

697th Meeting of Senate

Wednesday, February 9, 2022 at 3 p.m.

Remote participation MS TEAMS-

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Phone Conference ID: 135 661 540#

A G E N D A

Approx. Timing	#	Agenda Item	Action
3:00	1.	Call to Order	
3:01	2.	Approval of the Agenda (including consent items)	Approval
3:02	3.	Business Arising from the Minutes	
ACTION ITEMS			
3:05	4.	Reports of Standing Committees	
	4.1	<u>Teaching and Learning Policy Committee</u>	<u>DECISION</u>
	4.2	<u>Undergraduate Student Affairs Committee</u>	<u>DECISION</u>
	4.3	<u>Graduate Studies Committee</u>	<u>DECISION</u>
	4.4	<u>Governance Committee</u>	<u>DECISION</u>
	5.	Memo from the University Secretary - <u>Senate Election</u>	<u>DECISION</u>
DISCUSSION ITEMS			
3:45	6.	<u>Report of the Chair</u>	Information
3:55	7.	<u>Report of the President and Vice-Chancellor</u>	Information
	8.	Report of the Provost and Vice-President, Academic (<i>see President's report</i>)	Information
4:10		***** SENATE BREAK*****	
4:20	9.	<u>Report of the Vice-President, Research</u>	Information
	10.	Two Row Council - N/A	
4:30	11.	Generative Discussion - <u>Campus of the Future and New Normal</u>	Discussion
4:45	12.	IN CAMERA - <u>Governance Committee*</u>	<u>DECISION</u>
4:50	13.	Other Business	
Approx. 4:55	14.	Adjournment	
CONSENT ITEMS			
	15.	Minutes	
	15.1	<u>696 Meeting of Senate held on January 19, 2022</u>	Approval
	16.	Report of the Academic Colleague - N/A	
	17.	Report of the Actions of the Board of Trustees - N/A	
	18.	Reports of Standing Committees	
	18.1	<u>Undergraduate Program Committee</u>	<u>DECISION</u>
	18.2	<u>Graduate Studies Committee</u>	<u>DECISION</u>
	18.3	<u>Academic Review Committee</u>	Information
	18.4	<u>Information Technology and Infrastructure Committee</u>	Information
	18.5	Research and Scholarship Policy Committee - N/A	
	18.6	Planning, Priorities and Budget Advisory Committee - N/A	

* denotes material is on [Senate SharePoint site](#)



TO: Chabriol Colebatch
University Secretary & General Legal Counsel

FROM: Christene Carpenter-Cleland
Chair, Teaching and Learning Policy Committee

DATE: February 2, 2022

REPORT TO SENATE 697 February 9, 2022

ACTION ITEM

1. Amendment to FHB III C: 13.2.2

MOVED (Carpenter-Cleland/)

THAT Senate approve the amendment to FHB III C: 13.2.2 as follows (strikeouts indicate deletion, highlights indicate insertion):

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.

Rationale:

In November 2020, the Strategic Academic Leadership Team (SALT) requested that a working group be formed to investigate the current use of the medical certificate related to students' requests for academic consideration reflected in the Faculty Handbook (FHB). Currently, the use of the medical certificate form is required of all students who seek consideration related to academic requirements and short- and long-term illness. The process is referenced in the FHB under areas that relate to academic work, deferred exams, backdated withdrawals, and student appeals. These sections are in turn under the purview of different Senate committees, including USAC, SGSC, and T&LPC. The working group reviewed the medical note protocol with regard to volume of use, its efficacy, and from instructor and student experience perspectives. The proposed wording reflects the working group's recommendations and changes after consultations with the Senate committees. The approved change would see the University evolve to a two-tiered system requiring student self-attestation to excuse an absence of three days or less but maintain the medical note requirement for an absence of more than three days and deferred exams.

T&LPC (FHB III C: 13.2.2), USAC (FHB III A: 9.4) and SGSC (FHB III B: 8.3 and 11.1) have now all confirmed their support for the changes to the Faculty Handbook regarding medical certificate requirements.



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

FROM: Professor Tim Dun
Chair, Senate Undergraduate Student Affairs Committee

DATE: January 18, 2022

REPORT TO SENATE 697, February 9, 2022

ACTION ITEMS - FOR APPROVAL

1. Faculty Handbook 3A: 9.4 Deferred Examinations revisions

MOVED (DUN/)

THAT Senate approve the amendment of the *Faculty Handbook 3A: 9.4 - Deferred Examinations* as outlined below, subject to Senate approving the related medical accommodations wording changes to Faculty Handbook 3C:13.2.2, 3B:8.3, and 3B:11.1, under the purview of the Teaching and Learning Policy Committee and Graduate Studies Committee respectively.

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~~ **considered**. 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).

Rationale:

The proposed wording reflects the Strategic Academic Leadership Team (SALT) working group's recommendation, which would see the University evolve to a two-tiered system requiring student self-attestation to excuse an absence of three days or less, but maintain the medical note requirement for a) deferred exams and b) absences of more than three days. See **Appendix 1**.

2. Faculty Handbook 3A:4.10 - Transitional/Bridging Program

MOVED (DUN/)

THAT Senate approve the revisions to *FHB 3A: 3.4.10 - Transitional/Bridging Program* as outlined below to reflect a new academic bridging program:

3.4.10 - Transitional/Bridging Program

1) Students with an overall IELTS of 6.5, but with a band that was below 6.0 can be provided with an undergraduate offer that requires them to enroll in AESL 1P92 during their first semester.

2) Students with an IELTS score of 5.5, with no bands below 5.0 will be granted admission to the Academic Transitions (ACT) program that requires students to enroll in IELP 5 in year one along with a maximum of four additional credits.

3) Students who lack the qualifications for direct admission to the university may be granted admission to an academic bridging program, where upon successful completion, they may transition into full-time undergraduate degree programming.

Rationale:

Applicants entering on a "mature/non matriculated" basis of admission are held to undergraduate part-time studies, where a 60% overall average must be achieved on the first 2.0 credits. However, this new pathway will provide a more structured, full-time option, with additional student supports. Academic courses completed will be used to satisfy admission requirements, as well as setting these students on a successful path at the start of their transitional programming. See **Appendix 2**.

Medical Self-Declaration Form Short-term: up to 72 hours (under 3 days)

This student medical self-declaration form is intended to replace the need for a medical note and supporting documentation from a health care provider when, in the case of a short-term medical circumstance, a student wishes to seek an academic consideration. The request is to be made in good faith by the student requesting the academic consideration due to a short-term condition that impacts their academic activities (e.g., participation in academic classes, delay in assignments, etc.). The period of this short-term medical condition for academic consideration must fall within a 72-hour (3 day) period.

The form needs to be submitted to your instructor either during your brief absence or in cases where you are too unwell, within 24 hours of the end of your 3 day brief absence.

Note 1: The medical self-declaration form may only be used once per course per term.

Note 2: In cases where a student has a medical circumstance that will impact academic activities that exceeds 72 hours (three days), the *Brock University Medical Verification Form* must be submitted.

Student Name: _____ Student Number: _____

Brock Email: _____ Date(s) of Brief Absence: _____

Section A: Academic Requirements Needing Consideration

Course: _____ Term: _____ Instructor/Supervisor: _____

Academic requirement missed during brief absence for this course:

- | | | |
|--|--|--|
| <input type="checkbox"/> Attendance / | <input type="checkbox"/> Quiz | <input type="checkbox"/> Oral Presentation |
| <input type="checkbox"/> Participation Marks | <input type="checkbox"/> Test | <input type="checkbox"/> Placement / Fieldwork |
| <input type="checkbox"/> Lab / Tutorial / | <input type="checkbox"/> Group Work | <input type="checkbox"/> Other: |
| <input type="checkbox"/> Seminar Mid Term | <input type="checkbox"/> Thesis / Dissertation | |
| <input type="checkbox"/> Exam Written assignment | Obligation | |

Section B: Self Declaration of Brief Absence

I am submitting this self-declaration as a request made in good faith for academic consideration for a **maximum of 72 hours**. I expect to resume all academic obligations after this 72-hour period. (Please initial below)

_____ I declare that I am unable to attend class or complete academic work due to experiencing an acute medical condition that has temporarily impaired my physical and/or mental health.

_____ I understand that it is my responsibility to submit this form as soon as the need is apparent (and no later than 24 hours after the end of my brief absence), and to follow-up with my instructor(s) and/or graduate supervisor about missed academic requirements.

_____ I understand that providing any false or misleading information or using this form to delay or avoid fulfilling academic requirements, constitutes a breach of academic integrity as outlined in the Brock University Academic Integrity Policy.
brocku.ca/academic-integrity/wp-content/uploads/sites/5/Academic-Integrity-Policy.pdf

Student Signature: _____ Date: _____

Section C: Delegate

I consent for the following person (name) _____ to act as a delegate on my behalf (i.e., submit documentation) as I am currently unable to take action for myself. Please note if a student is incapacitated, a substitute decision maker/attorney may act on their behalf without the student signature.

Student Signature: _____ Relationship to Delegate: _____

Section D: Submitting this Form

The form needs to be submitted to your instructor either during your brief absence or in cases where you are too unwell, within 24 hours of the end of your 3 day brief absence.

Information about Medical Self-Declaration Form (less than 72 hours)

When should this form be used?

- If you (a student) are experiencing an unexpected acute illness (e.g., stomach flu) that has led to physical or psychological impairment of sufficient severity that you feel you are temporarily unable to meet required academic requirements.

- This is for brief absences where you expect to return to full academic functioning within 72 hours.
- Submit this form no later than 24 hours at the end of your brief absence. Submit to your instructor and/or supervisor directly.

What if my illness or distress lasts more than 72 hours?

- If you anticipate you will need consideration for a longer period of time you will need to complete the *Brock University Medical Verification Form*.

When should this form not be used?

- If you become ill during a final exam. In this instance, you must submit a Medical Verification Form
- For courses in which there are no marks associated with your absence.
- Any reason for absence other than an unexpected acute medical condition.
- If you have a personal or family event (e.g., vacations, weddings) to attend or other competing commitments that you are aware of in advance of your academic commitments. In such cases, you should consult directly with your instructor and/or graduate supervisor.
- If you are seeking academic accommodation due to a disability, please contact Student Accessibility Services to arrange appropriate accommodations.
- If you are seeking academic accommodation due to participation in an approved student activity such as conferences, performances or competitions, please refer to the "Accommodation for Student Activities" process in the Faculty Handbook to seek accommodation for absences.
- If you are seeking academic accommodation due to religious grounds, please refer to the "Accommodation for Students on Religious grounds" process in the Faculty Handbook to seek accommodation for absences.
- If you feel you are unable to meet academic requirements due to experiencing high levels of academic stress, or due to an ongoing health condition, you should go to Student Wellness and Accessibility Center for support and to discuss any short-term or long-term accommodation needs.

Do I need to get documentation from a doctor or other professional to support my brief absence?

- No. This self-declaration replaces the need for a sick note/supporting documentation. Acute illnesses may take a few days to resolve and students who are acutely ill (i.e., vomiting, diarrhea, fever) should remain at home and rest to avoid spreading illness to peers and others. Student Wellness and Accessibility Centre does not provide documentation for brief, acute self-limiting illnesses.

What academic consideration might I receive?

- Considerations may include: an excused absence, an extended or deferred deadline, a modified schedule for assignments, labs, placements, projects or comprehensive exams, a deferred exam or project, an alternative assignment, or a re-weighting of marks.

Medical Verification Form

Extended Period (Over 72 hours/ 3 days)

Exam Deferral

In cases where a student requests academic consideration due to a medical circumstance that exceeds 72 hours (three days) and will impact their academic activities (e.g., participation in academic classes, delay in assignments, etc.), or in the case of a final exam deferral, this verification form must be signed by the student and the health professional.

Note: In cases where a student has a medical circumstance that will impact academic activities within 72 hours (three days or less), the *Brock University Medical Self-Declaration Form* must be submitted.

This completed certificate is to be signed by the student and the physician or health care professional. The student will submit the form sent directly to the instructor(s) in the course(s) impacted.

Student Name: _____ Student Number: _____

Brock Email: _____ Phone Number: _____

Section A: Authorization to Share Information - Completed by Student

I authorize the professional named below to complete this form in support of my request for academic considerations. This form will be submitted to the course instructor or graduate student supervisor.

Student Signature: _____ Date: _____

Section B: Verification of Confidential Medical Circumstance – Completed by Health Care Professional

Based on my professional assessment I have determined that this student is experiencing a medical circumstance that requires academic consideration. I have interacted with the student, reviewed documentation, and/or spoken with reliable others, and have confidence that the medical circumstances are verifiable and are having an impact on the student's current ability to meet academic requirements. An assessment of the student's functioning related to the specific circumstance is within the scope of my professional practice. I believe that a confidential verification is in the best interest of the student at this time.

Assessment of Impairment of Academic Functioning

Mild/Moderate

Unable to fulfill occasional or some academic obligations. Due to circumstance **might** require:

- | | | |
|--|---|---|
| <input type="checkbox"/> Occasional absences from in classes, labs, placement. | <input type="checkbox"/> Additional time to complete thesis/dissertation obligation. | Consideration may also be required for: |
| <input type="checkbox"/> Additional time to complete assignments. | <input type="checkbox"/> Rescheduling of timed evaluations (i.e., tests, quizzes, midterms, final exams). | <input type="checkbox"/> In class participation
<input type="checkbox"/> Group work
<input type="checkbox"/> Other: |

Severe/Serious

Unable to fulfill all or most academic obligations. Requires time off from academic commitments. It is expected that the student will be unable to communicate with instructors or develop an academic plan until approximately:

TBD or Date: _____

- Medical and/or compassionate circumstance may result in unpredictable fluctuations in functioning
- Unpredictability of circumstance may lead to last minute requests for academic consideration

Date of onset of impairment: _____

Anticipated duration of impairment:

- < 1 wk
 1 – 2 wks
 2- 4 wks
 4 – 8 wks
 8- 12 wks
 12+ wks

If the student's impairment is currently serious or severe, improvement to mild or moderate impairment is expected within < 1 wk
 1 – 2 wks
 2- 4 wks
 4 – 8 wks
 8- 12 wks

Specific Deliverable

Unable to fulfill requirement for specific deliverable, listed below:

Course	Deliverable requiring consideration	Impact on academic functioning	Anticipated date student to be well enough to complete deliverable
EXAMPLE: PSYC 1F90	Final Exam Dec. 5th	Unable to complete on scheduled date	1 week or Jan 2019 or TBD

Name: _____ Profession/Position: _____

Signature: _____ Date: _____

Contact # or Email: _____ Department/Agency: _____

Information about the Medical Verification Form

Students are responsible for providing this documentation to their individual course instructors and/or graduate supervisors to negotiate academic considerations once the documentation is received. The final decision regarding the academic considerations will be made by the course instructor and/or graduate supervisor.

Student Responsibilities

- Send the verification form to the appropriate instructor

Instructor Responsibilities

- Meet with student to negotiate academic considerations (i.e., deferral of tests/exams, extensions on assignments, etc.)

