are not permitted in studio classes. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in IASC 2P96.

\* VISA 2P97

**Digital Video in Contemporary Art**

(also offered as IASC 2P97 and STAC 2P97)

Concepts of basic videography and its applications within conceptual and aesthetic studio practice. Camerawork, composition and lighting; digital video and audio editing, special effects, composing, text and titling, and HD output. Critical analysis of recent and contemporary film and video practices.

Lectures, lab, 5 hours per week.

Restriction: open to VISA (single or combined), VISA (Honours)/BEd (Intermediate/Senior), IASC (single or combined) and STAC majors until date specified in Registration guide. In Fall Term, open to open to VISA (single or combined), VISA (Honours)/BEd (Intermediate/Senior), IASC (single or combined) and STAC majors until date specified in Registration guide.

Prerequisite(s): one credit from VISA 1P93 (minimum 60 percent), 1P94 (minimum 60 percent), 1P95 (minimum 60 percent), 1P96 (minimum 60 percent), IASC 1F01 (1F00) or permission of the instructor.

Note: materials fee required. Students may need additional materials and equipment, which they must supply. Field trips may be required. Students are expected to pay their own expenses. VISA 1P95 recommended. Students with credit in FILM 2F98 may register. Contact Department. Due to space limitations, audits are not permitted in studio classes. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

\* VISA 2P99

**Introduction to Sound Design in Contemporary Art**

(also offered as IASC 2P99 and STAC 2P99)

Approaches to the conceptualization and production of sound recording, notation, field-recording, Foley arts, soundtrack production, experimental music and performance and contemporary sound art.

Lab, 5 hours per week.

Restriction: open to VISA (single or combined), VISA (Honours)/BEd (Intermediate/Senior) and GAMD majors until date specified in Registration guide. After that date open to VISA (single or combined), VISA (Honours)/BEd (Intermediate/Senior), GAMD, IASC (single or combined) and STAC majors.

Prerequisite(s): one credit from VISA 1P93 (minimum 60 percent), 1P94 (minimum 60 percent), 1P95 (minimum 60 percent), 1P96 (minimum 60 percent), IASC 1F01 (1F00) or permission of the instructor.

Note: materials fees may be required. Students may need additional materials and equipment, which they must supply. Field trips may be required. Students are expected to pay their own expenses. VISA 1P95 recommended. Students with credit in FILM 2F98 may register. Contact Department. Due to space limitations, audits are not permitted in studio classes. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

\* VISA 2Q95

**Introduction to Interactive Media**

(also offered as IASC 2Q95 and STAC 2Q95)

Concepts and creation in electronic media enabled by physical interaction between a user/viewer and a sculpture, installation, sound and video environment or wearable media. Fundamental concepts of voltage, current and resistance. Use of simple circuits, sensors and switches, software interfaces and basic microprocessors.

Lectures, lab, 5 hours per week.

Restriction: open to VISA (single or combined), VISA (Honours)/BEd (Intermediate/Senior) and STAC majors until date specified in Registration guide. After that date open to VISA (single or combined), VISA (Honours)/BEd (Intermediate/Senior), IASC (single or combined) and STAC majors.

Prerequisite(s): one credit from VISA 1P93 (minimum 60 percent), 1P94 (minimum 60 percent), 1P95 (minimum 60 percent), 1P96 (minimum 60 percent), four COSC credits, two IASC credits or permission of the instructor.

Note: no previous experience in electronics required. Students might need additional materials and equipment, which they must supply. Field trips may be required. Students are expected to pay their own expenses. VISA 1P95 recommended. Due to space limitations, audits are not permitted in studio classes. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

# VISA 2Q96

**Art of Activism: Sexuality to Racial Justice**

(also offered as COMM 2Q96, FILM 2Q96, PCUL 2Q96 and WGST 2Q96)

Introduction to the ways marginalized and criminalized populations employ the arts of social change. Topics may include feminist activism, migrant rights, defunding the police and the HIV/AIDS pandemic. Artists, film makers and activists in Canada will be featured.

Lectures, seminar, 3 hours per week.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

VISA 2Q97

**Digital Video for Game Applications**

Concepts of basic videography and its applications within conceptual and aesthetic studio practice. Camerawork, composition and lighting; digital video and audio editing, special effects, composing, text and titling, and HD output. Critical analysis of recent and contemporary film and video practices.

Lectures, lab, 5 hours per week.

Restriction: open to GAMD majors.

Prerequisite(s): IASC 1P04 AND 1P05.

Note: material fees required. Students may need additional materials and equipment, which they must supply. Field trips may be required. Students are expected to pay their own expenses. Due to space limitations, audits are not permitted in studio classes. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

# VISA 2Q98

**The Philosophy of Art**

(also offered as PHIL 2Q98)

Classical theories of art through analysis of painting, photography, video, film, music and drama examining concepts such as beauty, creativity, artistic intention, perception, interpretation, and the nature and possible role of art.

Lectures, 3 hours per week.

Prerequisite(s): VISA 1Q98 and 1Q99, one PHIL credit or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

VISA 2Q99

**Sound Design for Game Applications**

Game sound development. Topics include the use of sound effects libraries, Foley and voiceover recording techniques, idiomatic music, and interactive art. Introduction to the application of studio effects, sound manipulation and editing through DAW software.

Lab, 5 hours per week.

Restriction: open to GAMD majors.

Prerequisite(s): IASC 1P04 and 1P05.

Note: material fees may be required. Students may need additional materials and equipment, which they must supply. Field trips may be required. Students are expected to pay their own expenses. Due to space limitations, audits are not permitted in studio classes. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

# VISA 3F50

**Reading the Italian Medieval & Renaissance City**

(also offered as HIST 3F50, ITAL 3F50 and MARS 3F50)

Exploring key monuments, churches, museums and urban sites. Concept of the city as expressed through art, literature and architecture from Medieval to Baroque times. Historical and geographical influences and factors in shaping the city, its culture and traditions. Cities include Rome, Assisi, Siena and Florence.

Prerequisite(s): one VISA, HIST, ITAL or MARS credit or permission of the Italian Studies course co-ordinator.

Note: given in English. No knowledge of Italian is needed. Course begins in May on campus during the Spring Evening session.

Departure for Italy: end of May-beginning of June for a 2-week study tour of Rome, Assisi, Florence and Siena. Students are responsible for travel, accommodation and other expenses. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in VISA (ITAL) 2F99 and VISA (ITAL/MARS) 3M50.

VISA 3F91

**Advanced Art Practice**

Artistic research and creation from the perspective of project oriented, independent production. Development of artistic practices emphasizing concept to realization processes.

Lecture, lab, 5 hours per week.

Restriction: open to VISA (single or combined) and VISA (Honours)/BEd (Intermediate/Senior) majors with a minimum of 12.0 overall credits or permission of the Department.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previously assigned grade and credit obtained in VISA 3M90.

VISA 3F99

**Honours Tutorial**

Advanced study in an area of mutual interest to the student and the instructor.

Restriction: students must have a minimum 75 percent major average, a minimum 12.0 overall credits and permission of the Department.

Note: a written proposal, normally submitted in May of each year, must be approved by the Department before registration. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

VISA 3M00-3M04

**Special Studies in Art History**

VISA 3M05-3M10

**Art Studies Abroad**

Unique cultural, architectural or regional setting examined through the eye of the visual artist, critic or art historian utilizing the host country's institutional resources, museums and galleries. For students with an interest in both studio and art history.

Restriction: permission of the Chair.

Prerequisite(s): one VISA credit or permission of the instructor.

VISA 3M05

**2022-2023: Art Studies Abroad in Spain**

Exploration of unique cultural events and regional settings in Bilbao, Spain and surrounding areas. Artist exhibitions, talks, participatory workshops/seminars and activities with various institutions. Immersive experience develops knowledge of arts, cultural programming, tourism, media and communications, with a focus on community interaction for social and economic benefit.

Restriction: student must have a minimum of 5.0 overall credits and a minimum 60 percent overall average or permission of the instructor.

Note: approximately 10 days of intensive study abroad with online pre-travel component. Students are expected to pay their own expenses. Students may need additional materials, which they must supply.

# VISA 3M20-3M29

**Study in Mediterranean Lands**

(also offered as CLAS 3M20-3M29)

Topographical investigations of ancient sites and monuments. Study tours of the great cities and museums of the Mediterranean world emphasizing the art and architecture of the Prehistoric, Classical and later periods.

Restriction: permission of the ~~instructor~~ Department.

Note: offered in the Spring or Summer Session for ~~two to three~~ or four weeks of intensive study abroad. Students are expected to pay their own expenses.

VISA 3M50-3M55

**Travel and Study in Italy**

Exploring cultural, historical, geographical and regional traditions of Italy.

Restriction: permission of the Department.

Note: offered in Italy during Spring/Summer session. Students are expected to pay their own expenses.

VISA 3M90-3M95

**Special Studies in Visual Arts**

Studies that combine theory and studio.

VISA 3M91

**2022-2023: Inside Out - Revealing the Anatomical Body**

Critical examination of historical anatomical illustrations and models, and what these representations reveal culturally, socially and artistically. Using the trope of flap anatomy, whereby layers of the body are peeled open, students engage in critical readings and discussions, self-selected interdisciplinary writing and studio projects.

Lectures, studio work, 5 hours per week.

Restriction: students must have a minimum of 5.0 overall credits and a minimum 60 percent overall average or permission of the instructor.

Note: materials fee required. Students may need additional materials, which they must supply. Field trips may be required.