What health care professional can complete this form in order to verify the medical circumstance?

A health care provider at the Student Wellness and Accessibility Center, a family physician, etc... or an appropriate student services support professional i.e., Sexual Violence Prevention and Response Coordinator.

Memo

TO: Dr. Tim Dun, Chair, Undergraduate Student Affairs Committee

FROM: Christina Bosilo, Director, Admissions

RE: FHB, Section 3.4.10 - Transitional/Bridging Program

The attached are suggested language updates for FHB, 3.4.10 Transitional/Bridging Program. Suggested changes will update the FHB to reflect that:

Applicants entering on a "mature/non matriculated" basis of admission are held to undergraduate part-time studies, where a 60% overall average must be achieved on the first 2.0 credits. However, this new pathway will provide a more structured, full-time option, with additional student supports. Academic courses completed will be used to satisfy admission requirements, as well as setting these students on a successful path at the start of their transitional programming.

Track changes have been employed in the document to draw committee members to the specific language change.

MOVED (/) The updated language for FHB, 3.4.10 be approved as submitted.

January 7, 2021

CB

Attach.

Current FHB Language:

(Proposed addition in red)

3.4.10 – Transitional/Bridging Program

1) Students with an overall IELTS of 6.5, but with a band that was below 6.0 can be provided with an undergraduate offer that requires them to enroll in AESL 1P92 during their first semester.

2) Students with an IELTS score of 5.5, with no bands below 5.0 will be granted admission to the Academic Transitions (ACT) program that requires students to enroll in IELP 5 in year one along with a maximum of four additional credits.

3) Students who lack the qualifications for direct admission to the university may be granted admission to an academic bridging program, where upon successful completion, they may transition into full-time undergraduate degree programming.

Senate 691

Academic Bridging Admissions Category

WHAT

- Full-time 8-month/2 term access-to-university non-degree status
- Structured built-in support and the opportunity to earn 2.5 academic credit towards an UG degree
- Will provide a transitioned pathway into degree programs
- Students will need to successfully complete academic courses with a minimum of 60% overall average, and successful completion of individual tutorial courses to transition to degree-seeking status

WHO

- Intended for individuals who lack the academic qualifications for existing “direct admission” categories to undergraduate degree studies
- Will be the “full-time” option to the existing part-time “mature student/non-matriculated” pathway

Applicants will receive individual advising support, to ensure selected courses (1) meet the pre-requisites required for their intended program and (2) fit into a future degree program plan.

If desired program has the following pre-requisite:	Applicants without the pre-requisite must successfully complete:
Senior Math	MATH 1P20 - Introduction to Mathematics
Senior Chemistry	CHEM 1P00 - Introductory Chemistry
Senior English	ADED 1P33 - Scholarly Writing for Adult Learners

The remaining academic credits will be comprised of either major, context, or elective credits that map onto the degree path desired and will be selected with the support of an advisor.

The “Academic bridging” category does not offer a transitioned pathway into co-op degree programs or programs deemed competitive. Students may apply for a change of major to attempt to transition into competitive programs following the successful completion of their first year of degree-seeking studies.

University Bridging tutorials offered by Student Life & Success:

- **Course 1: Introduction to University Studies**

This non-credit course will strengthen students' time management, note taking, course-related technology, academic integrity, and study skills as well as introduce students to essential student services. As a result of this course, students will demonstrate their ability to create effective lecture notes, research notes, monthly and weekly schedules, and study plans. Attendance, involvement in at least one Student Life activity and active participation in synchronous sessions are requirements for successful completion.

- **Course 2: University Writing Prep**

This non-credit course will strengthen students' written and oral communication skills through practice-based learning. Students will engage in-class writing practice, participate in one 30-minute personalized writing consultation with a LSS and demonstrate their learning through a variety of summative assessments including an article summary, research essay, and oral presentation. As a result of this course, students will be able to communicate clearly using correct sentence, paragraph and essay structure and demonstrate ability to integrate supporting evidence and correct citation.

- **Course 3: University Critical Reading and Analysis**

This non-credit course will strengthen students' reading, analysis, and logical reasoning skills through practice-based learning. Students will engage with a variety of texts including short fiction, film, theory, and scholarly articles. As a result of this course, students will be able to identify and evaluate main ideas and evidence in texts as well as develop evidence-based arguments through weekly activities and projects.



Report to Senate #697

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

FROM: Rosemary Condillac
Chair, Senate Graduate Studies Committee

DATE: February 9, 2022

REPORT TO SENATE 697, February 9, 2022

ACTION ITEMS

1. Medical Notes/Student Self-Declaration

MOVED (Condillac/)

THAT Senate approve the revisions to the Faculty Handbook as outlined in Appendix A 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.

KEY BACKGROUND

In November 2020, the Strategic Academic Leadership Team (SALT) requested that a working group be formed to investigate the current use of the medical certificate related to students' requests for academic consideration reflected in the Faculty Handbook (FHB). The use of the medical certificate form is required of all students who seek consideration related to academic requirements and short- and long-term illness. The process is referenced in the FHB under areas that relate to academic work, deferred exams, backdated withdrawals, and student appeals. These sections are in turn under the purview of different Senate committees, including USAC, SGSC, and T&LPC.

The working group reviewed the medical note protocol with regard to volume of use, its efficacy, and from instructor and student experience perspectives. The proposed wording reflects the working group's recommendation, which would see the University evolve to a two-tiered system requiring student self-attestation to excuse an absence of three days or less but maintain the medical note requirement for an absence of more than three days.

These changes were brought before the relevant Senate committees for consultation earlier this Fall and have been modified further to reflect these conversations. Most notably:

- A note has been added to the self-declaration form to indicate that the form may only be used by a student one time per term per course, given concerns expressed by Senators that the self-declaration form might be inappropriately used by students;
- In the Information section on the self-verification form, the reference to the “discretion of the instructor” has been removed. Senators recommended that the self-declaration form should be accessible to all students (on a one time per course per term basis) and not subject to the discretion of the instructor, which could lead to inequity across the campus.
- In the information section on the self-verification form, the reference to additional time past the 72-hour (3-day) limit has been removed. Senators recommended that there be a clear delineation between less than 72 hours (3 days) and more than 72 hours (over 3 days) in order to ensure students would seek appropriate medical and/or professional health care intervention should the condition for their absence not improve within 3 days.
- It is proposed that the self-declaration form be used for the accommodation of students whose academic work becomes disrupted during their normal course of study during the term. In the case of requests for deferred examinations and/or appeals, the verification of absence form must be submitted and completed by a physician or health care professional.
- The titles of the two forms be refined to clarify the scope of the accommodation is on the basis of medical rationale.

The revised changes are now brought forward for approval.

APPENDICES

A - FHB Medical Notes Revisions

CONSENT ITEMS - FOR APPROVAL

1. 2022-23 Graduate Academic Calendar Submissions

MOVED (Condillac/)

That Senate approve the 2022-2023 Graduate Calendar entries for Applied Linguistics as outlined in Appendix 1.

MOVED (Condillac/)

That Senate approve the 2022-2023 Graduate Calendar entries for Child and Youth Studies as outlined in Appendix 2.

MOVED (Condillac/)

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

MOVED (Condillac/)

That Senate approve the 2022-2023 Graduate Calendar entries for Applied Gerontology as outlined in Appendix 4.

MOVED (Condillac/)

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

MOVED (Condillac/)

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

MOVED (Condillac/)

That Senate approve the 2022-2023 Graduate Calendar entries for Professional Accounting as outlined in Appendix 7.

MOVED (Condillac/)

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

MOVED (Condillac/)

That Senate approve the 2022-2023 Graduate Calendar entries for Social Justice & Equity Studies as outlined in Appendix 9.

MOVED (Condillac/)

That Senate approve the 2022-2023 Graduate Calendar entries for Business Administration as outlined in Appendix 10.

BACKGROUND

- On January 21 the Calendar subcommittee met to review revised calendar entries from 10 programs as well as an additional course from one program with an accepted calendar entry.
- 2. 2022-23 Graduate Academic Calendar Submission for Concurrent BN/MN**

MOVED (Condillac/)

That Senate approve the 2022-2023 Graduate Calendar entry for the Concurrent BN/MN as outlined in Appendix 11.

BACKGROUND

- This program was approved by Quality Council on August 13, 2019, approved by the College of Nurses of Ontario on December 3, 2021, and approved by the Ministry Colleges and Universities on January 18, 2022.
- This program is unique in that it features both undergraduate and graduate components.
- The program received a recommendation for approval by Senate from the Undergraduate Program Committee pending Senate Graduate Studies Committee's recommendation.
- The program was reviewed and received a recommendation for approval by Senate from the Graduate Studies Committee at its meeting held on February 4th.
- As the intended start date is May 2022, it is imperative that recruiting, and setup of the program commence as soon as possible.

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. Committee Terms of Reference

The Committee reviewed its terms of reference and will be bringing a recommendation to the Governance Committee for changes.

APPENDICES

- Appendix 1 - APC Graduate Calendar Entry for Applied Linguistics
- Appendix 2 - APC Graduate Calendar Entry for Child and Youth Studies
- Appendix 3 - APC Graduate Calendar Entry for Public Health
- Appendix 4 - APC Graduate Calendar Entry for Applied Gerontology
- Appendix 5 - APC Graduate Calendar Entry for Professional Kinesiology
- Appendix 6 - APC Graduate Calendar Entry for Accounting
- Appendix 7 - APC Graduate Calendar Entry for Professional Accounting
- Appendix 8 - APC Graduate Calendar Entry for Psychology
- Appendix 9 - APC Graduate Calendar Entry for Social Justice and Equity Studies
- Appendix 10 - APC Graduate Calendar Entry for Business Administration
- Appendix 11 - APC Graduate Calendar Entry for Concurrent BN/MN Program

Appendix A

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.

Academic Program Calendar Submission #2022-3294

Department/Centre:

Program(s): Applied Linguistics

Program Additions/Terminations

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

Please note: The calendar year runs from May 1, 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:

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.

Applied Linguistics

Master of Arts in Applied Linguistics (TESL)

Field of Specialization

Teaching English as a Second Language ~~Teaching English as a Subsequent Language~~

Dean

Ingrid Makus
Faculty of Social Sciences

Associate Dean

Dawn Zinga
Faculty of Social Sciences

Core Faculty

Professors

Thomas S. C. Farrell (Applied Linguistics), David Hayes (Applied Linguistics),
Gary Libben (Applied Linguistics), Ron Thomson (Applied Linguistics)

Associate Professors

Cheng Luo (Applied Linguistics),

Assistant Professor

Andrew Lee (Applied Linguistics)

Graduate Program Director

Ron Thomson
ron.thomson@brocku.ca

Graduate Program Assistant

Mae Leong
905-688-5550, extension 5165
Mackenzie Chown C414
mleong@brocku.ca / GradAppLingTESL@brocku.ca
<https://brocku.ca/tesl>

Program Description

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

There are 4 program Schemes that can be followed: Scheme A, B, C, and D. Schemes A through C have a specialization in Teaching English as a Second Language (TESL). Students can choose Scheme A, the Course-work and thesis route, Scheme B, the Course-work and Major Research Paper route, or Scheme C, the solely Course-work route. These Schemes all have a September entry point, and will be completed by the end of August (3 terms). Scheme D is a combination of Course-work and a Thesis, with no specialization in TESL. Students interested in this scheme may have a broader interest in linguistics than TESL alone. This Scheme will be completed in December of the second year (4 terms).

Admission Requirements

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

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

Strong English language skills are essential for all applicants.

Candidates whose first language is not English and who have not completed 3 or more years of full-time study at a Canadian post-secondary institution are required to provide proof of English language proficiency as follows: TOEFL PBT 630/CBT 267/iBT 109, TWE 5.5 and TSE 55, or IELTS 8 and writing band 8, (no individual score under 7.5).

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

For students whose language scores do not meet the above standard, but do meet TOEFL PBT 550/CBT 213/iBT 80, TWE 4.5 and TSE 45, IELTS 6.5 and writing band 6.5, (no individual score under 5.5), Brock University offers a non-credit intensive language training course and writing mentorship program, which will enable you to succeed in the program.

When applications are reviewed, the admissions committee will make an offer based on your language scores. If the intensive language training course and writing mentorship program are required, it will be noted as a prerequisite to admission in your offer letter. Students with this prerequisite will only be considered for Scheme B and C, and will not be eligible for funding. Students interested in the program without a background in a relevant discipline are advised to consider, in consultation with the Graduate Program Director, applying for the undergraduate TESL Certificate program also offered by the Department of Applied Linguistics. TESL Certificate graduates with a strong 'B' average (mid-70 or higher) are well-placed to apply for admission to the MA-level study of TESL at Brock or elsewhere.

Certificate in Teaching English as a Second/Foreign Language:

<https://brocku.ca/webcal/current2019/undergrad/apli.html#sec25>

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

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

Degree Requirements

Students will consult with the Graduate Program Director when planning their programs of study. Graduate students follow Scheme A, Scheme B, Scheme C, or Scheme D. Schemes A and D candidates must submit a preliminary thesis proposal and find

a supervisor as advised by the Graduate Program Director. Bridged Entry students may only complete Schemes B and C. For all schemes, supervisory responsibilities will be assigned within the proposed supervisor's (and where applicable, second reader's) area of interest and expertise, with reasonable attention to equitable distribution of supervisory assignments and under the overall guidance of the Graduate Program Committee.

Scheme A (TESL): Course Work and Thesis

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

Core Courses

LING 5P07 Topics in Second Language Acquisition Theory and Research ~~LING 5P07 Topics in Subsequent Language Acquisition Theory and Research~~

LING 5P85 Research Issues and Methodology in Second Language Acquisition ~~LING 5P85 Research Issues and Methodology in Subsequent Language Acquisition~~

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

LING 5P00 Foundations of Language Teaching and Learning

LING 5P01 Sociolinguistics Applied to Language Teaching and Learning

LING 5P02 Pedagogical Grammar: Theory, Research and Practice

LING 5P03 Oral/Aural Skills in Teaching English as a ~~Second~~Subsequent Language: Theory, Research and Practice

LING 5P04 Reading in Teaching English as a ~~Second~~Subsequent Language: Theory, Research and Practice

LING 5P05 Writing in Teaching English as a ~~Second~~Subsequent Language: Theory, Research and Practice

LING 5P08 Vocabulary: Theory, Research and Practice

LING 5P10 Independent Study (approval of the Graduate Committee required)

LING 5P60 Teaching English to Young Learners

LING 5V60-69 Special Topics in Applied Linguistics

Thesis

LING 5F90 MA Research and Thesis

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

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

Core Courses

LING 5P07 Topics in Second Language Acquisition Theory and Research ~~LING 5P07 Topics in Subsequent Language Acquisition Theory and Research~~

LING 5P85 Research Issues and Methodology in Second Language Acquisition ~~LING 5P85 Research Issues and Methodology in Subsequent Language Acquisition~~

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

LING 5P00 Foundations of Language Teaching and Learning

LING 5P01 Sociolinguistics Applied to Language Teaching and Learning

LING 5P02 Pedagogical Grammar: Theory, Research and Practice

LING 5P03 Oral/Aural Skills in Teaching English as a ~~Second~~Subsequent Language: Theory, Research and Practice

LING 5P04 Reading in Teaching English as a ~~Second~~Subsequent Language: Theory, Research and Practice

LING 5P05 Writing in Teaching English as a ~~Second~~Subsequent Language: Theory, Research and Practice

LING 5P08 Vocabulary: Theory, Research and Practice

LING 5P10 Independent Study (approval of the Graduate Committee required)

LING 5P60 Teaching English to Young Learners

LING 5V60-69 Special Issues in Applied Linguistics

Major Research Paper

LING 5F89 Major Research Paper

Scheme C (TESL): Course Work

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

Core Courses

LING 5P07 Topics in Second Language Acquisition Theory and Research

LING 5P85 Research Issues and Methodology in Second Language Acquisition

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

LING 5P00 Foundations of Language Teaching and Learning

LING 5P01 Sociolinguistics Applied to Language Teaching and Learning

LING 5P02 Pedagogical Grammar: Theory, Research and Practice

LING 5P03 Oral/Aural Skills in Teaching English as a Second Subsequent Language: Theory, Research and Practice

LING 5P04 Reading in Teaching English as a Second Subsequent Language: Theory, Research and Practice

LING 5P05 Writing in Teaching English as a Second Subsequent Language: Theory, Research and Practice

LING 5P08 Vocabulary: Theory, Research and Practice

LING 5P60 Teaching English to Young Learners

Additional Courses or Capstone Project

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

LING 5V60-69 Special Issues in Applied Linguistics

LING 5P10 Independent Study (approval of the Graduate Committee required)

LING 5F91 Capstone Project

Scheme D (General): Course Work and Thesis

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

Core Courses

LING 5P07 Topics in Second Language Acquisition Theory and Research

LING 5P85 Research Issues and Methodology in Second Language Acquisition

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

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

LING 5P00 Foundations of Language Teaching and Learning

LING 5P01 Sociolinguistics Applied to Language Teaching and Learning

LING 5P02 Pedagogical Grammar: Theory, Research and Practice

LING 5P03 Oral/Aural Skills in Teaching English as a Second Subsequent Language: Theory, Research and Practice

LING 5P04 Reading in Teaching English as a Second Subsequent Language: Theory, Research and Practice

LING 5P05 Writing in Teaching English as a Second Subsequent Language: Theory, Research and Practice

LING 5P08 Vocabulary: Theory, Research and Practice

LING 5P10 Independent Study (approval of the Graduate Committee required)

LING 5P60 Teaching English to Young Learners

LING 5V60-69 Special Topics in Applied Linguistics

Given the broad nature of the MA Applied Linguistics (General) concentration, additional graduate courses needed to fulfil degree requirements may also be taken outside of the department. For example, language related courses are available in Modern Languages, Psychology, Education, etc, which may be relevant to the particular Applied Linguistics & #8217; interests of a particular student. -Statistics courses may also be taken outside of the Applied Linguistics Department. Such courses should only

be taken in consultation with the student's supervisor and Graduate Program Director, and must be approved by the Graduate Program Committee.

Thesis

LING 5F90 MA Research and Thesis

Course Descriptions

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

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

LING 5F89

Major Research Paper

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

LING 5F90

MA Research and Thesis

A research project involving the preparation and defence of a thesis on a topic in ~~second~~ subsequent language teaching, curriculum design, professional development, student assessment, program evaluation, or a related area, demonstrating capacity for independent work. Research to be conducted under the supervision of a faculty supervisor and defended at an oral examination.

Prerequisite(s): Completion of all course work; approval of the thesis proposal by the MA Program Committee.

LING 5F91

Capstone Project

Capstone project under the supervision of a faculty supervisor, will have a teaching focus such as a case study of a teaching intervention, a reflective assignment on teaching practice and/or observation, language teaching materials development, or related topics.

Prerequisite(s): Completion of all course work; approval of the Capstone Project topic by a supervisor.

LING 5N01

Academic and Cultural Orientation for Bridged Graduate Students in Applied Linguistics

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

LING 5P00

Foundations of Language Teaching and Learning

Linguistic, educational and social foundations of ~~second~~ subsequent language teaching in the Canadian context as well as in international settings. Models of curriculum design and student assessment. Current trends in language teaching, program development, professional development, and related areas.

LING 5P01

Sociolinguistics Applied to Language Teaching and Learning

Theoretical concepts and research findings in sociolinguistics applied to the teaching and learning of English as a ~~second~~ subsequent language. Focus on the social and cultural aspects of language, on the collaborative and social aspects of language learning, on the link between language and personal or social identity, and on the influence of the social world on language use, learning and teaching.

LING 5P02

Pedagogical Grammar: Theory, Research and Practice

Models of pedagogical grammar and their relationship to theories of second-subsequent language acquisition. Focus on issues arising in classroom learning. Application of grammar analyses to learning/teaching situations. Survey and critique of selected Information Technology tools available for the development of grammar skills.

LING 5P03

Oral/Aural Skills in Teaching English as a Second-Subsequent Language: Theory, Research and Practice

Theoretical insights and research findings relevant to the pedagogy of speaking and listening, including models of oral interaction and of listening comprehension, and trends in speaking/listening instruction. Canadian Language Benchmarks for speaking and listening.

LING 5P04

Reading in Teaching English as a Second Language: Theory, Research, and Practice

Practical and theoretical foundations for decisions regarding materials design and instructional methodology, including genre theory, contrastive rhetoric, feedback and assessment, Information Technology.

LING 5P05

Writing in Teaching English as a Second-Subsequent Language: Theory, Research, and Practice

Theoretical models of writing and instructional practices. Current issues in ESL writing research and teaching, including genre theory, contrastive rhetoric, feedback, assessment and critique of assessment tools (e.g. CLBs, IELTS), Information Technology.

LING 5P06

Topics in Second Language Acquisition and Learning

Critical examination of current theories in second-subsequent language acquisition and learning and applications to practice worldwide. Topics may include cognitive mechanisms and social factors (e.g., individuals and language identity) in second-subsequent language acquisition and learning, speech communities, interlanguage, and issues in second-subsequent language policy and planning.

Restriction: Only open to students who possess a four-year undergraduate degree in any discipline.

Prerequisite(s): Prerequisite(s): LING 1F94 or permission of the Chair.

LING 5P07

Second Language Acquisition Theory and Research

Critical examination of current theories and key issues in second-subsequent language acquisition research, from various perspectives (linguistic, psycholinguistic, sociolinguistic, etc.). Integration of theoretical models, research evidence and practice.

LING 5P08

Vocabulary: Theory, Research and Practice

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

LING 5P10

Independent Study

Research project carried out in collaboration with a faculty member. Enrichment of theoretical knowledge in a particular area of TESL, and development of the ability to apply that knowledge practically.

Note: Approval of the Graduate Committee is required for registration in this course.

LING 5P40

Language Testing

Language Testing Theories and practices of language testing in research and teaching. Focus on critical analysis and evaluation of psychometric and pragmatic tests through item analysis and/or latent trait measurement.

Restriction: Only open to students who possess a four-year undergraduate degree in any discipline.

Prerequisite(s): Prerequisite(s): LING 1F94 or permission of the Chair.

LING 5P41

Bilingualism

Linguistic and constraints on mixing and code-switching, the organization of the bilingual lexicon, language processing in bilinguals, language attrition.

Restriction: Restriction: Only open to students who possess a four-year undergraduate degree in any discipline.

Prerequisite(s): Prerequisite(s): LING 1F94 or PSYC 1F90.

LING 5P60

Teaching English to Young Learners

Theoretical insights and research findings relevant to ESL pedagogy of young learners as applicable to classroom teaching in both Canadian and international contexts.

LING 5P80

Supervised Teaching

Classroom observation, and planning, managing and delivering **secondsubsequent** language instruction. Discussions on current conceptual knowledge (theoretical) and perceptual knowledge (practical) highlighted with reference to the **secondsubsequent** language teaching and learning context.

Restriction: Only open to students who possess a four-year undergraduate degree in any discipline.

Prerequisite(s): LING 4P82 or 5P82; LING 4P83 or LING 5P83 or similar credit courses in TESL methodology from another university.

Note: Placements will be arranged for observations and practice teaching.

LING 5P81

Reflective Practicum

Supervised class observation of lesson planning, teaching and evaluation. Issues related to **secondsubsequent** language teaching in diverse contexts. Lectures, seminar,

Restriction: Only open to students who possess a four-year undergraduate degree in any discipline.

Prerequisite(s): LING 4P82 or 5P82; LING 4P83 or LING 5P83 or similar credit courses in TESL methodology from another university.

LING 5P82

Teaching Listening and Speaking in a Second Language~~Teaching Listening and Speaking in a Subsequent Language~~

Theories of and issues in the development of oral language processing in a **secondsubsequent** language. Canadian Language Benchmarks. Implications and applications for selected teaching and learning situations. Lectures.

Restriction: Only open to students who possess a four-year undergraduate degree in any discipline.

Prerequisite(s): Prerequisite(s): LING 1F94 or permission of the Chair.

LING 5P83

Teaching Reading and Writing in a Second Language~~Teaching Reading and Writing in a Subsequent Language~~

Selected theories and models underlying reading and writing ability. Their relationship to the concept of grammar and influence on inter-language development. Canadian Language Benchmarks. Implications and applications for selected teaching and learning situations.

Restriction: Restriction: Only open to students who possess a four-year undergraduate degree in any discipline.

Prerequisite(s): Prerequisite(s): LING 1F94 or permission of the Chair.

LING 5P85

Research Issues and Methodology in Second Language Acquisition~~Research Issues and Methodology in Subsequent Language Acquisition~~

Research methods and issues in **secondsubsequent** language teaching, curriculum design, professional development, student assessment, program evaluation, and related areas.

LING 5V60-5V69

Special Topics in Applied Linguistics

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

Course Additions/Deletions/Revisions

Course Changes (Additions/Deletions/Revisions)

1. Additions to the Course Bank

(To be completed for all new courses, including courses newly cross-listed; one complete submission for each course.)

Please ensure that all questions are answered below. Please indicate responses to questions with an "x" (to ensure proper downloading).

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

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).

LING 5F89 - Major Research Paper

LING 5F90 - MA Research and Thesis

LING 5P00 - Foundations of Language Teaching and Learning

LING 5P01 - Sociolinguistics Applied to Language Teaching and Learning

LING 5P02 - Pedagogical Grammar: Theory, Research and Practice

LING 5P03 - Oral/Aural Skills in Teaching English as a Second Language: Theory, Research and Practice

LING 5P05 - Writing in Teaching English as a Second Language: Theory, Research, and Practice

LING 5P06 - Topics in Second Language Acquisition and Learning

LING 5P07 - Second Language Acquisition Theory and Research

LING 5P08 - Vocabulary: Theory, Research and Practice

LING 5P80 - Supervised Teaching

LING 5P81 - Reflective Practicum

LING 5P82 - Teaching Listening and Speaking in a Second Language

LING 5P83 - Teaching Reading and Writing in a Second Language

LING 5P85 - Research Issues and Methodology in Second Language Acquisition

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 Mae Leong on November 18, 2021 at 04:30:55 PM

Submitted by Lynn Dempsey on November 18, 2021 at 04:37:02 PM

Submitted by Dawn Zinga on November 30, 2021 at 02:05:33 PM

Submitted by Jasmine Stasiuk Riddell on December 3, 2021 at 03:55:36 PM

Submitted by Jasmine Stasiuk Riddell on December 6, 2021 at 08:39:43 AM

Rejected by Amanda DiFonzo on December 6, 2021 at 09:54:23 AM
as per Grad Studies

Edited by Jasmine Stasiuk Riddell on January 5, 2022 at 01:08:10 PM

LING 5P85: Editing per Subcommittee's email on December 22, 2021 based on December 21st meeting. Change was made elsewhere in the calendar and missed in this description.

Academic Program Calendar Submission #2022-3203

Department/Centre: Child and Youth Studies

Program(s): Child and Youth 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 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. CHYS 5F50 and CHYS 5P50 be removed from the graduate calendar.
2. MA elective requirement - text expanded to be more specific .

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. No one has taken these courses since 2007/2008. CHYS 5F50 (full credit) has only ever had two enrolments: 1 in 2005 and 1 in 2008. CHYS 5P50 (half credit) has had a total of 12 enrolments, but none since 2007. Directed study courses remain in calendar and as options for students so there is currently redundancy. The motion to make this change was approved at Sept 27-21 department meeting.
2. MA elective to specify 5000 level in CHYS, another Brock grad program (requires GPD and supervisor approval) or equivalent at another Ontario University (requires GPD and supervisor approval). The motion to make this change was approved at Sept 27-21 department meeting.

We have not changed any MA degree requirements, we have simply made the guidelines for the selecting the one half course elective more clear and added the CHYS course code preface that was missing from 5P00 and 5P10. Previous calendar did not specify what qualifies for an elective course. We have added two additional sentences to 1) specify what can be chosen as an elective course and 2) encourage students to consult with their advisor about their elective selection. The full paragraph for MA requirements should include all of the text. That is:

Students will consult with the Graduate Program Director and their thesis supervisor when planning a program of study. Degree requirements include: CHYS 5N01; CHYS 5F01; CHYS 5F90; CHYS 5P00 and CHYS 5P10; plus one half course elective. Students are encouraged to consult with their thesis advisor when planning their elective course. The elective may be an independent guided study, a 5(alpha)00 to 5(alpha)99 level course from within the Department of Child and Youth Studies, a 5(alpha)00 to 5(alpha)99 level course from another graduate department (requires supervisor and GPD approval) or an equivalent level course from another Ontario University (requires supervisor and GPD approval). In addition, all students will be required to attend the Colloquium Seminar Series each year of the program which will consist of guest lectures. Additional credits may be required of candidates with insufficient preadmission background.

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.