Students are expected to pay their own expenses.

# VISA 3P01

**Media Transformations in The Creative Arts**

(also offered as IASC 3P01, MLLC 3P01 and STAC 3P01)

The trajectory and influences of new media on the development of and discourses in 20th Century and contemporary creative production including the arts, broadcast, film, video, and electronic arenas such as the internet, games and interactive media. Overview of fundamental concepts, practices and language. Consideration of aesthetics, production, script and story, direction, authorship, collaborative process and distribution.

Lectures, 3 hours per week

Prerequisite(s): two VISA, COMM, ENGL, IASC, STAC, WRDS (WRIT) credits or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

VISA 3P03

**Intermediate Painting**

Painting techniques emphasizing compositional, formal and graphic elements.

Lectures, studio work, 5 hours per week.

Prerequisite(s): VISA 2P04 (minimum 60 percent) or permission of the instructor.

Note: materials fee required. Students may need additional materials which they must supply. Field trips may be required.

Students are expected to pay their own expenses. Due to space limitations, audits are not permitted in studio classes. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

VISA 3P04

**Painting Concepts**

Conceptual development, synthesis and integration of media emphasizing contemporary approaches and practices.

Lectures, studio work, 5 hours per week.

Prerequisite(s): VISA 3P03 (minimum 60 percent) or permission of the instructor.

Note: materials fee required. Students may need additional materials which they must supply. Field trips may be required.

Students are expected to pay their own expenses. Due to space limitations, audits are not permitted in studio classes. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

VISA 3P05

**The European Avant-Garde: 1905-1970**

Contextual analysis of the European and Russian avant-garde movements in art, design and architecture, emphasizing principal artists, theoretical or primary documents and the critical reaction.

Lectures, seminar, 3 hours per week.

Prerequisite(s): VISA 1Q98 (minimum 60 percent) and 1Q99 (minimum 60 percent) or permission of the instructor.

Note: field trips may be required. Students are expected to pay their own expenses. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

VISA 3P06

**The American Avant-Garde: 1912-1970**

From the Armory Show to the European influence on American art and photography of the Early Century, the International Style in architecture, to the emergence of the New York school, the Pop movement, Minimalism and conceptual art, and their hold on the art and culture of the 60s.

Lectures, seminar, 3 hours per week.

Prerequisite(s): VISA 1Q98 (minimum 60 percent) and 1Q99 (minimum 60 percent) or permission of the instructor.

Note: field trips may be required. Students are expected to pay their own expenses. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

\* VISA 3P08

**Gender and Art**

(also offered as WGST 3P08)

Gender and identity politics in art and visual culture.

Lectures, seminar, 3 hours per week.

Prerequisite(s): VISA 1Q98 (minimum 60 percent) and 1Q99 (minimum 60 percent) or permission of the instructor.

Note: field trips may be required. Students are expected to pay their own expenses. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in STAC 3P08.

\* VISA 3P10

**Advanced Video Art**

(also offered as IASC 3P10)

Creative, technical, and critical skills for video art production, post-production and critical evaluation. Through creative projects, critiques, screenings, readings, lectures and discussions, students will be introduced to a variety of forms and approaches to video art, emphasizing creating video art and its contextualization in contemporary art discourses.

Lectures, studio work, 5 hours per week.

Restriction: open to VISA (single or combined) and VISA (Honours)/BEd (Intermediate/Senior) majors until the date specified in the Registration guide. Students must have a minimum of 8.0 overall credits.

Prerequisite(s): two VISA, IASC credits or permission of the instructor.

Note: completion of VISA 1P95 recommended. Students may need additional materials, which they must supply. Students may need field trip expenses which they must supply. Due to space limitations, audits are not permitted in studio classes. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

# VISA 3P14

**Dramatic Creation for Contemporary Cultural Practice**

(also offered as DART 3P14, IASC 3P14, MLLC 3P14 and STAC 3P14)

Components of dramatic story. Understanding character, dramatic action, structure, direction, improvisation, tempo, rhythm, voice and body potential. Theory and practical application in projects for creators in the arts, media and film.

Seminar, workshop 3 hours per week.

Prerequisite(s): two STAC, COMM, DART, IASC, VISA credits or permission of the instructor.

Note: enrolment limited to 20 students. Materials fee required. Students might need additional materials, which they must supply. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Students will not receive earned credit for VISA 3P14 if DART 3F50, 3P53 or 3P92 have been successfully completed.

# VISA 3P22

**Art and Architecture of the Roman Republic and Early Empire**

(also offered as CLAS 3P22 and ITAL 3P22)

Art and architecture of the cultures of the Italian peninsula, in the first millennium BC, within the framework of cultural change and external influences.

Lectures, 3 hours per week.

Note: one credit from VISA 1Q98 and 1Q99 or CLAS recommended. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

# VISA 3P23

**Art and Architecture of the Roman Empire**

(also offered as CLAS 3P23 and ITAL 3P23)

Roman art and architecture from Augustus to Late Antiquity. Christian art and architecture and the influence of Roman aesthetics on the Renaissance and beyond.

Lectures, 3 hours per week.

Note: one credit from VISA 1Q98 and 1Q99 or CLAS recommended. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

# VISA 3P24

**Art and Architecture of Early Greece**

(also offered as CLAS 3P24)

Greek art and architecture from the end of the Bronze age through the end of the Archaic period within the framework of historical and cultural change.

Lectures, 3 hours per week.

Note: one credit from VISA 1Q98 and 1Q99 or CLAS recommended. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

# VISA 3P25

**Art and Architecture of Classical Greece and the Hellenistic World**

(also offered as CLAS 3P25)

Greek art and architecture from the early Classical era through the Hellenistic period within the framework of historical and cultural change.

Lectures, 3 hours per week.

Note: one credit from VISA 1Q98 and 1Q99 or CLAS recommended. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

VISA 3P26

**Intermediate Darkroom Photography**

Continuation of analogue processes and techniques, emphasizing historic and contemporary modes of image capture. History of photography, critical analysis and photographic theory.

Lectures, lab, 5 hours per week.

Restriction: open to VISA (single or combined) and VISA (Honours)/BEd (Intermediate/Senior) majors until date specified in Registration guide.

Prerequisite(s): VISA 2P26 or permission of the instructor.

Note: materials fee required. Students may need additional materials and equipment, which they must supply. Field trips may be required. Students are expected to pay their own expenses. Students are advised to provide their own 35 mm analog (film) camera with manual settings. Limited number of loaner cameras are available. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

# VISA 3P41

**Approaches to Curatorial Practice**

(also offered as STAC 3P41)

Practical application of methodological and theoretical approaches to curating.

Lectures, seminar, 3 hours per week.

Prerequisite(s): VISA 1Q98 and 1Q99; one credit from second or third-year VISA or STAC courses or permission of the Centre.

Note: participants may be required to travel to locations other than on campus. Students may need field trip expenses, which they must supply. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

# VISA 3P42

**Methods and Principles of Curating**

(also offered as STAC 3P42)

Curatorial function of the museum, gallery and cultural organizations and the role of the curator in society. Critical and theoretical aspects of curating and methodological approaches to interpretation, dissemination and presentation of cultural artifacts, artworks and new forms of media.

Lectures, seminar, 3 hours per week.

Prerequisite(s): VISA 1Q98 and 1Q99; one credit from second or third-year VISA or STAC courses, or permission of the Centre.

Note: field trips may be required. Students are expected to pay their own expenses. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

VISA 3P50

**Ecologies of Space**

How we influence our environments, adapt to and utilize space; their cultural and social meanings; aesthetic, human or political implications; significance of built environments, architecture's role and public spaces; de-featured or non-spaces; natural habitats and representations of the natural; the artist's contribution to the evolution of postmodern geographies and monumental or site-specific space.

Lectures, seminar, 3 hours per week.

Prerequisite(s): VISA 1Q98 and 1Q99; one History of Art and Visual Culture credit or permission of the instructor.

Note: field trips may be required. Students are expected to pay their own expenses. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

VISA 3P52

**Visual Culture and Science**

Thematic explorations of the relations that exist between science and visual culture both in contemporary culture and in previous eras.

Lectures, seminar, 3 hours per week.

Prerequisite(s): VISA 1Q98 (minimum 60 percent) and 1Q99 (minimum 60 percent) or permission of the instructor.

Note: field trips may be required. Students are expected to pay their own expenses. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

VISA 3P89

**Visual Culture of the Apocalypse**

Representations of apocalypse in art and visual culture. Topics may include pandemic imagery, climate change, and global religious traditions. Historical and contemporary examples from a variety of contexts.

Seminar, 3 hours per week

Prerequisite(s): VISA 1Q98 and 1Q99; two History of Art and Visual Culture credits or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previously assigned grade and credit obtained in VISA 3V99.

VISA 3P90

**Readings in Contemporary Art I: 1970-2000**

Advanced seminar, emphasizing what constitutes the paradigm shift from Late Modernism to Postmodernism.

Lectures, seminar, 3 hours per week.

Restriction: students must have a minimum of 9.0 overall credits.

Prerequisite(s): VISA 1Q98 and 1Q99; two History of Art and Visual Culture credits or permission of the instructor.

Note: required for all VISA (single) Honours students. Field trips may be required. Students are expected to pay their own expenses. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

VISA 3P91

**Readings in Contemporary Art II: Art Now**

Current trends in the production, reception and interpretation of art and discursive approaches to contemporary issues including the critical text, theoretical and cultural readings.

Lectures, seminar, 3 hours per week.

Restriction: students must have a minimum of 9.0 overall credits.

Prerequisite(s): VISA 3P90.

Note: required for all VISA (single) Honours students. Field trips may be required. Students are expected to pay their own expenses. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

VISA 3P92

**Imitation in Art and Culture**

History and theory of imitation in Western Art and visual culture from Plato to postmodernism.

Lectures, seminar 3 hours per week.

Prerequisite(s): VISA 1Q98 (minimum 60 percent) and 1Q99 (minimum 60 percent) or permission of the instructor.

Note: field trips may be required. Students are expected to pay their own expenses. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in LART 3P92 and STAC 3P92.

VISA 3P93

**Expressive Drawing**

Advanced drawing as a means of expressing personal and subjective imagery.

Lectures, studio work, 5 hours per week.

Prerequisite(s): four VISA studio credits (minimum 60 percent) or permission of the instructor.

Note: materials fee required. Students might need additional materials, which they must supply. Field trips may be required.

Students are expected to pay their own expenses. VISA 2P94 recommended. Due to space limitations, audits are not permitted in studio classes. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

VISA 3P94

**Contemporary Drawing**

Advanced drawing which questions the boundaries of media, process and creative expression.

Lectures, studio work, 5 hours per week.

Prerequisite(s): four VISA studio credits (minimum 60 percent) or permission of the instructor.

Note: materials fee required. Students might need additional materials, which they must supply. Field trips may be required.

Students are expected to pay their own expenses. Due to space limitations, audits are not permitted in studio classes. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

VISA 3P95

**Introduction to Animation**

Individual creative digital and analog animation projects. Critical knowledge of the history of animation within Visual Art, its historical developments and major practitioners. Demonstrations and exercises in techniques including direct animation, stop motion, cutout, silhouette, puppet, Claymation, rotoscoping, etc.

Lectures, lab, 5 hours per week.

Restriction: open to VISA (single or combined) and VISA (Honours)/BEd (Intermediate/Senior) majors.

Prerequisite(s): VISA 1P95, 2P93 and 2P94 or permission of the instructor.

Note: students will need additional materials, which they must supply. Field trips may be required. Students are expected to pay their own expenses. Due to space limitations, audits are not permitted in studio classes. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

VISA 3P97

**Appropriation in Art and Culture**

Authorship and appropriation in art and visual culture. Topics include the historical development of the notions of the artist, copyright and plagiarism, quotation, parody and intertextuality, the role of found objects, collage and montage, and the significance of digital technologies. Historical and contemporary examples from a wide range of media.

Lectures, seminar, 3 hours per week.

Prerequisite(s): VISA 1Q98 (minimum 60 percent) and VISA 1Q99 (minimum 60 percent) or permission of the instructor.

Note: field trips may be required. Students are expected to pay their own expenses. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in LART 3P97 and STAC 3P97.

VISA 3P98

**Special Studies in Visual Culture: Picturing Animals**

Representations of non-human animals in Western art and visual culture. Case studies in such areas as interspecies collaboration, scientific representation and technologies of image-making.

Lectures, seminar, 3 hours per week.

Prerequisite(s): VISA 1Q98 (minimum 60 percent), 1Q99 (minimum 60 percent) and one History of Art and Visual Culture credit or permission of the instructor.

Note: field trips may be required. Students are expected to pay their own expenses. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

# VISA 3P99

**Interpretive and Critical Writing in the Arts**

(also offered as MLLC 3P99, STAC 3P99 and WRDS 3P99)

Principles and methodologies for the written presentation and representation of works of art, artists' practice and events within general and specific disciplinary contexts, discourses and frameworks. Examples from across the arts; practice-based projects from real world events and performances. Orientation to specialized publics in print and other media.

Seminar, 3 hours per week.

Prerequisite(s): students must have a minimum 10.0 overall credits or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term. Event attendance is required; events fees required.

Completion of this course will replace previous assigned grade and credit obtained in WRIT 3P99.

\* VISA 3Q91

**Research Seminar in Visual Art**

(also offered as STAC 3Q91)

Introduction to a variety of research methods, paradigms, issues, and practical skills relevant to studio art or creative practice.

Development of research-creation processes from conceptualization and literature review to presentation and communication of project outcomes.

Lectures, seminar/lab, 3 hours per week.

Restriction: open to VISA (single or combined), VISA (Honours) BEd (Intermediate/Senior) and STAC majors until date specified in Registration guide. Students must have a minimum 75 percent major average and a minimum 9.0 overall credits.

Prerequisite(s): VISA 1Q98, 1Q99 and two credits from VISA 2P41, 2P50, 2P51, 2P53, 2P88, 2P90, 3P50, 3P52, 3P90, 3P91, 3P92, ~~3P97~~, 3P98, 4P90 or permission of the instructor.

Note: open to STDA, HAVC, and STAC students. Additional materials may be required, which students must supply. Field trips may be required. Students are expected to pay their own expenses. Research topics are student driven, enabling students to develop a research-creation methodology appropriate to their discipline and project in VISA 4F06, 3M90, 2F99, 3F99, curation, or independent work. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

VISA 3Q92

**Professional Practice Methodologies**

Professional art practices and technologies for artists, curators, and cultural industry professionals. Understanding contemporary art institutions, creating art documentation, portfolio strategies, writing artists'/exhibition statements and cv, proposal and grant writing, professional networking, and an introduction to commercial representation.

Lectures, seminar, experiential learning activities, 3 hours per week.

Restriction: students must have a minimum of 10.0 overall credits.

Prerequisite(s): two studio credits or permission of the instructor.

Note: field trips may be required. Students are expected to pay their own expenses. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

VISA 3Q97

**Advanced Photographic Processes**

Contemporary methodologies, material experimentation and critical approaches to analogue and digital photographic production. History of photography, critical analysis and photographic theory.

Lectures, lab, 5 hours per week.

Prerequisite(s): VISA 2P26, 2P27 or permission of the instructor.

Note: materials fee required. Students may need additional materials and equipment, which they must supply. Field trips may be required. Students are expected to pay their own expenses. Students are advised to provide their own 35 mm analog (film) camera with manual settings and/or digital SLR camera with a megapixel rating of 12 minimum. Limited number of loaner cameras are available. Due to space limitations, audits are not permitted in studio classes. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

\* VISA 3Q99

**Advanced Sound Design**

(also offered as IASC 3Q99 and STAC 3Q99)

Further develop skills and acquire knowledge on the field of digital sound, focusing on recording theory, post-production techniques and presentation. Students will also learn about installation practices in Sound Art and the use of hardware and software to create sound-based art projects.

Lab, 5 hours per week.

Restriction: open to VISA (single or combined) and VISA (Honours)/BEd (Intermediate/Senior) majors until date specified in Registration guide. After that date open to VISA (single or combined), VISA (Honours)/BEd (Intermediate/Senior), IASC (single or combined) and STAC majors.

Prerequisite(s): VISA 2P99 or permission of the instructor.

Note: material fees required. Students may need additional materials and equipment, which they must supply. Field trips may be required. Students are expected to pay their own expenses. Due to space limitations, audits are not permitted in studio classes. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

VISA 3V20-3V29

**Special Topics in Visual Culture**

Special Topics in Visual Culture.

# VISA 3V20

**2021-2022: Virtual Study Tour of Italy**

(also offered as CLAS 3V20)

Archaeological and art historical investigation of Etruscan and Roman Italy. Sites to be visited virtually through synchronous and asynchronous online sessions include Rome, Pompeii, Hadrian's Villa, Cerveteri, and Tarquinia.

Lectures, seminar, 3 hours per week.

Restriction: permission of the Instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

VISA 3V30-3V39

**Selected Topics in Visual Arts**

Selected issues in Visual Arts.

VISA 3V90-3V94

**Selected Topics in Visual Arts**

Selected issues in art.

VISA 3V95-3V99

**Special Studies in Visual Culture**

VISA 3V99

**2020-2021: Visual Culture of the Apocalypse**

Representations of apocalypse in art and visual culture. Topics may include pandemic imagery, climate change, and global religious traditions. Historical and contemporary examples from a variety of contexts.

Seminar, 3 hours per week

Prerequisite(s): VISA 1Q98 and 1Q99; two History of Art and Visual Culture credits or permission of the instructor.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

VISA 4F06

**Honours Studio**

Advanced independent studio practice pursuing in-depth exploration of theoretical and methodological approaches to creation resulting in a critically engaged sustained body of work for public professional exhibition.

Studio work, 5 hours per week.

Restriction: students must have a minimum 75 percent major average, minimum 15.0 overall credits and permission of the Department.

Co-requisite(s): VISA 3Q91.

Note: enrolment may be restricted due to limitations of honours studio space. A written proposal, normally submitted in May of each year, must be approved by the Department before registration. Honours standing in VISA is required. Students will need additional materials which they must supply. Field trips may be required and are organized outside regular course meeting time. Students are expected to pay their own expenses. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

# VISA 4F40

**Arts Management**

(also offered as DART 4F40 and STAC 4F40)

Effective management of arts organizations to fulfill social and artistic mandates.

Seminar, 3 hours per week.

Restriction: open to VISA (single and combined), VISA (Honours)/BEd (Intermediate/Senior), CANA, DART (single and combined), DART (Honours)/BEd (Intermediate/Senior) and STAC majors until date specified in Registration guide.

Prerequisite(s): students must have a minimum of 12.0 overall credits or permission of the instructor.