Child and Youth Studies

Master of Arts in Child and Youth Studies

Doctor of Philosophy in Child and Youth Studies

Dean

Ingrid Makus

Faculty of Social Sciences

Associate Dean

Dawn Zinga

Graduate Studies and Research

Faculty

Professors Emeriti/Professor Emeritus

Dorothy Griffiths, Frances Owen

Professors

Maureen Connolly (Kinesiology), Suzanne Curtin (Child and Youth Studies), Maurice Feldman (Centre For Applied Disability Studies), Jan Frijters (Child and Youth Studies), John McNamara (Child and Youth Studies), Richard Mitchell (Child and Youth Studies), Shannon Moore (Child and Youth Studies), Tom O'Neill (Child and Youth Studies), Rebecca Raby (Child and Youth Studies), Frances Owen (Child and Youth Studies), Tony Volk (Child and Youth Studies), Rebecca Raby (Child and Youth Studies), Terrance Wade (Health Sciences), Dawn Zinga (Child and Youth Studies), Tony Volk (Child and Youth Studies), Dawn Zinga (Child and Youth Studies)

Associate Professors

Heather Chalmers (Child and Youth Studies), Hannah Dyer (Child and Youth Studies), Voula Marinou (Child and Youth Studies), Danielle Molnar (Child and Youth Studies), Shauna Pomerantz (Child and Youth Studies), Christine Tardif-Williams (Child and Youth Studies), Donato Tarulli (Child and Youth Studies), Ayda Tekok-Kilic (Child and Youth Studies), Tricia Vause (Child and Youth Studies)

Assistant Professors

Naomi Andrews (Child and Youth Studies), Dan Cui (Child and Youth Studies), Ann Farrell (Child and Youth Studies), Chelsea Jones (Child and Youth Studies), Matt Kwan (Child and Youth Studies), Erin Panda (Child and Youth Studies)

Graduate Program Director

Hannah Dyer
chysgpd@brocku.ca

Graduate Administrative Coordinator

Kimberly Anderson
905-688-5550, extension 5148
Cairns Building 353
<https://brocku.ca/chys>

Program Description

MA

The MA program offers a unique multidisciplinary approach to the study of children and youth through required foundation courses, electives and a research-based thesis. The program may be completed on a full-time or part-time basis. For full-time students, it is normally a six term or two-year program.

There are two required foundation courses: (1) childhood, youth and society (encompassing the sociology, anthropology and political economy of childhood and youth) and (2) child and youth development (drawing upon theoretical and applied perspectives in developmental psychology). Students are also required to complete a course in research methods for Child and Youth Studies.

This program is part of a growing movement for multidisciplinary perspectives in Child and Youth Studies and students are encouraged and expected to show evidence of integration across disciplines. The program provides theoretical foundation for the study of childhood and youth and the application of social science research methods through the completion of a research-based thesis. The program will also provide advanced learning opportunities for students intending to continue their education and professionals who currently work in research or service settings. We anticipate that some graduates will pursue further study at the doctoral level while others may pursue a wide variety of occupations related to children and youth.

PhD

The doctoral program reflects the growing importance of multidisciplinary/transdisciplinary perspectives and Child and Youth Studies. Students are expected to show evidence of integration across disciplines. The program provides a theoretical foundation for the study of children and youth and the application of social science research methods through the completion of a research-based dissertation. It is anticipated that graduates will pursue careers in academia, various public, NGO, and private employment opportunities.

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Admission Requirements

MA

Successful completion of a four-year Bachelor's degree, or equivalent, in a relevant social sciences discipline with an average of not less than 75%. Applicants will be expected to have completed an undergraduate statistics course as well as a research methods course. Students with an Honours Bachelor's degree in a non-related discipline who have demonstrated, through documented work-related experience, an interest in pursuing research with children and youth, may be considered. Agreement from a faculty member to supervise the student is also required for admission to the program.

In addition to the submission of transcripts, applicants will provide 1) a statement outlining research interests, 2) an indication of research experience, 3) a ranking of preferred faculty member (s) supervisors and how this person is best suited to your research interests, 4) a recent example of written work, 5) two references, and 6) current curriculum vitae.

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

Part-time study is available.

PhD

Successful completion of a Master's degree, or equivalent, in a relevant social sciences discipline with an average of not less than 80% (A-). Successful completion of CHYS 5F01 (Quantitative and Qualitative of methods), CHYS 5P00 (Sociocultural Foundations) and CHYS 5P10 (Psychological Foundations), or their equivalent, is also required. Applicants that lack these courses may potentially take them in their first year of study. Agreement from a faculty member to supervise a student is also required for admission to the program.

In addition to the submission of transcripts, applicants will provide 1) a statement outlining research interests, 2) an indication of research experience, 3) a ranking of preferred faculty member (s) supervisors and how this person is best suited to your research interests, 4) a recent example of written work, 5) two references, and 6) current curriculum vitae. An interview with potential supervisor or alternate may be required.

The Graduate Admissions Committee will review all applications and recommend admission for a limited number of suitable candidates while the department as a whole will evaluate the candidacy of all accelerated applicants.

Part-time study is not available.

<div> </div>

Degree Requirements

MA

Students will consult with the Graduate Program Director and their thesis supervisor when planning a program of study. 5P10;

Students are encouraged to consult with their thesis advisor when planning their elective course.

The elective may be an independent guided study, a 5(alpha)00 to 5(alpha)99 level course from within the Department of Child and Youth Studies, a 5(alpha)00 to 5(alpha)99 level course from another graduate department (requires supervisor and GPD

In addition, all students will be required to attend the Colloquium Seminar Series each year of the program which will consist of guest lectures. Additional credits may be required of candidates with insufficient preadmission background.

PhD

Admitted students will consult the Graduate Program Director and their dissertation supervisor when planning a program of study. Degree requirements include: CHYS 7P10 or 7P15; CHYS 7P20, 7P30 and 7P40; CHYS 7P91 and 7P92; and CHYS 7F90. All students are also required to attend the Colloquium Seminar Series each year of the program, CHYS 7N01 and 7N02. Additional credits may be required for candidates with insufficient preadmission background.

Comprehensive Examinations

Continued enrolment in the doctoral program requires the successful completion of the comprehensive examinations by the end of the second year. The comprehensive examinations include two components, each representing three to four months of work. The first component is a breadth component that requires students to study a topic significantly different from the dissertation topic. The second component emphasizes depth of study related to the student's dissertation topic. The specific format of each comprehensive component is determined in consultation with the student's supervisory committee, the Graduate Program committee and/or external individuals (breadth component). The diversity in the format and content of these examinations will ensure that students obtain the skills and knowledge required for their targeted sector of employment. For example, possible placements for students with an applied career interest versus a literature review for students with an academic career interest. See the CHYS PhD Handbook for additional details.

Thesis

MA

In addition to the course requirements, a research-based thesis that demonstrates a capacity for independent work must be completed. The thesis topic shall be selected in consultation with the Supervisory Committee.

A thesis proposal will be evaluated by the student's thesis committee before the research may formally begin. The thesis committee is composed of the student's supervisor and two other faculty members associated with the program. An open oral defence of the thesis is required with the participation of the student's thesis committee as well as an examiner external to the department. The thesis will demonstrate the student's capacity for independent work of high quality.

PhD

In addition to the course requirements, a research-based dissertation that demonstrates the capacity for independent work must be completed.

The dissertation committee is composed of the student's supervisor and two other faculty members associated with the program. The dissertation topic will be selected in consultation with the student's supervisory committee. A dissertation proposal will be evaluated by the student's dissertation committee before the research may formally begin. An open oral defence of the dissertation is required with the participation of the student's dissertation committee as well as examiners internal and external to Brock who are both external to the department. The dissertation will demonstrate the student's capacity for the creation and pursuit of a novel program of high quality research.

Facilities

The department has a quiet graduate student office equipped with computers and printers intended to be used for course work, reading and writing. There are a limited number of lockers for students. The department also has video equipment, meeting room, lounge, and faculty labs that may be made available to graduate students.

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.

CHYS 5F01

Research Methods for Child and Youth Study

Emphasis is on combining qualitative, quantitative, and applied approaches and linking research methodology to multidisciplinary theory on children and youth.

CHYS 5F50

Research Practicum I

Students will undertake a research practicum in an applied or basic research setting outside of the thesis area. The research practicum supervisor and student will determine specific requirements and evaluation criteria.

Restriction: Subject to approval by the Graduate Program Director

CHYS 5F90

MA Thesis

Students will prepare a thesis by applying social science theory and methodology. Research may address a variety of issues involving children, youth and families, including for example, the social worlds of children and youth, child and youth development, social policy analysis, and applied topics such as service provision and program evaluation. The preparation and public defense of a thesis which will demonstrate the candidate's capacity for independent study.

CHYS 5N01

Professional Seminar in Child and Youth Studies

Introduction to professional skills relevant to graduate students. Topics may include grant writing, research ethics, presenting at conferences, and scholarly writing. Opportunities for interaction among MA and PhD students will be offered.

CHYS 5P00

Foundation I: Childhood, Youth and Society

A multidisciplinary approach to current theoretical and conceptual issues of child and youth research encompassing the sociology, anthropology and political economy of childhood and youth.

CHYS 5P10

Foundation II: Issues in Child and Youth Development

A multidisciplinary approach to the current theoretical and applied issues surrounding child and youth development. A comprehensive knowledge of some of the major contemporary issues, representing theoretical and applied approaches, will be explored within different philosophical and research tradition.

CHYS 5P20

Independent Guided Study I

Under the supervision of a faculty member with appropriate expertise, the candidate may complete a sustained program of study of a topic of current theoretical or applied interest within the program field leading to the writing of a substantial paper.

Restriction: Subject to approval by the Graduate Program Director

CHYS 5P21

Independent Guided Study II

Under the supervision of a faculty member with appropriate expertise, the candidate may complete a sustained program of study of a topic of current theoretical or applied interest within the program field leading to the writing of a substantial paper. The supervisor may not be the same faculty member as in Independent Guided Study I.

Restriction: Subject to approval by the Graduate Program Director

CHYS 5P29

Risk and Resilience in Adolescence

A critical analysis of adolescent risk and resilience research. General topics may include youth lifestyle choices, problem behaviour theory, risk and protective factors, competence, and developmental pathways in the context of community, family, peer, and intrapersonal factors.

CHYS 5P50

Research Practicum II

Students will undertake a research practicum in an applied or basic research setting outside of the thesis area. The research practicum supervisor and student will determine specific requirements and evaluation criteria.

Restriction: Subject to approval by the Graduate Program Director

CHYS 5Q30

Quantitative Methods in Social Science Research with Children and Youth

(also offered as ADST 5Q30)

Statistical analysis and computer implementations of quantitative methods, emphasizing applied methodology issues in research with children and youth. Covers traditional ANOVA, ANCOVA and multiple regression, including vector-coding of group information under regression and emphasis on data screening and evaluation of assumptions.

CHYS 5V01-5V09

Special Topics in Child and Youth Studies

A specialized topic in child and youth studies that will vary by instructor.

CHYS 5V01

~~2020–2021~~ Advanced Topics in Children and Youth with Exceptionalities

An exploration of issues related to children and youth with exceptionalities. Topics will range broadly from psychological approaches, educational perspectives, and critical lenses around exceptionalities. Methodological and theoretical models of exceptionalities will be discussed.

CHYS 7F90

PhD Dissertation

The preparation and public defence of a dissertation that makes a substantial contribution to scientific knowledge and demonstrates the candidate's ability for independent research, integration of knowledge and depth of understanding.

CHYS 7N01

Introductory Transdisciplinary Professional Seminar in CHYS

Introduction to transdisciplinary theory and practice as it intersects with children and youth, and an introduction to professional skills. Topics may include historical foundations of transdisciplinarity, grant writing, research ethics, presenting at conferences, teaching dossiers, community-based engagement, and scholarly writing. Opportunities for interaction among MA and PhD students will be offered.

Note: This course will be evaluated as Satisfactory/Unsatisfactory.

CHYS 7N02

Advanced Transdisciplinary Professional Seminar in CHYS

Advanced exploration of transdisciplinary theory and practice as it intersects with children and youth, and support for the comprehensive examinations. Topics may include transdisciplinary research teams, critical and Indigenous knowledge systems, digital and/or global citizenship, chaos and complexity theory, and Quantum theory as each of these topics intersect and re-define constructions of child and youth theory/research/policy and professional practice. Opportunities for interaction among MA and PhD students will be offered.

Note: This course will be evaluated as Satisfactory/Unsatisfactory.

CHYS 7P10

Advanced Qualitative Methods in Social Research with Children and Youth

Explores ethical, epistemological, ontological, and methodological issues related to qualitative research with a particular focus on children and youth. Philosophical assumptions and interpretive frameworks in qualitative research will be discussed, as will the design, conduct, critical interpretation and evaluation of research.

CHYS 7P15

Advanced Quantitative Methods in Social Research with Children and Youth

Statistical analysis and computer implementations of quantitative methods, emphasizing methodology issues in research with children and youth. Advanced longitudinal, multivariate methods such as structural equation modeling, latent growth curve modeling and related techniques.

CHYS 7P20

Advanced Special Topics in Child and Youth Development

An exploration of child and youth development from scientific principles aimed at better understanding normative and formative processes. The theoretical and methodological application of developmental psychology to issues within child and youth studies.

CHYS 7P30

Advanced Special Topics in Exceptionalities Amongst Children and Youth

An exploration of research and applied clinical issues. Methodological and theoretical tools used to understand children and youth with exceptionalities.

CHYS 7P40

Advanced Special Topics in the Sociocultural Study of Children, Childhood and Youth

An exploration of advanced topics in child and youth studies using a sociocultural lens. The application of sociocultural theories and methods within child and youth studies.

CHYS 7P91

Comprehensive Examinations: Part I

The form and content of comprehensives is determined by the student's supervisory committee and in consultation with the Graduate Program Director.

Restriction: Subject to approval by the Graduate Program Director

Note: This course will be evaluated as Credit/No-Credit.

CHYS 7P92

Comprehensive Examinations: Part II

The form and content of comprehensives is determined by the student's supervisory committee and in consultation with the Graduate Program Director.

Restriction: Subject to approval by the Graduate Program Director

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.

CHYS 5F50 - Research Practicum I

CHYS 5P50 - Research Practicum II

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).

CHYS 5V01 - Advanced Topics in Children and Youth with Exceptionalities

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 Kimberly Anderson on October 13, 2021 at 03:40:45 PM

Submitted by Hannah Dyer on October 14, 2021 at 10:04:31 AM

Submitted by Dawn Zinga on October 21, 2021 at 04:05:24 PM

Submitted by Edlira (Christina) Zahaj on October 28, 2021 at 04:33:20 PM

Rejected by Jasmine Stasiuk Riddell on January 7, 2022 at 10:16:38 AM

The change in MA degree requirements is unclear (NOTE- this may be in the blue 'invisible ink' under MA but we can't be sure what should/ should not be in the final entry with this type of highlight;

also, now that Frances Owen has been added, heading should be PROFESSORS EMERITI

Per email from subcommittee on 2022-01-07 10:12 AM

Submitted by Lora Baliukas on January 7, 2022 at 03:39:24 PM

Submitted by Hannah Dyer on January 7, 2022 at 04:37:23 PM

Submitted by Dawn Zinga on January 17, 2022 at 01:44:07 PM

Submitted by Jasmine Stasiuk Riddell on January 17, 2022 at 04:21:54 PM

Academic Program Calendar Submission #2022-3307

Department/Centre: Public Health

Program(s): Public Health

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 List.**
- 2. Admission Requirements - grammar edits.**
- 3. Updating admission requirement notes (move to different section).**
- 4. Degree Requirements - add program notes here.**
- 5. Updating Co-op Option 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 1 new faculty hire, Michelle Vine**
- 2. Made some adjustments to sentences and grammar.**

3. Removed the program notes that was part of admission requirements for the MBA-MPH program and move this section to degree requirement sections; similar to how other programs have it in their calendars.