Note: materials fee may be required. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

# VISA 4F41

**Curatorial Studies Practicum**

(also offered as STAC 4F41)

Practical application of the critical and theoretical aspects of curating. Research and organization of an exhibition from proposal, thesis, work-plan, budget, marketing and program plan to dissemination and presentation of works of art within a professional gallery.

Lectures, seminar, lab, 6 hours per week.

Restriction: open to STAC, VISA (single and combined) and VISA (Honours)/BEd (Intermediate/Senior) until date specified in registration guide. Students must have a minimum of 10.0 overall credits or permission of the Centre.

Prerequisite(s): STAC or VISA 3P42.

Note: field trips may be required. Students are expected to pay their own expenses. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

VISA 4F99

**Honours Thesis**

Critical, historical or creative project in the visual arts of mutual interest to the student and the instructor.

Restriction: students must have a minimum 75 percent major average, a minimum 15.0 overall credits and permission of the Department.

Note: projects must be arranged in the Spring for the following year. A written proposal, normally submitted in May of each year, must be approved by the Department before registration. Honours standing in VISA is required. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

# VISA 4P01

**Creating Social Value from Material Culture**

(also offered as IASC 4P01, MLLC 4P01 and STAC 4P01)

Theory and practice of creating social value from material culture. Curatorial and interpretive practice in public institutions focusing on art, human and natural history, and science and technology. Informal learning theory, authority structures and community engagement, audience segmentation and selection, exhibit design, and collections development within social and political contexts.

Lectures, seminar, 3 hours per week.

Restriction: students must have a minimum 10.0 overall credits or permission of the instructor.

Note: event attendance may be required. Events fees may be required. This course may be offered in multiple modes of delivery.

The method of delivery will be listed on the academic timetable, in the applicable term.

VISA 4P03

**Advanced Painting**

Contemporary painting strategies and their dominant critiques. Readings in contemporary practice.

Lectures, studio work, 5 hours per week.

Prerequisite(s): VISA 3P03.

Note: materials fee required. Students may need additional materials, which they must supply. Field trips may be required.

Students are expected to pay their own expenses. Due to space limitations, audits are not permitted in studio classes. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

VISA 4P04

**Contemporary Painting**

Creation of a body of paintings that reflect the inter-relationships among critical strategies, personal mythologies, process and meaning.

Lectures, studio work, 5 hours per week.

Prerequisite(s): VISA 4P03.

Note: materials fee required. Students may need additional materials, which they must supply. Field trips may be required.

Students are expected to pay their own expenses. Due to space limitations, audits are not permitted in studio classes. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in VISA 3P96.

# VISA 4P40

**Arts Management: Planning, Operations, Context**

(also offered as DART 4P40 and STAC 4P40)

Effective management in the arts to fulfill social and artistic mandates. Focus on advocacy, organizational design, strategic planning and industry context to evolve an arts business, organization or career.

Seminar, 3 hours per week.

Restriction: open to STAC, CANA, DART (single or combined), DART (Honours)/BEd (Intermediate/Senior), VISA (single or combined) and VISA (Honours)/BEd (Intermediate/Senior) majors until date specified in Registration guide.

Prerequisite(s): students must have a minimum of 12.0 overall credits or permission of the instructor.

Note: materials fee may be required. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in VISA 4F40.

# VISA 4P41

**Arts Management: Programming, Marketing, Financing**

(also offered as DART 4P41 and STAC 4P41)

Effective management in the arts to fulfill social and artistic mandates. Focus on creative programming and product creation, audience and client engagement, and resource evolution, including grants and fundraising.

Seminar, 3 hours per week.

Restriction: open to STAC, CANA, DART (single or combined), DART (Honours)/BEd (Intermediate/Senior), VISA (single or combined) and VISA (Honours)/BEd (Intermediate/Senior) majors until date specified in Registration guide.

Prerequisite(s): students must have a minimum of 12.0 overall credits or permission of the instructor.

Note: materials fee may be required. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in VISA 4F40.

# VISA 4P68

**Arts, Heritage and Culture: Public Policy and Governance**

(also offered as CANA 4P68, DART 4P68 and STAC 4P68)

Examination of federal, provincial and municipal protocols governing heritage, fine and performing arts organizations and Canadian cultural production. Strategies for effective engagement of policy and planning through governance and community relations.

Lectures, seminar, 3 hours per week.

Restriction: open to STAC, CANA, DART (single or combined), DART (Honours)/BEd (Intermediate/Senior), VISA (single or combined), SPMA and VISA (Honours)/BEd (Intermediate/Senior) majors until date specified in Registration guide. Students must have a minimum of 12.0 overall credits or permission of the Centre for Studies in Arts and Culture.

Note: materials fee may be required. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

# VISA 4P72

**High and Low Art: Intersections, Exchanges and Flows**

(also offered as IASC 4P72, MLLC 4P72 and STAC 4P72)

The exchange between high art and entertainment, considering intertextuality and cultural appropriation; the changing role of museums and community-based arts; and the migration of values and tastes between market-driven and not-for-profit cultural outcomes.

Seminar, 3 hours per week.

Restriction: students must have a minimum of 14.0 overall credits or permission of the instructor.

Note: event attendance is required; event fees required. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

VISA 4P90

**Forbidden Knowledge, Dangerous Art**

Works of art and other cultural objects that were banned or challenged for religious, moral or political reasons.

Seminar, 3 hours per week.

Prerequisite(s): VISA 1Q98 (minimum 60 percent) and VISA 1Q99 (minimum 60 percent); **a minimum of 10.0 credits, or permission of the instructor.**

Note: students may need field trip expenses which they must supply. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in LART 4P90 and STAC 4P90.

# VISA 4V30-4V39

**Special topics in Mediterranean Art and Architecture**

(also offered as CLAS 4V30-4V39)

Selected topics and problems in current art historical and archaeological research pertaining to the art and architecture of the ancient Greek or Roman world.

Seminar, 3 hours per week.

Prerequisite(s): one credit from VISA 1Q98 and 1Q99, VISA 2P41, 2P92, 3P22, 3P23, 3P24, 3P25, 3P52, CLAS 2P32, 2P34, 3V30-3V39 or permission of the **instructor** Department.

# VISA 4V39

**2021-2022: Art and Architecture of Greek Colonization**

(also offered as CLAS 4V49)

Archaeological remains of Greek and Punic colonies in the western Mediterranean, primarily during the eighth to fifth centuries BCE.

Seminar, 3 hours per week.

Prerequisite(s): one credit from CLAS

2P32, 2P34, 3P22, 3P23, 3P24, 3P25, 3V30-3V39, VISA

1Q98 and 1Q99; VISA 2P41, (2P52), 2P92; or permission of the Department.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

VISA 4V70-4V79

**Advanced Studies in Visual Culture**

VISA 4V70

**2021-2022: Issues in Contemporary Indigenous Art**

Exploration of ideas and practices in contemporary Indigenous art. Introduction to a broad range of local, national, and international practitioners and work across multiple mediums that draw upon histories of colonization, present-day contexts, and future directions charted by Indigenous communities, artists, curators, and scholars.

Lectures, seminar, 3 hours per week.

Prerequisite(s): VISA 1Q98 and 1Q99; two Art History of Art and Visual Culture credits at 2(alpha)00 or above, or permission of the instructor.

Note: field trips may be required. Students are expected to pay their own expenses. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

## 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):

#### VISA 3M05 - 2022-2023: Art Studies Abroad in Spain

1. Course classification: **Regular**
2. Which department will be financially responsible as the Home department?  
**Visual Arts**
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: **No**
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**

#### VISA 3M91 - 2022-2023: Inside Out - Revealing the Anatomical Body

1. Course classification: **Regular**
2. Which department will be financially responsible as the Home department?  
**Visual Arts**
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: **No**
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**

#### VISA 3P89 - Visual Culture of the Apocalypse

1. Course classification: **Regular**
2. Which department will be financially responsible as the Home department?  
**Visual Arts**
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: **No**
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**

#### VISA 4P40 - Arts Management: Planning, Operations, Context

1. Course classification: **Regular**
2. Which department will be financially responsible as the Home department?  
**Studies in Arts and Culture**
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: **No**
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? **VISA/STAC 4F40**
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? **VISA/STAC 4F40**

**VISA 4P41 - Arts Management: Programming, Marketing, Financing**

1. Course classification: **Regular**
2. Which department will be financially responsible as the Home department?  
**Studies in Arts and Culture**
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: **No**
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? **VISA/STAC 4F40**
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.