A few of the program notes were kept in the admission requirements section where it was more appropriate to have them. These are included in a new final paragraph in the MBA-MPH section of admission requirements.

4. Added program notes for the MPH degree requirements. These program notes were added to be consistent with other course based Master's program (MAG and MPK) calendars around practicum requirements.

Updated MBA-MPH degree requirements to reflect program is offered in hybrid and fully online formats. Moved and added program notes to the MBA-MPH degree requirements. Degree requirement notes were previously part of admission requirements which related to degree requirements were move here. Additional notes were added regarding practicums to match the MPH degree requirements.

5. Updating co-op option section to include that coop is available for those students completing the blended program; the MBA courses in-person. This was at request of co-op office who can only support those MBA-MPH students who attend MBA courses in person. As well, the seminar course associated with the co-op will not be offered online next year, which would not be possible for the fully online students to take.

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.

Public Health

Master of Public Health

Dean

Peter Tiidus

Faculty of Applied Health Sciences

Associate Dean, Research and Graduate Studies

Deborah O'Leary

Faculty of Applied Health Sciences

Graduate Program Director

Brent E. Faught (Health Sciences)

Core Faculty

Professor Emeriti Professors

Brent E. Faught (Health Sciences)

Professor Emeritus

John Hay (Health Sciences), Carolyn Pietrangeli (Health Sciences), Martin Tammem?gi (Health Sciences)

Professor

Brent E. Faught (Health Sciences)

Associate Professors

Madelyn Law (Health Sciences), Adam MacNeil (Health Sciences), Miya Narushima (Health Sciences), William Pickett (Health Sciences)

Assistant Professors

Antony Chum (Health Sciences), Asif Khawaja (Health Sciences), Valerie Michaelson (Health Sciences), **Michelle Vine (Health Sciences)**

Adjunct Faculty

Sinead McElhone (Niagara Region Public Health)

Participating Faculty

Adekunle Ajiboye (Aajimatics), Melissa K. Blair (Spitfire), Divya Joshi (McMaster University), Ashleigh Miatello (McMaster University), Cassandra Ogunniyi (Niagara Region **Public** Health and Emergency Services), Sandra Vamos (Western Michigan University)

Program Coordinator

Izabella Ludwa

905-688-5550, extension 4024

South Block 328

mph@brocku.ca

Program Description

Master of Public Health

The Master of Public Health (MPH) program is designed to meet the needs of public health professionals, health practitioners and recent post-graduate students with the goal of enhancing theoretical and applied knowledge through course work and a practicum experience. The MPH courses complement the core competencies outlined by the Public Health Agency of Canada, leading to a professional degree in public health.

Delivered in an exclusively online format, a combination of synchronous and asynchronous teaching and learning techniques will be used to guide instruction and evaluate learning. The curriculum focuses on identifying the interdisciplinary elements required to design, implement and effectively manage public health systems. Research methods and analytical training essential to public health will provide a foundation in the conduct of research that will enhance evidence-based decision making. A unique aspect of the MPH program is its emphasis on infection control through its courses on Public Health Emergency Preparedness, Infection Control, and Epidemiology. The Social Marketing and Health Communication course will examine the complexities of public health administration in today's technologically driven society. The program addresses the growing need to anticipate, manage and mitigate public health crises.

Graduates of the MPH will be prepared to compete for positions in a variety of public health organizations as well as leadership roles in the health sector.

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

The Department of Health Sciences and the Goodman School of Business offer a concurrent degrees program leading to both Master of Public Health (MPH) and Master of Business Administration (MBA). This concurrent MBA-MPH degrees program is designed for private and public health professionals, health practitioners and recent post-graduate students who intend to pursue a professional career in Public health management and administration.

The goal of the concurrent MBA-MPH degrees program is to advance theoretical and applied knowledge through course work and a health experiential practicum. The MBA program is designed to provide individuals the opportunity to obtain an advanced professional business education. This program offers students a progressive management education, including advanced knowledge relating to professional business designations. The objective is operationalized in the program by emphasizing the development and integration of the broad-based, functional business knowledge needed to advance an individual's management career.

At the same time, the MPH program complements the core competencies outlined by the Public Health Agency of Canada, leading to a professional degree in public health. Together, the concurrent MBA-MPH degrees program addresses the growing need to anticipate, manage and mitigate health crises. The curriculum focuses on identifying the interdisciplinary elements required to design, implement and effectively manage health systems, while incorporating evidence-based decision-making practices in healthcare. Graduates of the MBA-MPH program will be prepared to compete for positions in a variety of private and public business and health organizations as well as leadership roles in the health sector.

Admission Requirements

Master of Public Health

Successful completion of a four year Bachelor's degree, or equivalent, from an accredited university in Public Health, Health Sciences, Medical Sciences, Social Sciences or a relevant health field, with an average of no less than 80% (A-) in the last two years of study. Students with a Bachelor's degree in related fields of business, mathematics and pure sciences may also be eligible, although additional course work may be required. Applicants must have undergraduate preparation and a knowledge-based proficiency in Epidemiology and Biostatistics and have relevant work and/or volunteer experiences in a Public Health organization. Additional introductory courses in biostatistics (MPHA 6P01) and population epidemiology (MPHA 6P02) may be required as part of a conditional offer of admission for applicants with insufficient proficiency of these public health core sciences.

The Graduate Admissions Committee will review all applications and recommend admission for a limited number of suitable candidates. Successful applicants to the MPH program will complete the degree exclusively online. This program is offered on a full-time (12 months), as well as part-time (maximum 4 years) basis. Students who have completed courses equivalent to those in the MPH as part of a graduate Canadian or U.S. degree (within the last seven years) may be granted advanced standing, up to a maximum of four half-credit courses, subject to performance. Advanced standing can be assessed during the application review process.

~~This program is offered on a full-time (12 months), as well as part-time (maximum 4 years) basis.~~

~~Students who have completed courses equivalent to those in the MPH as part of a graduate Canadian or U.S. degree (within the last seven years) may be granted advanced standing, up to a maximum of four half-credit courses, subject to performance. Advanced standing can be assessed during the application review process.~~

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

Successful completion of a four-year Bachelor's degree, or equivalent, from an accredited university in any discipline with an average of not less than 80% (A-). While not a requirement, it is strongly recommended that applicants have undergraduate preparation and/or a knowledge-based proficiency in epidemiology and biostatistics. Additional introductory courses in biostatistics (MPHA 6P01) and population epidemiology (MPHA 6P02) may be required as part of a conditional offer of admission for applicants with insufficient proficiency of these public health core sciences. Although not mandatory, professional work and/or volunteer experience in a public health management is an organization is a valuable asset.

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

For students who must provide proof of English Language Proficiency, a minimum Academic IELTS score of 7.5 or TOEFL iBT score of 105 or Pearson Test of English (Academic) score of 72 (or equivalent) is required.

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

Program Notes:

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

Successful applicants to the concurrent MBA-MPH program will have the option of completing both degrees exclusively online or blended (year 1 face-to-face and year 2 online). This program is offered on a full-time (2 years) and part-time (maximum 6 years) basis. The MBA & MPH concurrent degrees program will only commence beginning in the Fall term.

1. The MBA & MPH concurrent degrees program will only commence beginning in the Fall term.
2. Students must complete all year 1 MBA courses before proceeding to year 2 MPH courses.
3. The co-op work term can only be completed in the spring term of year 1 following the completion of MBA courses and before proceeding to year 2 MPH courses in the fall term.
4. Full- and part-time students must register for MPHA 5P06 in their final term of study, as a capstone course. Students must complete MPHA 5F11 in conjunction with or preceding MPHA 5P06.

Degree Requirements

Master of Public Health

Basic degree requirements include the successful completion of twelve (12) half-credit courses, which include a 32-week mandatory Public Health practicum. Requirements include: MPHA 5P01, MPHA 5P02, MPHA 5P03, MPHA 5P04, MPHA 5P05, MPHA 5P06*, and MPHA 5F11*. Students must complete four (4) half-credit electives selected from the following courses: MPHA 5P07, MPHA 5P08, MPHA 5P09, MPHA 5P10, MPHA 5P12, MPHA 5P13, MPHA 5P14, MPHA 5P15, MPHA 5P16, MPHA 5P17, and/or MPHA 5P99.

* Full and part-time students must register for MPHA 5P06 in their final term of study, as a capstone course. Students must complete a Public Health practicum (MPHA 5F11) in conjunction with or preceding MPHA 5P06 to synthesize and integrate knowledge acquired during course work of MPHA 5P06 with the learning experiences gained through MPHA 5F11.

Program Notes:

1. Failure to succeed in the practicum course MPHA 5F11 may result in dismissal from the program.
2. Students may require current Standard First Aid and CPR (BCLS or Level C) certification that is in accordance with and approved by the Workplace Safety and Insurance Board (WSIB) when completing their practicum. The certification must be valid during the duration of study.
3. Proof of immunizations may be required prior to commencement of the practicum course. Immunization screening required for: Measles, Mumps, Rubella; Hepatitis B; Tuberculosis; Tetanus/Diphtheria/Pertussis; COVID-19.
4. Police Vulnerable Sector Check (PVSC) may be required by practicum agencies. It is the student's responsibility to ensure the process is complete - at their own expense. In some cases, students may not be allowed to attend practicum if these requirements are not met.
5. All program costs associated with required documentation or equipment are the sole responsibility of the student. It is the student's responsibility to ensure the process is complete prior to commencement of the program.

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

The concurrent MBA & MPH degrees program provides the opportunity for students to complete their studies in either a blended format of face-to-face and online teaching format or exclusively online will incorporate a hybrid teaching format. Students choosing a blended teaching format will complete their MBA courses in Year 1 using a traditional Year 1 MBA courses may be delivered using a face-to-face, online or in a blended format to guide instruction and evaluate learning. Year 2 MPH courses are taught exclusively online using a combination of synchronous and asynchronous teaching and learning techniques. Basic degree requirements include the successful completion of 22 equivalent half-credit courses, including 19 required and three elective half-credit courses, respectively. One required full credit (MPHA 5F11) involves a 32-week public health practicum, allowing students the opportunity to incorporate theory into a variety of health systems including, but not limited to, health care delivery, biotechnology, medical devices, translational research, health policy, and public health regulation.

Year 1

MBAB 5P01

MBAB 5P04

MBAB 5P06

MBAB 5P07

MBAB 5P08

MBAB 5P09

MBAB 5P21

MBAB 5P22

One credit from MBAB 5P23, 5P24

One credit from MBAB 5P25, 5P57

Year 2

MPHA 5F11*

MPHA 5P01

MPHA 5P02

MPHA 5P03

MPHA 5P04

MPHA 5P05

MPHA 5P06*

MPHA 5P10

MPHA 5P13

MPHA 5P14

One credit from MPHA 5P07, 5P08, 5P09, 5P12, 5P15, 5P16, 5P17, 5P99

* Full and part-time students must register for MPHA 5P06 in their final term of study, as a capstone course. Students must complete a Public Health practicum (MPHA 5F11) in conjunction with or preceding MPHA 5P06 to synthesize and integrate knowledge acquired during course work of MPHA 5P06 with the learning experiences gained through MPHA 5F11.

Program Notes:

1. Students must complete all year 1 MBA courses before proceeding to year 2 MPH courses.
2. The co-op work term can only be completed in the spring term of year 1 following the completion of face-to-face MBA courses and before proceeding to year 2 MPH courses in the fall term.
3. Failure to succeed in the practicum course MPHA 5F11 may result in dismissal from the program.
4. Students may require current Standard First Aid and CPR (BCLS or Level C) certification that is in accordance with and approved by the Workplace Safety and Insurance Board (WSIB) when completing their practicum. The certification must be valid during the duration of study.
5. Proof of immunizations may be required prior to commencement of the practicum course. Immunization screening required for: Measles, Mumps, Rubella; Hepatitis B; Tuberculosis; Tetanus/Diphtheria/Pertussis; COVID-19.
6. Police Vulnerable Sector Check (PVSC) may be required by practicum agencies. It is the student's responsibility to ensure the process is complete - at their own expense. In some cases, students may not be allowed to attend practicum if these requirements are not met.
7. All program costs associated with required documentation or equipment are the sole responsibility of the student. It is the student's responsibility to ensure the process is complete prior to commencement of the program.

Year 1 Co-op Option

The co-op option is available to all full-time MBA-MPH students completing the program in a blended format.

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

Co-op students must complete (MBAB 5N90) Co-op Professional Preparation Course, that includes lectures, presentations and industry specific information, for two hours each week prior to the co-op work term. Attendance is mandatory. MBA-MPH

students will complete their MBA courses prior to the co-op work term.

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.

MPHA 5P01

Quality Health Systems through Collaboration and Partnership

Critical evaluation of factors that contribute to high performing public health systems through the lens of collaboration and partnerships.

Restriction: Only open to MPH and MBA-MPH majors.

MPHA 5P02

Qualitative Research: Interviewing and Beyond

The philosophical, epistemological foundations, and practical knowledge and skills of the range of approaches and methods of qualitative inquiry useful for needs assessment, program evaluation, knowledge translation, and advocacy in public health practice.

Restriction: Only open to MPH and MBA-MPH majors.

MPHA 5P03

Epidemiology

Fundamental principles of epidemiology, including correct posing of study questions, study designs, measurements issues, study implementation, data collection and analyses, and concepts of validity, bias, confounding and correct interpretation of analyses and study results.

Restriction: Only open to MPH and MBA-MPH majors.

MPHA 5P04

Critical Foundations of Public Health

Foundations of public health, including history, core principles, philosophy, and the social and political forces that influence population health.

Restriction: Only open to MPH and MBA-MPH majors.

MPHA 5P05

Biostatistics in Public Health

Statistical principles and their applications in public health with emphasis on advanced understanding of multivariate analysis and practical skills in statistical programming.

Restriction: Only open to MPH and MBA-MPH majors.

MPHA 5P06

Policy and Practice: Critical Evaluation and Synthesis in Program Planning

An examination of the interface between theory, policy, and practice in public health. Students will identify an area within public health central to their interests, establish an understanding of the evidence driving both policy and practice, and demonstrate an awareness of the gaps in the interface. This is a self-directed course, based on adult-learning principles.

Restriction: Only open to MPH and MBA-MPH majors.

Note: This course is the capstone course and is completed as the final course in the MPH program.

MPHA 5P07

Infection Control

Current practices in infection control and prevention of infectious disease, including strategies and emerging issues in vaccination, antimicrobial resistance, and health-care associated infections.

Restriction: Only open to MPH and MBA-MPH majors.

MPHA 5P08

Public Health Emergency Preparedness

The role of the public health system before, during, and after public health emergencies and disasters. The course is built upon and reinforces the public health competencies required and explores the phases of emergency management including: preparedness; response; recovery; prevention/mitigation of both man-made and natural emergencies from domestic to around the world using a health literacy lens.

Restriction: Only open to MPH and MBA-MPH majors.

MPHA 5P09

Measuring Health Equity

An examination of the definition of health equity and a critical discussion of the differences between equity, inequality and social determinants of health. The identification and appraisal of indicators/metrics to monitor and measure inequity from a local, national and global perspective.

Restriction: Only open to MPH and MBA-MPH majors.

MPHA 5P10

Social Marketing and Health Communication

Strategic marketing principles and communication techniques used to influence behavior change to solve social problems within a public health context. Students will be introduced to social marketing theory and practice by: exploring theories of behaviour change; applying techniques such as segmentation, branding and marketing mix; and assessing the planning tools required to develop and implement a social marketing strategy including digital and social marketing.

Restriction: Only open to MPH and MBA-MPH majors.

MPHA 5P12

Environmental and Occupational Health

Workplace and ecological stressors and processes that increase public health risk, and how these mechanisms influence occupational and environmental health.

Restriction: Only open to MPH and MBA-MPH majors.

MPHA 5P13

Economic Evaluation in Public Health

Health economics theory, methods, and application of economic modeling for analyzing decisions made by individuals, health professionals and local/global governments with respect to public health and the allocation of resources for health promotion, prevention and maintenance.

Restriction: Only open to MPH and MBA-MPH majors.

MPHA 5P14

Leading Change in Public Health

Foundational theories and concepts from management science with an emphasis on leadership and change management as it applies to the public health sector.

Restriction: Only open to MPH and MBA-MPH majors.

MPHA 5P15

eHealth Innovations and Trends

Critical issues related to eHealth, including drivers of innovation, developing trends, notable successes and failures. Review and discussion of potential improvements to eHealth as a positive force for change in public health.

Restriction: Only open to MPH and MBA-MPH majors.

MPHA 5P16

Colonization, Reconciliation and Indigenous Health

Examination of the severity and complexity of First Nations, Inuit and Métis health issues on Turtle Island, or Canada. Historical and present impacts of colonization, the resiliency of Indigenous communities and the importance of Traditional Knowledge as a resource for health and well-being.

Restriction: Only open to MPH and MBA-MPH majors.

MPHA 5P17

Artificial Intelligence: Theory and Managerial Application

Fundamental concepts of Artificial Intelligence (AI) and Machine Learning (ML) Systems and their applications in Public Health and Enterprise-Level decision-making functions. Studies of applied industrial-scale AI and ML tools and models in specific Public Health and Enterprise settings. Use of R and Python programming platforms along with related statistical precepts for data manipulation and management for key machine learning tasks and applications involving classification, prediction and learning.

Restriction: Only open to MPH and MBA-MPH majors

MPHA 6P01

Introduction to Biostatistics

Introduction of statistical principles and techniques. Issues concerning the construction, administration and evaluation of data collection as well as the processing and analysis of data.

Restriction: Only open to MPH and MBA-MPH majors or with permission from the MPH program.

Note: Intended for students with conditional offer of acceptance into the MPH or MBA-MPH programs.

MPHA 6P02

Introduction to Population Epidemiology

This course provides an overview of descriptive and analytical epidemiology. Main elements of study design, execution, analysis, and interpretation of epidemiological research are introduced.

Restriction: Only open to MPH and MBA-MPH majors or with permission from the MPH program.

Note: Intended for students with conditional offer of acceptance into the MPH or MBA-MPH programs.

EXPERIENTIAL LEARNING COURSES

MPHA 5F11

Public Health Practicum

Public health practicum in which students will plan, implement and complete a project in collaboration with a healthcare professional organization.

Restriction: Only open to MPH and MBA-MPH majors.

Note: This course will be completed in conjunction with MPHA 5P06

MPHA 5P99

Public Health Independent Project

Independent project (which may include an academic- or community-based experiential learning and/or research project) designed and collaborated in consultation with a MPH faculty supervisor.

Restriction: Only open to MPH and MBA-MPH majors.

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 Izabella Ludwa on October 18, 2021 at 02:19:42 PM

Submitted by Brent Faught on October 18, 2021 at 03:13:04 PM

Rejected by Deborah O'Leary on October 19, 2021 at 12:12:20 PM
fix Bachelor's.

Submitted by Izabella Ludwa on October 19, 2021 at 01:22:21 PM

Submitted by Brent Faught on October 20, 2021 at 09:31:27 AM

Submitted by Deborah O'Leary on October 20, 2021 at 10:45:42 AM

Submitted by Edlira (Christina) Zahaj on October 21, 2021 at 12:32:04 PM

Edited by Jasmine Stasiuk Riddell (on behalf of Jasmine Stasiuk Riddell) on January 26, 2022 at 09:22:21 AM
Public Health: Edited per note from subcommittee on January 24, 2022
p. 33 typo pubic/public;

Edited by Jasmine Stasiuk Riddell (on behalf of Jasmine Stasiuk Riddell) on January 26, 2022 at 09:25:16 AM
Public Health: Edited per email on January 24, 2022
• should be Professors Emeriti
• List of Professors Emeriti should come before list of Professors

Academic Program Calendar Submission #2022-3210

Department/Centre: Applied Health Sciences

Program(s): Applied Gerontology

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. REMOVE Arne Stinchcombe from Core Faculty in Assistant Professors section .
2. ADD Alisa Grigorovich to Core Faculty in Assistant Professors section .
3. In Degree Requirements under Elective Courses ADD MPHA 5P14 Leading Change in Public Health.
4. In Degree Requirements under Required Courses REMOVE GERO 5P89 .
5. In Degree Requirements under Required Courses ADD GERO 5P89 OR AHSC 5P11 (see Program Note 6).
6. In Degree Requirements under Elective Courses ADD AHSC 5P11 .
7. Update Program Note 3: ADD COVID 19 to the list of immunization screenings required .
8. Update Program Note 3: ADD the following statement: Students will be required to adhere fully to all current infection, prevention and control policy, procedures, and practices within their practicum setting. .
9. Update Program Note 4: EDIT it to read PVSC will be required by practicum agencies .
10. Addition of a NEW Program Note 6: Students will be REQUIRED to register for either: 1) GERO 5P89 or 2) AHSC 5P11 as one of their required courses. However, students are encouraged to register for both.

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. Dr.Arne Stinchcombe resigned in the Spring of 2021.
2. Dr. Alisa Grigorovich was hired to replace Dr. Arne Stinchcombe in Summer 2021.
3. Course Description: Foundational theories and concepts from management science with an emphasis on leadership and change management as it applies to the public health sector.

Rationale: The MAG graduate degree prepares graduates for success in a variety of professions including leadership roles within various health care settings, public health organizations and community support service agencies. The addition of this specific elective will support and further prepare MAG students for leadership roles that will include effective and evidence based approaches to change management.

4. Rationale: Because this course will now be offered as one of two required course options for students. They will be given the choice to take GERO 5P89 or AHSC 5P11 (see note immediately below). However, this course will remain (as it is now) as an elective option for students who do not choose GERO 5P89 as their required course option.
5. Rationale: The MAG program's current admission requirements include completion of a four -year bachelor's degree, or equivalent, in Health Sciences, Kinesiology, Psychology, Recreation and Leisure, Nursing, Public Health (or equivalent). As a result, students enter the program with varied levels of knowledge, understanding and confidence in these two key areas of study. Some enter with very limited backgrounds in research methods, critical analysis and/or its practical translation and application into practice. GERO 5P89 is an opportunity for these students to gain knowledge and confidence in this area of study. While others have limited educational background or experience in program planning, implementation, and evaluation. For these students ASHC 5P11 will support them developing the critical analysis skills to effectively examine models and processes used to plan, implement, and evaluate health or health related programs. By making one of these courses a requirement we can ensure all graduating students, despite their undergraduate backgrounds, will have skills in one of these two important areas.

6. Course Description: Fundamentals of program planning, implementation, and evaluation in a variety of health settings. Critical examination of models and processes used to plan, implement and evaluate health programs.

Rationale: Because this course is now being offered as one of two required course options (this course or GERO 5P89) this course will still be listed as an additional elective for those students who choose GERO 5P89 as their required option.

7. Rationale: The MAG practicum is a 300- hour practical experience involving working very closely working with older adults who are at higher risk for communicable infections. This added health and safety requirement for our students will serve as further reassurance to our practicum partners working in a variety of different settings that serve an older, higher risk population.

8. Rationale: The MAG practicum is a 300- hour practical experience involving working very closely working with older adults who are at higher risk for communicable infections. This added health and safety requirement for our students will serve as further reassurance to our practicum partners working in a variety of different settings that serve an older, higher risk population.

9. Rationale: The MAG practicum is a 300- hour practical experience intended to provide students with specialized knowledge, practices, culture, and skills, working in the field of gerontology. These applied learning opportunities take place in a wide variety of health care and community service organizations where a PVSC check is required. However, all student practicum opportunities involve working with older adults, many of whom would be considered vulnerable. This added requirement for our students will serve as additional reassurance of the safety of this vulnerable population.

10. Rationale: By adding this additional statement as Program Note #6 it will help to ensure students are aware that they are required to register for either AHSC 5P11 or GERO 5P89 with a recommendation to register for both options.

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.

Applied Gerontology

Master of Applied Gerontology

Dean

Peter Tiidus

Faculty of Applied Health Sciences

Associate Dean Research and Graduate Studies

Deborah O'Leary

Faculty of Applied Health Sciences

Graduate Program Director

Colleen Whyte/Lynn McCleary

Department of Recreation and Leisure Studies/Department of Nursing

Core Faculty

Professors

Allan Adkin (Kinesiology), Diane Mack (Kinesiology), Lynn McCleary (Nursing), Deborah O'Leary (Associate Dean/Health Sciences/Chair), Philip Sullivan (Kinesiology/Chair),

Associate Professors

Jarold Cosby (Kinesiology), Kimberley Gammage (Kinesiology), Pauli Gardner (Health Sciences), Miya Narushima (Health Sciences), Jenn Salfi (Nursing), Colleen Whyte (Recreation and Leisure Studies)

Assistant Professors

Val Andrew Fajardo (Kinesiology), Alisa Grigorovich/Arne Stinchcombe (Recreation & Leisure Studies), Asif R. Khowaja (Applied Health Science)

Program Coordinator

Tracey Schenck

Program Description

The Master of Applied Gerontology (MAG) program is designed to prepare graduates from a range of undergraduate educational

backgrounds to work in a variety of gerontology-related professions, organizations and services in administrative, service delivery, leadership and facilitative roles. The MAG program provides an array of required and elective courses as well as a full-credit field practicum providing hands on and leadership experience to meet the competencies expected of gerontological health professionals. The MAG program will provide students with the clinical and professional skills and knowledge for pursuing a wide scope of career possibilities in gerontology and health care.

<div> </div>

Admission Requirements

Successful completion of a four year Bachelor's degree, or equivalent, in Health Sciences, Kinesiology, Psychology, Recreation and Leisure, Nursing, Public Health (or equivalent), with an average of no less than 75% (B). The Graduate Admissions Committee will review all applications and recommend admission for a limited number of suitable candidates. Admission to part-time study is not normally available. Individuals interested in part-time study should consult with the Graduate Program Director.

Degree Requirements

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

Required Courses:

GERO 5F00 Gerontological Practicum
 GERO 5P02 Current Issues in Gerontology
 GERO 5P13 Advanced Communication and Aging
 GERO 5P15 Introduction to Inter-professional Practice
 GERO 5P88 The Process of Aging
 GERO 5P92 Mental Health and Aging
 GERO 5P89 Research in Applied Gerontological Practice OR AHSC 5P11 Theory and Practice of Health Program Planning and Evaluation (see Program Note 6)

Plus four additional elective courses from the courses listed below:

GERO 5P12 Mobility and Physical Activity in Aging
 GERO 5P14 Community Services for Older Adults
 GERO 5P87 Death and Dying in Later Life
 GERO 5P89 Research in Applied Gerontological Practice
 AHSC 5P11 Theory and Practice of Health Program Planning and Evaluation
 AHSC 5P39 Strengths-Based Facilitation Techniques
 AHSC 5P51 Health Ethics
 AHSC 5P81 Research Topics in Cardiovascular Regulation and Adaptation
 AHSC 5P93 Neural Control of Posture, Balance, and Gait
 AHSC 5P99 Psychological Approaches to Health and Behaviour Change
 MBAB 5P04 Organizational Behaviour and Design
 MBAB 5P05 Marketing Management
 MBAB 5P21 Business Strategy
 MBAB 5P23 Entrepreneurship

KINE 5P08 Exercise and Chronic Disease
 KINE 5P11 Pharmacology and Human Development
 KINE 5P12 Lifestyle Counselling for Kinesiologists

MPHA 5P01 Quality Health Systems Through Collaboration and Partnership
 MPHA 5P04 Critical Foundations of Public Health
 MPHA 5P08 Public Health Emergency Preparedness
 MPHA 5P09 Measuring Health Equity
 MPHA 5P10 Social Marketing and Health Communication
 MPHA 5P14 Leading Change in Public Health
 MPHA 5P15 eHealth Innovations and Trends

MPHA 5P16 Colonization, Reconciliation and Indigenous Health

Students must also register and successfully complete GERO 5N20.

Program Notes

1. Failure to succeed in the practicum course will result in dismissal from the program
2. Students may require current Standard First Aid and CPR (BCLS or Level C) certification that is in accordance with and approved by the Workplace Safety and Insurance Board (WSIB) when completing their practicum. The certification must be valid during the duration of study.
3. Proof of immunizations may be required prior to commencement of practicum courses. Immunization screening required for: Measles, Mumps, Rubella, Hepatitis B, Tuberculosis, Tetanus/Diphtheria/Pertussis, COVID 19. Students will also be required to fully adhere to all infection, prevention and control policy, procedures and current practices in place within their practicum setting.
4. Police Vulnerable Sector Check (PVSC) will may be required by practicum agencies. It is the student's responsibility to ensure the process is complete. All associated costs and at their own expenses will be the responsibility of students. In some cases, students may not be allowed to attend practicum if these requirements are not met.
5. All program costs associated with required documentation or equipment are the sole responsibility of the student. It is the student's responsibility to ensure the process is complete prior to commencement of the program.
6. All students will be required to register for either 1) GERO 5P89 or 2) AHSC 5P11. However, students are encouraged to register for both courses.

Course Descriptions

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

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

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

GERO 5F00

Gerontological Practicum

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

Note: This course will include a 3hr Seminar scheduled once per week.

GERO 5N20

Seminars & Professional Development in Gerontology

This non-credit required course will be used to schedule seminars and guest lectures from the faculty, practitioners, community partners and other guest speakers on topics related to Gerontology, linking theory to practice.