**VISA 3P92 - Imitation in Art and Culture**  
**VISA 3V99 - 2020-2021: Visual Culture of the Apocalypse**  
**VISA 4P72 - High and Low Art: Intersections, Exchanges and Flows**  
**VISA 3V20 - 2021-2022: Virtual Study Tour of Italy**  
**VISA 4V39 - 2021-2022: Art and Architecture of Greek Colonization**  
**VISA 4F40 - Arts Management**

**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).

**VISA 2P90 - Nineteenth-Century Visual Culture**  
**VISA 3P98 - Picturing Animals**  
**VISA 4P90 - Forbidden Knowledge, Dangerous Art**  
**VISA 3M20-3M29 - Study in Mediterranean Lands**  
**VISA 4V30-4V39 - Special topics in Mediterranean Art and Architecture**  
**VISA 3Q91 - Research Seminar in Visual Art**

## 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, 2021**.

**Submitted by Monika Lederich on October 14, 2021 at 02:07:04 PM**

**Rejected by Amy Friend on October 15, 2021 at 09:55:00 AM**  
Discussion

**Submitted by Monika Lederich on October 15, 2021 at 01:02:43 PM**

**Rejected by Amy Friend on October 15, 2021 at 02:33:29 PM**  
Hello just two more adjustments.

**Submitted by Monika Lederich on October 15, 2021 at 02:56:44 PM**

**Submitted by Amy Friend on October 15, 2021 at 02:58:50 PM**

**Rejected by Neta Gordon on October 20, 2021 at 08:56:30 AM**  
A few typos need to be fixed, some more detail required a few proposals, and a note/restriction needs to be added to 3P89.  
NG

**Submitted by Monika Lederich on October 20, 2021 at 06:04:23 PM**

**Rejected by Amy Friend on October 26, 2021 at 07:36:16 AM**

**Submitted by Monika Lederich on November 1, 2021 at 03:33:01 PM**

**Submitted by Amy Friend on November 2, 2021 at 12:20:15 PM**

**Submitted by Neta Gordon on November 3, 2021 at 08:26:40 AM**

**Submitted by Tricia MacDonald on November 4, 2021 at 08:02:41 AM**

**Edited by Tricia MacDonald on November 10, 2021 at 01:37:59 PM**  
VISA 3M05: correction to variable topics year + formatting

**Edited by Sarah Sager on November 23, 2021 at 11:27:34 AM**  
VISA 3M20-3M29: updated to reflect correct length of course

**Edited by Tricia MacDonald (on behalf of Tricia MacDonald) on November 24, 2021 at 03:28:26 PM**  
Certificate in Photography: Addition of Certificate in Photography program requirements as per A.Friend & N.Gordon

**Edited by Tricia MacDonald (on behalf of Tricia MacDonald) on November 25, 2021 at 01:59:52 PM**  
Pass Program: formatting

**Edited by Pauline Carroll on December 7, 2021 at 10:02:56 AM**  
VISA 3M05: subcommittee edits Dec 7, 2021



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

FROM: Professor Tim Dun  
Chair, Senate Undergraduate Student Affairs Committee

DATE: December 17, 2021

REPORT TO SENATE 696, January 19, 2022

CONSENT ITEMS - FOR INFORMATION:

**At the December 16, 2021 USAC Meeting:**

1. Faculty Handbook Section 3:A.9 - Examination  
Madelyn Law, Associate Vice-Provost, Teaching & Learning

Madelyn Law came to USAC for consultation on updates for section 3A.9 - Examinations in the FHB. She shared examples of outdated language and other concerns regarding current practices which no longer follow the faculty handbook. General discussion ensued regarding necessary updates ranging from proctor lists to exam scripts being placed on reserve in the library. Online exam delivery and related privacy concerns were discussed. It was also suggested that language be removed that is operational in nature to ensure that the FHB is policy focused (i.e., related to academic overview). Associate Vice-Provost Law will return to the committee with proposed revisions to this section of the FHB in the near future.

2. Brock University Students' Union (BUSU) Presentation  
Refaq Rehan, President, Brock University Students' Union

Refaq Rehan gave a presentation on BUSU's strategic plan, governance structure, services/programming and how students have been supported through COVID-19. President Rehan responded to questions from the committee. See attached presentation.

3. USAC Terms of Reference - Review

The Chair gave an overview of the terms of reference for the Committee and sought feedback, including prompts from the Chair of Governance for the review. No updates or changes were offered, which indicates that the committee remains satisfied with its terms of reference.

December 2021

# **Brock University Students' Union**

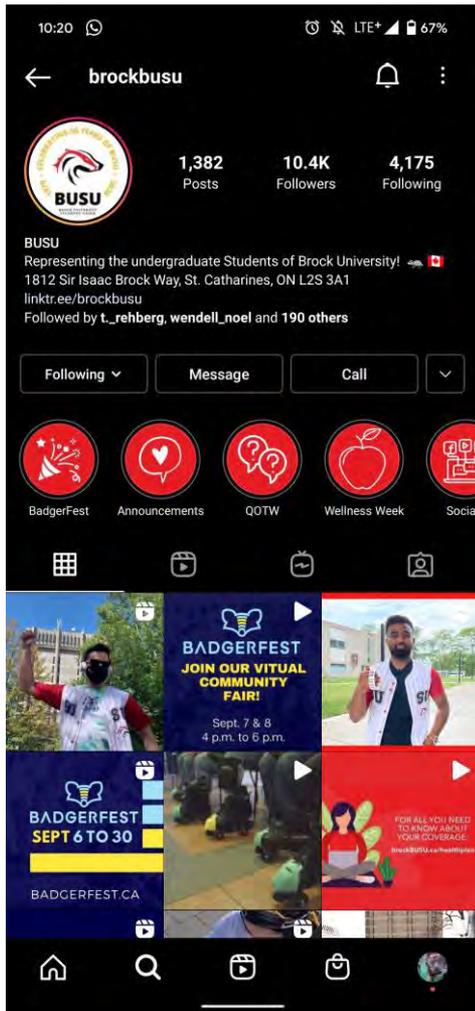
# 2020-2025 BUSU Strategic Plan

## Our Mission

To foster an ever-improving student experience that is transformational, enriching and empowering

## Our Vision

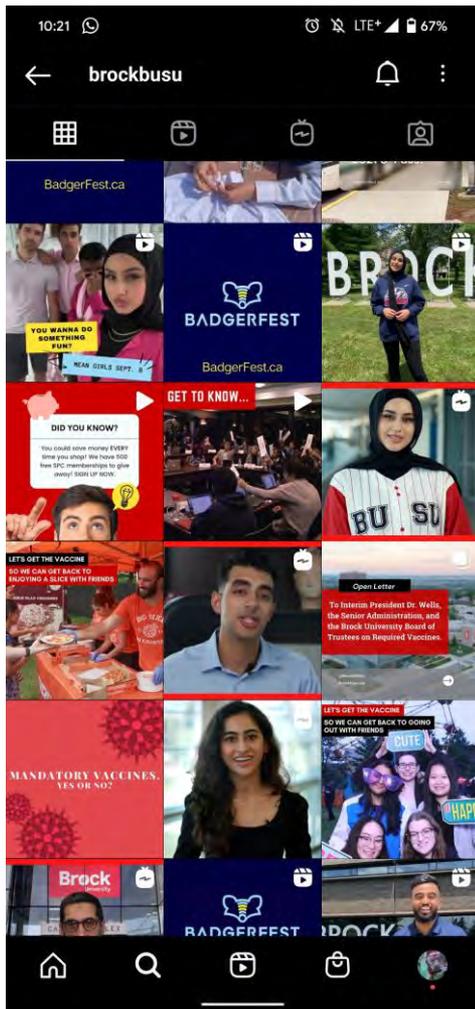
To cultivate a generation of students that intently shape our world



## Our Objectives

### We achieve our mission by:

- Deeply understanding the evolving needs of students.
- Enhancing the educational, social, and personal lives of students
- Advocating on behalf of and with students, internally and externally.
- Providing resources, services, and support to enrich the student journey
- Fostering welcoming and inclusive student communities



@BrockBUSU

## Our Values

- **We're Inclusive**
  - Rely on us to build diverse communities where you belong, with equitable opportunities for everyone
- **We're Leaders**
  - We set the pace, stand up for what we believe and won't settle for mediocrity
- **We're Accountable**
  - Trust us to be transparent and always prioritize the needs of students
- **We're Fun**
  - Expect us to bring the excitement and show up with enthusiasm every day
- **We're Here to do Good**
  - We do the right things for the right reasons and uphold the highest of integrity

# Governance

1

## Board of Directors

7 elected students

2

## BUSAC (Council)

~35 elected students

3

## Brock Senate

6 elected students + VP Finance and Administration



# Student Executives

- President
- VP Finance and Administration
- VP External Affairs
- VP Student Services

# Services

1

## U-Pass

Transit pass to get you around Niagara

2

## Health and Dental Plan

Coverage for medication, dental visits, etc.

3

## Food First

On campus food bank for those facing food insecurity

# Programming

1

## Orientation Week/Month

The whole month of September will have lots of fun programming for incoming students

2

## Frost Week

A welcome back to Brock celebration in January

3

## Wellness Weeks

A week of programming to focus on your wellbeing!

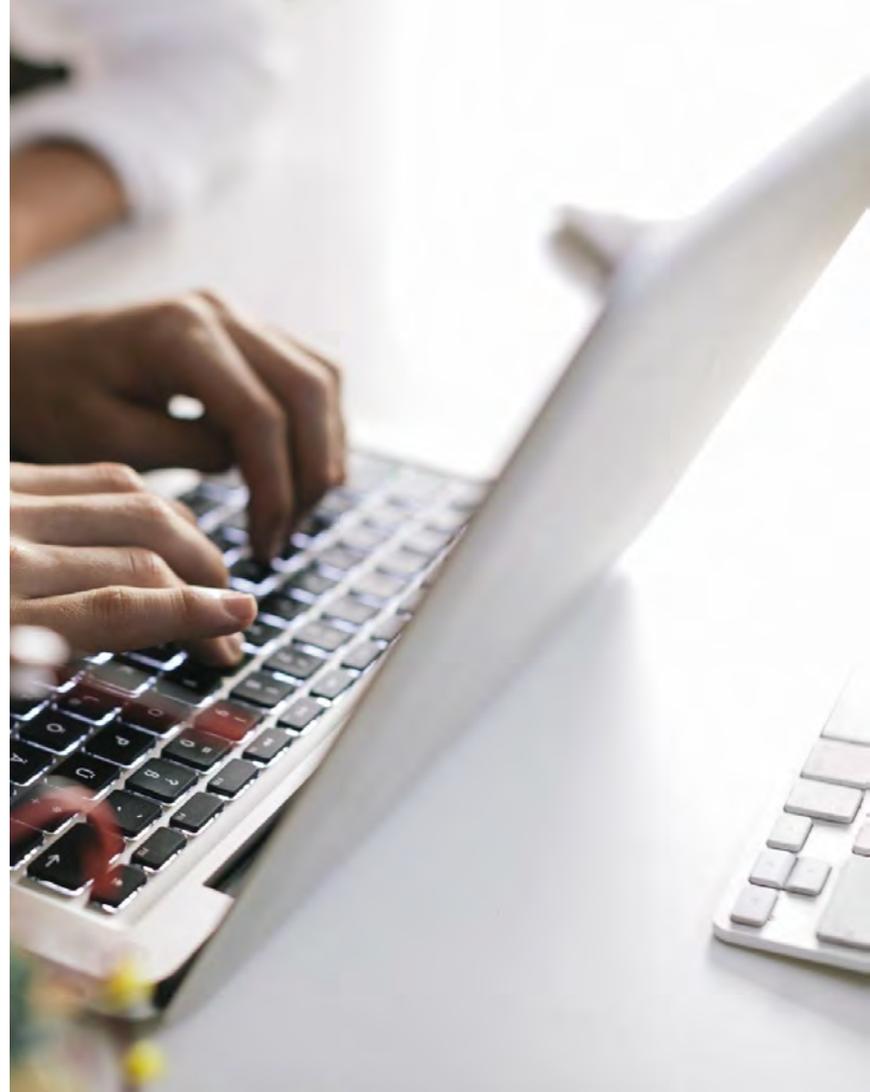
# Supporting Students Through COVID-19

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In August 2021 BUSU completed a Student Feedback Survey that asked students about a vaccination mandate.

Over 85% voted in favour!

Now we've switched our focus to ensure students feel safe on campus and that their concerns are addressed.





To: Chabriol Colebatch, University Secretary &  
General Legal Counsel

From: Professor David Hutchison  
Chair, Senate Planning, Priorities and  
Budget Advisory Committee

DATE: January 12, 2022

Report to Senate 696, January 19, 2022

Consent items - Information

## 1. Budget Information

The Committee received a presentation with information on:

- 2022-23 Budget Update
- 2021-2022 Ancillary Risk (Covid-19)
- 2022-23 Fiscal Framework - update

Among the presentation topics, the budgetary impacts of temporarily suspending in-person course delivery until (and hypothetically beyond) January 31, 2022 were noted. See slide 12 for more information.



2022-23  
**BUDGET  
REPORT**

INCLUDING PERFORMANCE METRICS

# Planning, Priorities and Budget Advisory Committee

January 7, 2022

# Agenda

- 2022-23 Budget Update
- 2021-22 Ancillary Risk (COVID-19)
- 2022-23 Fiscal Framework - update

# 2022-23 Budget Update

# Net Historical Budgets by leader

\$000s	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23 Guidance	7-Year Change
President & units reporting to the President	(897)	(1,170)	(1,270)	(2,063)	(2,198)	(1,942)	(1,835)	104.6%
VP Academic	(163,424)	(171,403)	(177,072)	(182,261)	(190,628)	(189,289)	(187,767)	14.9%
VP Administration - Ancillary	5,700	6,748	5,777	6,126	8,299	3,954	3,013	-47.1%
VP Administration - Non ancillary	(37,516)	(37,699)	(38,275)	(38,055)	(41,660)	(39,728)	(36,976)	-1.4%
VP Research	(2,306)	(1,654)	(1,616)	(3,213)	(3,534)	(3,283)	(3,339)	44.8%
Global	194,522	205,178	212,456	214,742	227,073	226,809	226,904	16.6%
<b>Total</b>	<b>(3,921)</b>	<b>-</b>	<b>-</b>	<b>(4,724)</b>	<b>(2,648)</b>	<b>(3,479)</b>	<b>-</b>	

# Guidance Target

## 2022-23 Guidance Target

<b>(\$000s)</b>	<b>University wide target</b>	<b>Central mitigation target</b>	<b>Total</b>
Mitigation target	(9,875)	(3,500)	(13,375)
%	4.3%	1.5%	5.8%

# Submitted units (not yet reviewed - subject to change)

(\$000's)	2022-23 Guidance	2022-23 Submission	(Over)/under	2021-22 Budget	2020-21 Actuals
Advancement & External Relations	(3,563)	(3,563)		(3,612)	(3,385)
Board, Senate, Secretariat & Legal Counsel	(865)	(1,165)	(300)*	(896)	(833)
Brock International	(1,173)	(1,406)	(233)	(1,270)	(1,407)
Brock Recreation	(212)	(212)		(148)	(418)
Brock Sports	(1,202)	(1,590)	(388)	(1,075)	(407)
Campus Development	(2,140)	(2,161)	(21)	(2,124)	(900)
Campus Security	(2,384)	(2,435)	(51)	(2,475)	(2,434)
CCEE	(1,978)	(1,978)		(1,435)	(1,548)
Continuing Education	(194)	(1,499)	(1,305)**	(200)	
CPI	(882)	(882)		(915)	(1,014)
Facilities Management & Campus Utilities	(20,302)	(20,343)	(41)	(20,842)	(19,506)
Financial Services	(3,163)	(3,163)		(3,279)	(3,235)
Government Relations	(688)	(789)	(101)	(614)	(570)
Graduate Studies	(1,526)	(1,502)	24	(1,204)	(999)
Human Resources	(4,077)	(4,215)	(138)	(4,139)	(3,683)
Human Rights & Equity	(1,082)	(979)	103	(1,224)	(1,342)
Indigenous Education	(313)	(312)	1	(358)	(292)
Information Technology Services	(7,756)	(8,085)	(329)	(7,803)	(7,107)
Internal Audit	(378)	(460)	(82)	(390)	(394)
Office of President	(753)	(753)		(703)	(745)
Office of Vice Provost, Students	(344)	(323)	21	(353)	(360)
Office of Vice Provost/ AVP Academic	(510)	(504)	6	(312)	(314)
Office of VP Academic / Provost	(1,158)	(1,158)		(1,230)	(1,041)
Office of VP Administration	(618)	(618)		(437)	(232)
Quality Assurance	(74)	(109)	(35)	(74)	(51)
Registrar & Enrolment Services	(6,257)	(7,069)	(812)	(6,195)	(4,860)
Research Services & Office of the VP Research	(2,686)	(2,956)	(270)	(2,566)	(2,545)
Student Life & Success	(1,342)	(1,626)	(284)	(1,392)	(1,410)
Student Wellness & Accessibility	(1,738)	(2,351)	(613)	(1,618)	(1,587)
<b>Total Submitted Units</b>	<b>(69,358)</b>	<b>(74,206)</b>	<b>(4,848)</b>	<b>(68,885)</b>	<b>(62,619)</b>

# Guidance target vs. submission

<b>(\$000s)</b>	<b>Guidance</b>	<b>Submitted</b>
<b>Units submitted</b>	(2,692)	2,156
<b>Units not submitted</b>	(7,183)	TBD
<b>Central Target</b>	(3,500)	TBD
<b>Total</b>	<b>(13,375)</b>	<b>TBD</b>

# Additions to guidance

<b>(\$000's)</b>	<b>Personnel</b>	<b>Operating</b>
<b>Advancement &amp; External Relations</b>	90	
<b>Brock International</b>	39	
<b>Brock Recreation</b>		50
<b>Brock Sports</b>		102
<b>CCEE</b>	154	
<b>Government Relations</b>	95	
<b>Graduate Studies</b>	354	
<b>Information Technology Services</b>	280	
<b>Office of Vice Provost/ AVP Academic</b>	51	
<b>Office of VP Academic / Provost</b>	135	
<b>Office of VP Administration</b>	194	
<b>Registrar &amp; Enrolment Services</b>	201	
<b>Research Services &amp; Office of the VP Research</b>	203	
<b>Student Wellness &amp; Accessibility</b>	160	
<b>Total Submitted Units</b>	<b>1,956</b>	<b>152</b>

# Submitted units FTEs (not yet reviewed - subject to change)

	2022-23 Budget Submission	2021-22 Budget	Variance	Add'l positions included in guidance
Advancement & External Relations	39.7	37.8	1.9	1.0
Board, Senate, Secretariat & Legal Counsel	10.0	8.0	2.0*	
Brock International	26.3	24.1	2.2	0.5
Brock Recreation	14.9	14.4	0.5	
Brock Sports	24.1	21.7	2.4	
Campus Development	0.6	1.0	(0.4)	
Campus Security	18.0	18.0	-	
CCEE	44.6	41.9	2.7	2.0
Continuing Education	6.0	1.5	4.5	
CPI	12.0	11.0	1.0	
Facilities Management & Campus Utilities	146.0	146.0	-	
Financial Services	34.6	35.4	(0.8)	
Government Relations	6.0	5.0	1.0	1.0
Graduate Studies	17.6	15.0	2.6	2.6
Human Resources	39.2	36.0	3.2	
Human Rights & Equity	10.0	9.0	1.0	
Indigenous Education	5.5	4.0	1.5	
Information Technology Services	67.9	65.9	2.0	3.0
Internal Audit	3.0	3.0	-	
Office of President	3.0	3.0	-	
Office of Vice Provost, Students	1.5	1.5	-	
Office of Vice Provost/ AVP Academic	3.8	3.0	0.8	0.8
Office of VP Academic / Provost	5.0	5.7	(0.7)	1.0
Office of VP Administration	3.0	2.0	1.0	1.0
Quality Assurance	-	-	-	
Registrar & Enrolment Services	77.4	75.0	2.4	1.0
Research Services & Office of the VP Research	34.3	29.1	5.2	2.0
Student Life & Success	19.4	18.4	1.0	
Student Wellness & Accessibility	46.2	35.7	10.5	2.0
<b>Total submitted units</b>	<b>719.6</b>	<b>672.04</b>	<b>47.56</b>	<b>17.90</b>