Restriction: Only open to MAG students

GERO 5P02

Current Issues in Gerontology

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

GERO 5P12

Mobility and Physical Activity in Aging

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

GERO 5P13

Advanced Communication and Aging

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

GERO 5P14

Community Services for Older Adults

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

GERO 5P15

Introduction to Interprofessional Practice

(also offered as NUSC 4Q90)

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

Note: Cross-listed as NUSC 4Q90

GERO 5P87

Death and Dying in Later Life

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

GERO 5P88

The Process of Aging

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

GERO 5P89

Research in Applied Gerontological Practice

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

GERO 5P92

Mental Health and Aging

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

GERO 5V20-5V29

Specialized Topics in Applied Gerontology

A topic in applied gerontology 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 Tracey Schenck on October 12, 2021 at 04:14:16 PM

Submitted by Colleen Whyte on October 13, 2021 at 02:34:51 PM

Submitted by Deborah O'Leary on October 13, 2021 at 02:55:04 PM

Submitted by Edlira (Christina) Zahaj on October 18, 2021 at 04:44:36 PM

Rejected by Jasmine Stasiuk Riddell on January 7, 2022 at 10:33:14 AM

GPD has changed- replacement of Lynn McCleary by Colleen Whyte (RECL) should be reflected in calendar;

also, Deb O'Leary is no longer Chair of Health Sciences (now Associate Dean)- should also be corrected in calendar
Per email from subcommittee on 2022-01-07 10:25 AM

Submitted by Tracey Schenck on January 7, 2022 at 10:42:10 AM

Submitted by Colleen Whyte on January 7, 2022 at 01:33:26 PM

Submitted by Deborah O'Leary on January 7, 2022 at 02:34:18 PM

Submitted by Jasmine Stasiuk Riddell on January 7, 2022 at 02:39:20 PM

Edited by Jasmine Stasiuk Riddell (on behalf of Jasmine Stasiuk Riddell) on January 26, 2022 at 09:03:45 AM

Program Notes: Change made per note from subcommittee on January 24, 2022

- Program note 6 p. 5 – more concise language in note – we suggest deleting ‘as one of the required courses for degree completion’

Edited by Jasmine Stasiuk Riddell (on behalf of Jasmine Stasiuk Riddell) on January 26, 2022 at 09:05:29 AM

Master of Applied Gerontology: Edited per note from subcommittee on January 24, 2022

- Delete Kinesiology chair following Phil Sullivan's name (no longer department chair)

Academic Program Calendar Submission #2022-3232

Department/Centre: Kinesiology

Program(s): Professional Kinesiology

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. Core Faculty changes.
2. Degree requirements .
3. Program notes.
4. KINE 5N98 Course Note adjusted.
5. KINE 5P14 Restriction edited.
6. KINE 5P05 only open to MPK students .
7. KINE 5P15 edit description to remove potential offering timeframe .

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. Edits made to core Faculty
 Add: Nancy Francis - Emeritus
 Add: Anna Lathrop *was not included in last year's submission. She is still a part of the KINE faculty list
 Title Addition: Brian Roy - Interim Associate Dean, Faculty of Graduate Studies
 Remove: Gail Frost (retirement)
 Add: Stephen Klassen - new Faculty member
2. KINE 5P14 is now a required course for the MPK program
 Electives changed from 3 to 2 to keep total degree requirements at 10 half credits with 2 non-credit courses.
3. 1. Change wording to say may result in dismissal from the program
3. Added Covid 19 to possible proof of vaccination list required before commencement of practicum courses.
4. Note added that materials fee may be required
5. Restriction edited to no longer include "or permission of the instructor," as KINE 5P14 is now a required course for the program and the lab in which the course is taught can only hold a maximum of 22 students.
6. Restriction edited to no longer include "or permission of the instructor," as the lab in which the course is taught can only hold a maximum of 22 students.
7. Remove potential offering timeframe from the description as this will change yearly depending on scheduling

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.

Professional Kinesiology

Master of Professional Kinesiology

Dean

Peter Tiidus Faculty of Applied Health Sciences

Associate Dean Research and Graduate Studies

Deborah O'Leary Faculty of Applied Health Sciences

Graduate Program Director

Kimberley L. Gammage Department of Kinesiology

Core Faculty

Professor Emeritus

Nancy Francis, Sandra Peters, Michael Pyley

Professors

Allan Adkin, Maureen Connolly, Stephen Cheung, David Ditor, Bareket Falk, David Gabriel, Panagiota Klentrou (Kinesiology Chair), Anna Lathrop (Vice-Provost, Teaching, Learning and Student Success), Ken Lodewyk, Deborah O'Leary (Health Sciences; Associate Dean Research and Graduate Studies), Brian D. Roy (Interim Associate Dean, Faculty of Graduate Studies), Philip Sullivan (Kinesiology Chair), Craig Tokuno, Cathy van Ingen, Rene Vandenboom, Wendy Ward (CRC), Philip M. Wilson

Associate Professors

Jarold Cosby, Tim Fletcher, ~~Gail Frost~~, Kimberley L. Gammage (Graduate Program Director), Nathan Hall, Michael Holmes (CRC), Kelly L. Lockwood, Jae Patterson, Ian Ritchie, Danny Rosenberg

Assistant Professors

Shawn Beaudette, Nicole Chimera, Val Andrew Fajardo (CRC), William Gittings, Stephen Klassen, Sean Locke, Rob Millington

Clinical Instructors

Daniel Caterini, Greig Inglis, Joseph P. Kenny

Master of Professional Kinesiology Program Coordinator

Kimberly Anderson - mpk@brocku.ca

Program Description

The Master of Professional Kinesiology (MPK) program is designed to prepare students as professional Kinesiologists with an advanced understanding of the latest evidence-based research to improve function, health, and wellness in all populations. The MPK program will provide innovative course work combined with experiential education in practicum courses to provide students with the clinical and scholarly competencies that are required to safely practice the profession. The MPK program will provide the opportunity for students to gain practical, hands on experience by working directly with a variety of populations and individuals in diverse settings, increasing their professional confidence and competence. Students will also be prepared to pursue the wide variety of career possibilities as health care professionals.

Admission Requirements

Successful completion of four-year Bachelor's degree, or equivalent, in Kinesiology (or equivalent), with an average of no less than 78% (B+) in the last two years of study. Completed course work in human biomechanics, human psychomotor learning, assessment and exercise prescription, ergonomics, and exercise physiology is required. The Graduate Admissions Committee will review all applications and recommend admission for a limited number of suitable candidates. Admission to part-time study is not typically available. ~~Individuals interested in part-time study should consult with the Graduate Program Director.~~

Degree Requirements

Basic degree requirements include the successful completion of 10 half credit courses, and two non-credit courses. Requirements include: KINE 5P00, KINE 5P01, KINE 5P02, KINE 5P03, KINE 5P05, KINE 5P06, KINE 5P14, MBAB 5P23, and two three elective credits (number 5(alpha)00 or above) from the following courses: KINE 5P07, KINE 5P08, KINE 5P09, KINE 5P10, KINE 5P11, KINE 5P12, KINE 5P13, KINE 5P14 and/or AHSC 5P11, AHSC 5P18, AHSC 5P81, AHSC 5P85, AHSC 5P91, AHSC 5P93, AHSC 5P94, AHSC 5P95, AHSC 5P98, AHSC 5P99, AHSC 7P10, AHSC 7P92, AHSC 7P97, GERO 5P12 and/or GERO 5P92.

Students must also register and complete KINE 5N98 and KINE 5N99. Students are expected to complete their degree requirements within three academic terms (12 months).

Program Notes

1. Failure to succeed in a practicum course may result in dismissal from the program. Failure to succeed in a practicum course will result in dismissal from the program
- 2.

Students require current Standard First Aid and CPR (BCLS or Level C) certification that is in accordance with and approved by the Workplace Safety and Insurance Board (WSIB), and must be valid during the time of study.

3. Proof of immunizations may be required prior to commencement of practicum courses. Immunization screening required for: Measles, Mumps, Rubella; Hepatitis B; Tuberculosis; Tetanus/Diphtheria/Pertussis; COVID-19.
4. Police Vulnerable Sector Check (PVSC) may be required by practicum agencies. It is the student's responsibility to ensure the process is complete - at their own expense. In some cases, students may not be allowed to attend practicum if these requirements are not met.
5. All program costs associated with required documentation or equipment are the sole responsibility of the student. It is the student's responsibility to ensure the process is complete prior to commencement of the program.

<div> </div>

Facilities

The Faculty has eighteen research labs, four behavioural/observation labs, seven "dry" biophysical labs, five "wet" biophysical labs, two teaching labs, the cadaver laboratories, and the most technologically advanced visualization system for anatomy education, the Anatomage Table. The graduate student computer labs have twenty-seven Optiplex 990 computers connected to the network for use by FAHS graduate students. Students have access to a variety of software programs, including Microsoft Office Suite 2016; SPSS, SAS, and discipline-specific software that students access via site licenses through their supervisors. Also available is a large format printer for printing posters, and various scanners, cameras, and devices for digital analysis.

Description of courses

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

KINE 5P00

Professional Practice in Kinesiology

An introduction to the profession of Kinesiology including an examination of selected topics such as ethics, leadership, communication, and administration for the practice of Kinesiology.

Restriction: Only open to MPK students.

KINE 5P05

Physiological Assessment of Human Performance

Applied course work in a variety of techniques commonly used by Kinesiologists in the assessment of exercise performance. Specific topics will include the techniques necessary to assess: body composition, aerobic power, anaerobic power and capacity, functional and muscular strength, flexibility, and cardiac electrophysiology.

Restriction: Only open to MPK students or permission of the Instructor.

Note: Materials materials fee may be required.

KINE 5P06

Functional and Ergonomic Assessment

An overview of various functional assessments used in healthy and special populations will be covered. Topics include musculo-skeletal evaluation, neurological screening, and biomechanical assessments of posture, balance, and gait. Ergonomic assessments will focus on understanding and measuring physical workplace demands such that work-related musculo-skeletal injuries of non-traumatic origin (i.e. low back pain, carpal tunnel syndrome) can be limited.

Restriction: Only open to MPK students.

Note: Materials materials fee may be required.

KINE 5P07

Injury Assessment and Rehabilitation

The principles of musculoskeletal assessments and rehabilitation will be examined and applied to the most common injuries occurring in the shoulder, elbow, back, knee and lower leg.

Restriction: Only open to MPK students or permission of the Instructor.

Note: Materials materials fee may be required.

KINE 5P08

Exercise and Chronic Disease

Overview of the role of exercise in the management of chronic disease, such as metabolic disorders, cardiopulmonary disease, cancer, and neurological disorders.

Restriction: Only open to MPK students or permission of the Instructor.

KINE 5P09

Advanced Exercise Prescription

Theory and application of exercise program design and prescription with diverse populations, across the lifespan. A problem based learning approach will be used. Topics include fitness programming, muscle strength and power, cardiorespiratory endurance, weight loss and management, and the issue of over-exercise.

Restriction: Only open to MPK students or permission of the Instructor.

KINE 5P10

Nutrition for Physical Activity

Effects of nutrition and supplements as related to physical activity and human performance settings in diverse populations.

Restriction: Only open to MPK students or permission of the Instructor.

KINE 5P11

Pharmacology and Human Movement

Understanding of the physiological effects of medication(s) and their interaction with physical activity.

Restriction: Only open to MPK students or permission of the Instructor.

KINE 5P12

Lifestyle Counselling for Kinesiologists

Acquisition and development of interviewing skills used by Kinesiologists to counsel clients about their engagement in health behaviours to optimize physical activity, lifestyle, and behaviour changes.

Restriction: Only open to MPK students.

KINE 5P13

Pain Modalities for Kinesiologists

Theory of pain pathways and modality applications for pain management. Includes pain control theories and treatment modalities. Content will allow future kinesiologists to critically select and provide rationale for appropriate therapeutic agents designed to maintain, rehabilitate, or enhance movement and performance.

Restriction: Only open to MPK students or permission of the Instructor.

Note: Materials fee may be required.

KINE 5P14

Advanced Clinical Musculoskeletal Anatomy

Overview of musculoskeletal anatomy with clinical applications and how it pertains to human movement and dysfunction. Topics include superficial to deep musculoskeletal anatomy, fascial connections, clinical movement screens and practical implications for anatomy as a health care professional.

Restriction: Only open to MPK students or permission of the Instructor.

Note: Materials fee may be required.

KINE 5P15

Functional Capacity Evaluations in Kinesiology

Theoretical and practical instruction in the design and implementation of assessments used in the practice of Kinesiology, including common assessment tools, lifting and carrying tasks, working postures, balance, and hand dexterity/coordination. Standardized procedures adapted to investigate applications in professional practice, including matching occupational demands and clinical rehabilitation. 3 or 4 weeks, 3-5 hour sessions.

Restriction: Only open to MPK students or permission of the Instructor.

Note: Materials fee may be required.

EXPERIENTIAL LEARNING COURSES

KINE 5P01

Professional Kinesiology Practicum I

Clinical, therapeutic, high performance, or health promotion experience in Kinesiology, working with diverse populations. Three (3) different experiences with different populations must be completed.

Restriction: Only open to MPK students.

KINE 5P02

Professional Kinesiology Practicum II

Clinical, therapeutic, high performance, or health promotion experience in Kinesiology, working with diverse populations. Three (3) different experiences with different populations must be completed.

Restriction: Only open to MPK students.

KINE 5P03

Professional Kinesiology Practicum III

Clinical, therapeutic, high performance, or health promotion experience in Kinesiology, working with diverse populations. This is the culminating practicum course of the three (3) different experiences with different populations.

Restriction: Only open to MPK students.

NON-CREDIT COURSES

KINE 5N98

Seminars In Professional Kinesiology

This non-credit required course will expose students to seminars and guest lectures from Faculty, Practitioners, Community Leaders, and other guest speakers on topics related to the field of Kinesiology, linking theory and practice.

Restriction: Only open to MPK students.

Note: Materials fee may be required.

KINE 5N99

Professional Development in Kinesiology

This non-credit required course will expose students to workshops and seminars from Faculty, Practitioners, Staff, and other guest speakers on topics related to Professional Development in the field of Kinesiology.

Restriction: Only open to MPK 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).

KINE 5N98 - Seminars In Professional Kinesiology
KINE 5P14 - Advanced Clinical Musculoskeletal Anatomy
KINE 5P05 - Physiological Assessment of Human Performance
KINE 5N99 - Professional Development in Kinesiology
KINE 5P06 - Functional and Ergonomic Assessment
KINE 5P02 - Professional Kinesiology Practicum II
KINE 5P07 - Injury Assessment and Rehabilitation
KINE 5P15 - Functional Capacity Evaluations in Kinesiology
KINE 5P13 - Pain Modalities for Kinesiologists
KINE 5P12 - Lifestyle Counselling for Kinesiologists
KINE 5P09 - Advanced Exercise Prescription
KINE 5P00 - Professional Practice in Kinesiology

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 Andra Lenius on October 12, 2021 at 03:43:10 PM

Rejected by Kimberley Gammage on October 13, 2021 at 02:16:30 PM
for 5P13...all the other Materials fees may be required have a capital and period except this one.