\* Includes new Secretariat position

# Draft Mitigation measures to be considered

- Review of vacant positions in budget
- Marketing and/or ITS consolidation
- Review of travel costs
- Discretionary operating funding of PD accounts
- Course Releases
- Review of recruitment fees

# 2021-22 Ancillary Risk (COVID-19)

# Ancillary 2021-22 Forecast Scenarios

(\$000s)	2021-22				
	Budget	T1 Forecast	Scenario 1: Back in person Jan 31	Scenario 2: Back in person Feb 21	Scenario 3: Online to April 30
Campus Store	396	437	353	353	353
Parking Services	2,234	1,984	653	453	(47)
Conference Services	(303)	(327)	(311)	(311)	(311)
Dining Services & One Card	336	474	345	175	(435)
Residence Operations	2,212	2,924	235	(2,400)	(8,002)
<b>Total Surplus/(Deficit)</b>	<b>4,875</b>	<b>5,492</b>	<b>1,275</b>	<b>(1,730)</b>	<b>(8,442)</b>
<i>vs. Budget</i>		<b>617</b>	<b>(3,600)</b>	<b>(6,605)</b>	<b>(13,317)</b>

# 2022-23 Fiscal Framework Update

# Purpose of the Fiscal Framework

The Fiscal Framework establishes a set of **budget development guidance criteria** informed by consultation with the University community, the Institutional Strategic Plan, and fiscal sustainability.

Facilitates long-term planning, providing financial guidelines for future years; however, flexible to adapt with the evolving economic, environmental and strategic developments of the University.

The fiscal framework sets out strategies for the following:

- Tuition rates
- Ministry grant funding
- Ancillary and residence pricing
- Salary and benefit costs
- Scholarship, fellowship and bursary funding
- Library acquisitions
- Capital funding
- Debt and borrowing
- Strategic fund reserve

The document also includes a 5-year enrolment and  
14 financial forecast.



# Background Fiscal Framework Document

2016-17 Fiscal Framework

*(approved by Board of Trustees May 5, 2016)*

<https://brocku.ca/about/wp-content/uploads/primary-site/sites/8/FiscalFramework2016-2017.pdf>

2018-19 Fiscal Framework Update

*(approved by Board of Trustees March 8, 2018)*

<https://brocku.ca/about/wp-content/uploads/primary-site/sites/8/2018-19-Fiscal-Framework-Update.pdf>

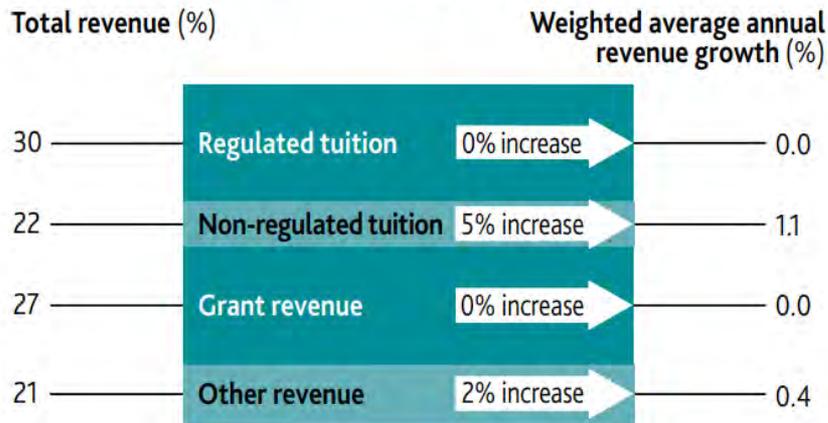
2020-21 Fiscal Framework Update

*(approved by Board of Trustees March 5, 2020)*

[2020-21 Fiscal Framework Update \(brocku.ca\)](#)

# Structural deficit

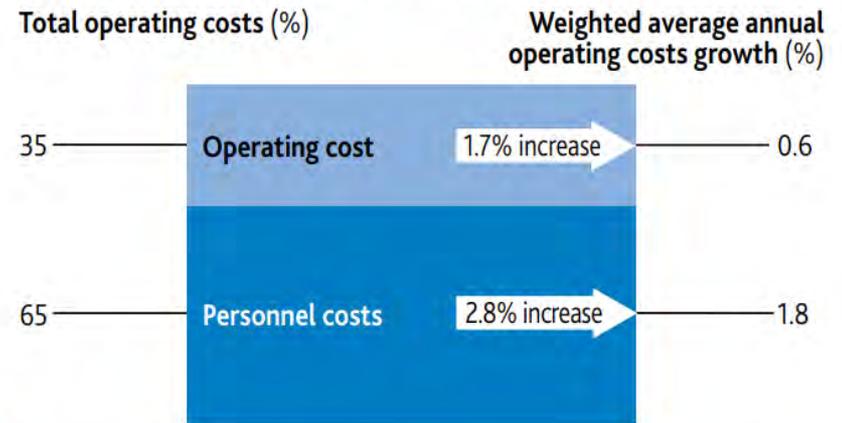
## Revenue growth



Total revenue growth = 1.5%

\$5.4 million

## Operating costs growth

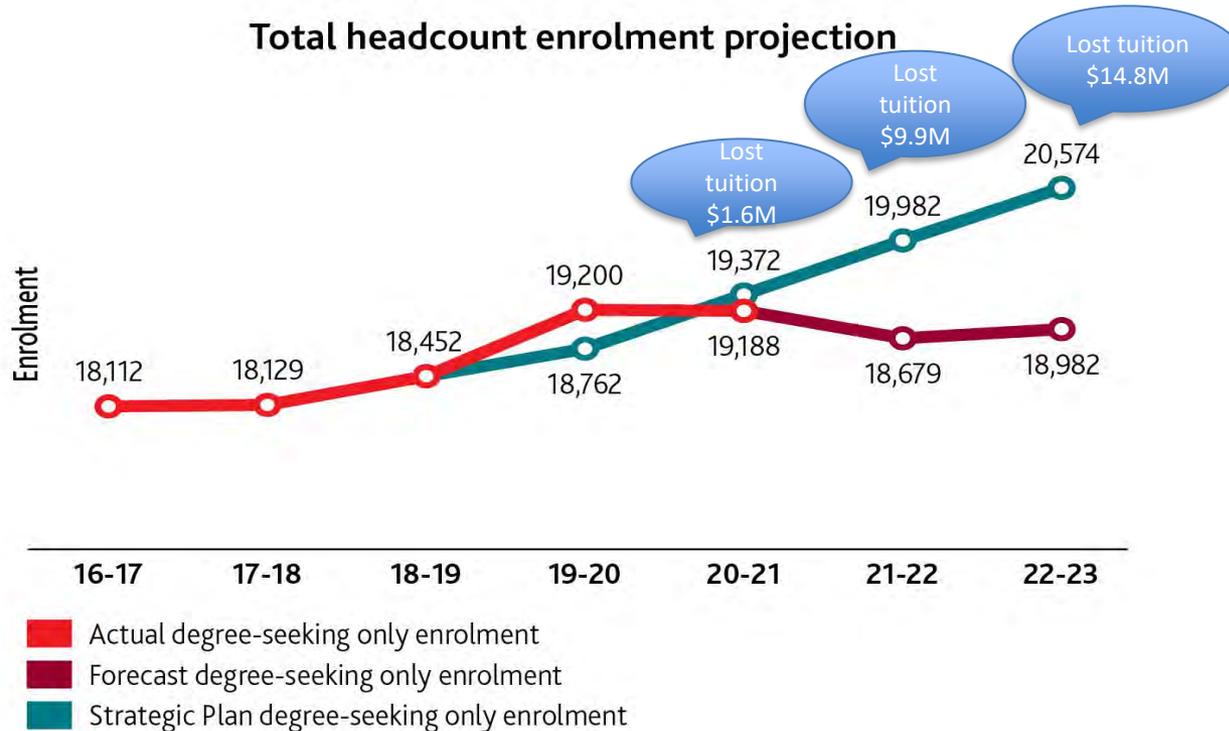


Total operating costs growth = 2.4%

(\$8.6) million

**Annual impact**  
Structural deficit  
(\$3.2) million  
1% loss

# Enrolment Projection



Source: Enrolment Planning Model (EPM).

	20-21	21-22	22-23
Enrolment difference between Actuals/Forecast & Strategic Plan	(184)	(1,103)	(1,592)
Lost Tuition if enrolment at Strategic Plan level (in 000s)	1,607	9,955	14,808

# Background

Framework Item	2020-21 Fiscal Framework Guidance	Update Guidance Considerations
Tuition Fees	Assumes continuation of current Provincial tuition guidelines with a freeze on domestic rates. Tuition rates for unregulated programs and international students continue to target the median of other universities in the province of Ontario as well as setting annual increases to a maximum of 5 per cent to provide budget certainty for our international students.	Domestic TBD  Cohort Pricing International 8% new intake with freeze until year 5 then revert back to year 1 rate thereafter.
Grants	Overall grants are held flat given that the government has stated there will be no additional funding to the sector or to Brock during SMA3. Continue to advocate for funding when opportunities arise to obtain an average level of funding per student.	TBD
Library acquisitions	Growth at 2 per cent annually	No change
Standard Inflation	2% for other revenues, 2% for non personnel expenses, 2.5% for capital expenses.	Upward pressure
Chargebacks	Eliminate chargebacks to simplify operations where possible	No Change
Unrestricted net assets/reserves	Surpluses shared with the Faculties, with the portion that remains in central used to support initiatives related to University strategic priorities supported by the Revenue and Expense Allocation Model	- Include incentive for <b>Con't</b> Ed with Revenue and Expense Allocation Model. - Provost/Deans TOR on year-end surplus update?

# Background

Framework Item	2020-21 Fiscal Framework guidance	Update Guidance Considerations
Enrolment	Enrolment increase based on Institutional Analysis long-term enrolment forecast - based on existing programs only - also endorsed through the approved Institutional Strategic Plan.	Engineering, <b>Con't</b> Ed, SEM, nursing, update all in forecast
Ancillary and residence	The 2016-17 Fiscal Framework established targeted guidance to grow the annual contribution to the operating budget by 4% each year. This guidance remains, with incremental contributions from Ancillary & Residence Operations related to the student experience projects to cover a facilities condition reserve, debt payments as well as additional contributions to the general operating budget.	Recovery to pre-pandemic contribution per student (note revised down based on reduced enrolment)
Our People	Overall personnel costs are increasing at 2.8%, which includes the impact of Bill 124. Total personnel full-time equivalents are held at the current 2019-20 budgeted levels (faculty & staff) with flexibility for new strategic hires included in a newly established strategic fund reserve.	TBD Inflation pressures vs historical increases > inflation for some bargaining units
Scholarships / Fellowships	Scholarships, fellowships, bursaries and awards budget is growing by the rate of inflation (estimated at 2%) plus the rate of enrolment growth forecasted to ensure the purchasing power of the funding remains consistent into the future on a per student basis.	Maintain but work on program changes to Brock Scholars to get back on track addressing increases from grade inflation

# Background

Framework Item	2020-21 Fiscal Framework guidance	Update Guidance Considerations
Capital	<p>Capital and related project funding will remain at the 2020-21 approved budget level, including guaranteeing a minimum of \$6 million in committed funding for deferred <b>maintenance from each year's budget. Further the guidance is to improve Brock's Facilities Condition Index (FCI) over</b> the life of the forecast. Further, as noted in the Residence Operations guidance, incremental funding to a facilities condition reserve for the Decew and Residence 8 facilities.</p>	TBD
Debt and borrowing	<p><b>The guidance is to maintain the University's credit rating at A (High) or better; to maintain an average annualized rate of return on the sinking fund of 5%; and any new debt will be evaluated under the principle of maintaining the university's credit rate while advancing the strategic priorities of the University.</b></p> <p>Debt Repayment Reserve Funding maintained at \$1.5 million per year.</p>	Eliminate debt repayment reserve for budget mitigation
Utilities	Utility cost annual increase will be 2% or lower.	Address carbon tax estimated at \$3.6 million/year by 2030

# Background

Framework Item	2020-21 Fiscal Framework guidance	Update Guidance Considerations
Strategic fund reserve	Operating budget allocation of at least 1% of revenue to support strategic initiatives in need of start-up funding.	Prioritize envelopes (ie Research Capital, Indigenous, recruitment, new initiatives, ITS, other)
Canada Summer Games	Operating costs estimated for Canada Summer Games facility as estimated by external consultant.	Update estimated commitments capital and operating.  Currently \$1.25 million operating budget and \$1.25 million one-time capital reserve available.

# Working Forecast - Many Changes TBD

## Full Ancillary Recovery 2023-24

(\$000s)	2021-22 Budget	2022-23 Preliminary Forecast (Guidance)	2023-24 Forecast	2024-25 Forecast	2025-26 Forecast	2026-27 Forecast
<b>Revenue</b>						
Total operating revenue	358,690	368,090	373,964	381,312	387,117	393,190
<b>Expenses</b>						
Personnel Costs	(233,671)	(243,092)	(249,838)	(256,771)	(263,896)	(271,219)
Financing costs total	(14,122)	(12,622)	(12,154)	(12,554)	(11,795)	(11,795)
Total repairs & maintenance and capital	(23,297)	(23,316)	(23,505)	(23,698)	(23,895)	(24,096)
Scholarships total	(23,845)	(27,815)	(22,810)	(23,266)	(23,731)	(24,206)
Library Acquisitions	(5,222)	(5,326)	(5,313)	(5,419)	(5,527)	(5,638)
Other operating costs total	(62,012)	(69,294)	(63,905)	(65,469)	(67,041)	(68,640)
Total non personnel costs	(128,498)	(138,373)	(127,687)	(130,406)	(131,989)	(134,375)
Total Operating Expense	(362,169)	(381,465)	(377,525)	(387,177)	(395,885)	(405,594)
Budget Surplus / (Deficit)	(3,479)	(13,375)	(3,561)	(5,865)	(8,768)	(12,404)

Provided for high level direction: Many updates outstanding ie enrolment forecast.

# Working Forecast - Many Changes TBD

## Ancillary Ongoing restrictions

(\$000s)	2021-22 Budget	2022-23 Preliminary Forecast (Guidance)	2023-24 Forecast	2024-25 Forecast	2025-26 Forecast	2026-27 Forecast
<b>Revenue</b>						
Total operating revenue	358,690	368,090	366,416	373,059	380,035	387,362
<b>Expenses</b>						
Personnel Costs	(233,671)	(243,092)	(249,838)	(256,771)	(263,896)	(271,219)
Financing costs total	(14,122)	(12,622)	(12,154)	(12,554)	(11,795)	(11,795)
Total repairs & maintenance and capital	(23,297)	(23,316)	(23,505)	(23,698)	(23,895)	(24,096)
Scholarships total	(23,845)	(27,815)	(22,810)	(23,266)	(23,731)	(24,206)
Library Acquisitions	(5,222)	(5,326)	(5,313)	(5,419)	(5,527)	(5,638)
Other operating costs total	(62,012)	(69,294)	(63,829)	(65,387)	(66,970)	(68,582)
Total non personnel costs	(128,498)	(138,373)	(127,611)	(130,324)	(131,918)	(134,317)
Total Operating Expense	(362,169)	(381,465)	(377,449)	(387,095)	(395,814)	(405,536)
Budget Surplus / (Deficit)	(3,479)	(13,375)	(11,033)	(14,036)	(15,779)	(18,174)

Provided for high level direction: Many updates outstanding ie enrolment forecast.

# Next Steps

- Review of submitted budgets (including Faculties to be submitted in Jan)
- Trimester Two forecast
- Mitigation measures considered for budget

# 2022-23 Budget planning timeline

Jan 10, 2022	<ul style="list-style-type: none"><li>Completed Academic Budget due to Finance</li></ul>
Jan 17, 2022	<ul style="list-style-type: none"><li>Completed Trimester 2 workbooks due to Finance</li></ul>
Feb 4, 2022	<ul style="list-style-type: none"><li>PPBAC meeting – Budget update</li></ul>
March 25, 2022	<ul style="list-style-type: none"><li>PPBAC meeting – Budget presented for comments, T2 2021-22 Update</li></ul>
March 30, 2022	<ul style="list-style-type: none"><li>PPBAC meeting – Motion for Senate</li></ul>
April 21, 2022	<ul style="list-style-type: none"><li>Senate vote on the budget</li></ul>
May 6, 2022	<ul style="list-style-type: none"><li>Present final budget to the Board for approval</li></ul>

# Questions/Comments





**TO:** Chabriol Colebatch  
University Secretary & General Legal Counsel

**FROM:** Christene Carpenter-Cleland  
Chair, Teaching and Learning Policy Committee

**DATE:** January 12, 2022

**REPORT TO SENATE 696 January 19, 2022**

**CONSENT ITEMS - INFORMATION**

**1. Medical Notes**

Discussion continued on this matter and a motion was passed by T&LPC recommending revisions to sections of the Faculty Handbook under its purview to allow for self-declaration of absences and verification of absences. Once USAC has considered the related amendments to the sections of the FHB under their purview, T&LPC will present its motion to Senate for consideration.

**2. Suspension Policy**

Discussion took place on the suspension and debarment policy. Data provided by the Registrar's office showed the number of students on suspension and debarment are going down (greater rate of retention of students). The Registrar requested feedback on other strategies in lieu of the suspension and debarment policy.

**3. Anti-Ableism and Mental Health**

Discussion took place on assessment and learning outcomes, Quality assurance and academic review. The issues included mental health and timing of mid-term exams, post-secondary compliance and potential changes to the Faculty Handbook with regards to compliance.

**4. Indigenization**

The Committee received an update that the Indigenous Education Developer is Mac Orlando. April Dawn Blackwell, Associate Vice-President Professional and Continuing Studies is supporting Assistant Professor Stanley Henry in developing the Cayuga language programming. Meetings and discussions on self-identification are ongoing. There were two new indigenous faculty hires - Sherri Vansickle and Lynn Trudeau.