Submitted by Andra Lenius on October 13, 2021 at 03:59:56 PM

Rejected by Kimberley Gammage on October 13, 2021 at 04:03:54 PM
periods 5P14 and 5N98

Submitted by Andra Lenius on October 13, 2021 at 04:09:42 PM

Rejected by Kimberley Gammage on October 13, 2021 at 04:12:34 PM
COVID-19

Submitted by Andra Lenius on October 13, 2021 at 04:16:50 PM

Submitted by Kimberley Gammage on October 13, 2021 at 05:28:14 PM

Submitted by Deborah O'Leary on October 14, 2021 at 12:13:38 PM

Submitted by Edlira (Christina) Zahaj on October 18, 2021 at 04:45:49 PM

Rejected by Jasmine Stasiuk Riddell on January 7, 2022 at 10:27:07 AM
Phil Sullivan no longer Chair; please list the new Chair

check reference to Nota Klentrou

ADD Professional Coordinator Kimberly Anderson
Per email from subcommittee on 2022-01-07 10:16 AM

Submitted by Kimberly Anderson on January 17, 2022 at 11:35:37 AM

Submitted by Kimberley Gammage on January 17, 2022 at 12:26:34 PM

Submitted by Deborah O'Leary on January 17, 2022 at 04:21:51 PM

Submitted by Jasmine Stasiuk Riddell on January 17, 2022 at 04:22:41 PM

Academic Program Calendar Submission #2022-3256

Department/Centre: Master of Accountancy

Program(s): Accounting

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 changes and promotions.
2. Add Wording to Calendar Regarding Transfer from GDAC to MAcc.

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. 1. Update Faculty and Staff changes and promotions.
-
2. 2. Add Wording to Calendar Regarding Transfer from GDAC to MAcc .

We propose to add wording to the calendar to reflect the original GDAC Program proposal to document the requirements to transfer from GDAC to MAcc currently in practice. This was outlined in the original program proposal but never incorporated into the calendar.

The Wording from the Program Proposal:

Students achieving an overall 75% average in their GDAcc program will be offered the opportunity to transfer directly to the MAcc program without fulfilling any further MAcc admission requirements. Students who choose this option will not receive the Graduate Diploma in Accountancy but, instead, will have the credits transferred to their MAcc record. If such a student later leaves the MAcc program (voluntarily or involuntarily) prior to completion, the student will be eligible to receive the Graduate Diploma in Accountancy.

Similarly, students admitted directly to the MAcc who do not complete the full degree requirements (voluntarily or involuntarily) but have completed the required diploma courses will be eligible to receive the Graduate Diploma in Accountancy after removal from the MAcc degree 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.

Accounting

Master of Accountancy

brocku.ca/goodman/programs/macc

Graduate Diploma in Accountancy

brocku.ca/goodman/programs/diplomas-certificates/gdac

Fields of Specialization

General (CPA Pathway)

Information Assurance (not offered in 2022/23+22)

Taxation (not offered in 2022/23+22)

Dean

Andrew Gaudes

Goodman School of Business

Associate Dean, Research and Graduate Programs

Narongsak (Tek) Thongpapanl

Goodman School of Business

Core Faculty

Professors

Darlene Bay (Accounting), Walid Ben Omrane (Finance, Operations and Information Systems), Ernest Biktimirov (Finance, Operations and Information Systems), Fayez A. Elayan (Accounting), Hemantha Herath (Accounting), Jingyu (Jennifer) Li (Accounting), Alex Nikitkov (Accounting), Tanya Tang (Accounting), Samir Trabelsi (Accounting)

Associate Professors

Ian Adamson (Accounting), Kareen Brown (Accounting), Louis Culumovic (Accounting), Sohyung Kim (Accounting), Pascale Lapointe-Antunes (Accounting), Michelle Lau (Accounting), Zhefeng (Frank) Liu (Accounting), Parunchana Pacharn (Accounting), Unyong (Howard) Pyo (Finance, Operations and Information Systems), Barbara Sainty (Accounting), Paul Scarbrough (Accounting), Anamitra Shome (Accounting), Tashfeen Sohail (Accounting), Linda Stillabower (Accounting); Tanya Tang (Accounting)

Assistant Professors

Dan (Sabrina) Gong (Accounting), Nam Ho (Accounting), Mengtian Li Yun Ke (Accounting), Michelle Lau (Accounting), Simon Suwanyangyuan (Accounting)

Participating Faculty

Lecturers

Norman Chasse (Accounting), Michael Espinoza (Accounting), Sangeeta Hollo (Accounting), Omar Roubi (Accounting), Glenn Skrubbeltrang (Accounting), Xia (Celine) Zhang (Accounting)

Goodman School of Business, Graduate Program Office

Director, Operations, Graduate and Executive Programs

Carrie Kelly

905-688-5550, extension 3954

GSB 342A

Graduate Academic Coordinator

Philip Alexander

905-688-5550, extension 5871

GSB344

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 (Becky) White-Cô#244;té#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

Director, Co-op Programs
 Cara Krezek

Master of Accountancy

Program Description

The Master of Accountancy (MAcc) program (a two term program with an optional four month co-op work term) is part of the Goodman School of Business BAcc/MAcc CPA Pathway. The Goodman School of Business is accredited by the Chartered Professional Accountants of Ontario and eligible graduates of the MAcc can proceed to write the Common Final Evaluation (CFE) in the September immediately following the program.

Students who have not completed the Goodman BAcc (Bachelor of Accounting) degree may be eligible for the CPA Pathway. Contact the Goodman School of Business, Graduate Programs Office for an individual assessment.

For students interested in obtaining the CPA designation, the MAcc program enables them to complete the CPA PEP program in seven months of full-time study, rather than two years of part-time study. Students will complete all four CPA elective modules (Assurance, Tax, Finance and Performance Management) and will exceed the elective requirements of CPA Ontario. Additionally, students will complete two integrated capstone modules designed to prepare them for the CFE.

In addition to fulfilling CPA exam requirements, the MAcc enables students to assimilate advanced knowledge in accounting and related aspects of business. The program encourages the development of critical thinking, analytic and communication skills.

Students will select the General (CPA Pathway) or the Taxation or Information Assurance specialization. In all options, students must complete one or more electives or specialty courses in other business topics or in approved topics offered by programs outside the business school.

Note: in 2022/23+22 the Information Assurance and Taxation specialization courses will not be offered.

The MAcc program combines academic learning with practical experience through an optional co-op work term. The MAcc co-op option provides students with the opportunity to apply their knowledge in private and public business settings and to develop professional skills. The MAcc co-op work experience can be used toward the CPA practical work experience requirement

Admission Requirements

Successful completion of a four year Canadian Bachelor's degree, or equivalent, with an accounting concentration including courses in advanced financial accounting, cost and management accounting, advanced auditing, advanced personal and corporate taxation, business/management information systems, corporate finance, economics, Canadian business law and integration and problem solving with an average of not less than 75% (mid-B) over the last two years of full-time undergraduate study.

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

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

Part-time study is available. However, applicants should consult with the Graduate Program Office regarding course sequencing and availability. Students must take MACC 5P11 and MACC 5P12 concurrently and in the final term of the program.

Degree Requirements

The Master of Accountancy is normally completed in two terms (Winter and Spring).

Required Courses

Students must complete a total of ten half-credit required courses and electives.

MACC 5P21 Strategic Performance Management
 MACC 5P41 Advanced Topics in Taxation
 MACC 5P71 Advanced Topics in Assurance
 MACC 5P91 Advanced Topics in Corporate Finance
 MACC 5P11 Integration and Team Management
 MACC 5P12 Integration and Analysis
 MACC 5P51 Information Technology and Systems
 MACC 5P61 Corporate Governance
 MACC 5P88 Accounting for Governmental and Not-for-profit Organizations
 MACC 5P99 Advanced Financial Statement Analysis

General CPA Pathway

The CPA Pathway is accredited by CPA Ontario and is primarily focused on the body of knowledge required for the CPA PEP program. Completion of the MAcc (CPA pathway) will provide students with advanced standing in CPA PEP to the end of Capstone 2. Students are encouraged to complete the Common Final Examination (CFE) in the September immediately following the completion of the MAcc degree.

Tax Specialization

The tax specialization provides students the opportunity to develop advanced knowledge in taxation and an ability to research tax issues and communicate results efficiently and effectively.

In addition to the required courses, students in the tax specialization take MACC 5P42, (Tax Research and Statutory Interpretation and Practice) MACC 5P43 (Tax Policy), and MACC 5P45 (International Taxation: The Canada/United States Model) and one half-credit elective. The elective half-credit course is normally selected from other graduate courses offered in the Goodman School of Business. Requests to take electives from upper year undergraduate offerings and/or graduate courses outside of the Goodman School of Business may also be considered on a case-by-case basis.

Note: In 2022/23+22 the Taxation specialization will not be offered

Information Assurance specialization

The information assurance specialization provides students with the opportunity to develop advanced expertise in accounting information system assurance and technology, a strong understanding of the strategic role of information systems and their review and design.

In addition to the required courses, students in the information assurance specialty stream will take MACC 5P52 (E-Commerce), MACC 5P53 (Accounting Database Design), MBAB 5P15 (Introduction to Information Assurance) and MBAB 5P16 (Enterprise Infrastructure Architecture).

Note: In 2022/23+22 the Information Assurance stream will not be offered.

Co-op Option

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

Co-op students complete (MACC 5N90) work-placement seminars, that include lectures, presentations and industry specific information, for two hours each week prior to the first co-op work term. Attendance is mandatory. The co-op option is available to full-time students. Students will complete year one of their program prior to the co-op work term.

Graduate Diploma in Accountancy

Program Description

The Graduate Diploma in Accountancy (GDAcc) program (a one term program) is part of the Goodman School of Business's BAcc/MAcc CPA Pathway and consists of the first term of the MAcc program. The Goodman School of Business is accredited by the Chartered Professional Accountants of Ontario and eligible graduates of GDAcc can proceed with the MAcc program and subsequently to write the common Final Evaluation (CFE) in the September immediately following the program.

Students who have not completed the Goodman BAcc (Bachelor of Accounting) degree may be eligible for the CPA Pathway. Contact the Goodman School of Business's Graduate Programs Office for an individual assessment.

For students interested in obtaining the CPA designation, the GDAcc program enables them to complete two CPA Electives in four months of full-time study. In addition to fulfilling CPA exam requirements, the GDAcc enables students to assimilate advanced knowledge in accounting and related aspects of business. The program encourages the development of critical thinking, analytic, and communication skills.

Admission Requirements

Successful completion of a four year Canadian Bachelor's degree, or equivalent, with an accounting concentration including courses in advanced financial accounting, cost and management accounting, advanced auditing, advanced personal and corporate taxation, business/management information systems, corporate finance, economics, Canadian business law and integration and problem solving with an average of not less than 75% (mid-B) over the last two years of full-time undergraduate study.

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

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

Degree Requirements

The Graduate Diploma in Accountancy (GDAcc) is normally completed in one term (Winter). Students must complete a total of five half-credit required courses: MACC 5P21, 5P41, 5P71, 5P91 and 5P99.

Students who successfully complete all five half-credit courses and achieve an overall average of 75% in the GDAcc program may transfer directly to the Master of Accountancy degree program (MAcc) with the approval of the Goodman Graduate Programs Office. Those students who opt to transfer to the MAcc will not receive or will relinquish the GDAcc and instead may use the GDAcc earned credits to fulfill half of the MAcc degree requirements. If a student later leaves the MAcc prior to completion, the student will remain eligible to receive the GDAcc.

Students admitted directly to the MAcc who do not complete the full degree requirements (voluntarily or involuntarily) but have completed the required diploma courses will be eligible to receive the GDAcc after removal from the MAcc degree program.

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.

MAcc 5F91

Independent Study

Research and/or consulting project carried out in collaboration with a faculty adviser and relevant resource personnel.

Development of knowledge in a specialized discipline and development of ability to apply the knowledge to particular issues and/or situations.

Restriction: open to MAcc students in the general stream.

MACC 5N11

Co-op Employment I

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

Restriction: open to graduate accounting co-op students with permission of the Goodman School of Business Graduate Programs Office.

Note: Approval of the Graduate Program Director.

MACC 5N12

Co-op Employment II

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

Restriction: open to graduate accounting co-op students with permission of the Goodman School of Business Graduate Programs Office.

Note: Approval of the Graduate Program Director required.

MACC 5N13

Co-op Employment III

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

Restriction: open to graduate accounting co-op students with permission of the Goodman School of Business Graduate Programs Office.

Note: Approval of the Graduate Program Director required

MACC 5N14

Co-op Employment IV

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

Restriction: open to graduate accounting co-op students with permission of the Goodman School of Business Graduate Programs Office.

Note: Approval of the Graduate Program Director required.

MACC 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.

Restriction: open to graduate accounting co-op students with permission of the Goodman School of Business Graduate Programs Office.

Note: Approval of the Graduate Program Director required.

MACC 5P11

Integration and Team Management

Integration of knowledge from various functional areas of accounting and the business disciplines in a professional context. Development of analytical, diagnostic, decision-making, communication and presentation skills. Application of knowledge and formation of professional judgment in the context of practical problems presented in complex cases using a team-based approach. Restriction: open to MAcc students.

MACC 5P12

Integration and Analysis

Application and integration of enabling competencies and technical competencies in financial accounting, management accounting, assurance, taxation, finance, and strategy and governance developed over the program to complex and highly integrative case studies.

Restriction: open to MAcc students.

MACC 5P21

Strategic Performance Management

Identification and exploration of current and emerging issues in performance measurement, management accounting and strategic decision making. Investigation and analysis of complex issues within an applied organizational setting.

Restriction: open to MAcc students.

MACC 5P32

Global Tax Management and Planning

Focuses on the fundamentals of international tax principles and rules. Provides a structural framework within which international tax issues can be examined by both governments and multinational corporations. The role of treaties in international tax planning will be discussed using the Canada-US Income Tax Convention as an example. Particular emphasis will be placed on the key provisions of the OECD Model Treaty. Other topics included will be source-based taxation, related party transactions, harmful tax competition, tax avoidance measures and the role of tax havens.

Restriction: open to MAcc and MBA students.

MACC 5P41

Advanced Topics in Taxation

Technical and planning issues related to structures for conducting business and investment activities for both individuals and corporate entities. Focus on various ownership categories, types of business operations and funding issues. Investigation of partnerships and trusts as part of a business or investment portfolio structure. Application of tax issues when making business and investment decisions.

Restriction: open to MAcc students.

MACC 5P42

Tax Research and Statutory Interpretation in Practice

Effective, efficient, tax research techniques. Development of analytical and critical thinking skills in the context of tax planning. Emphasis on development of research skills including discerning facts, locating authorities, assessing and applying authorities and communicating results.

Restriction: open to MAcc students in the taxation stream.

MACC 5P43

Tax Policy

Socioeconomic, legal and political analysis of the legislation, jurisprudence and literature of taxation. Evaluation and application of alternative tax systems and methods.

Restriction: open to MAcc students in the taxation stream.

MACC 5P44

Fundamentals of U.S. Tax

Fundamentals of the U.S. tax system relative to corporations and individuals. Focus on the structure of U.S. statutes. Particular emphasis on comparative U.S. and Canadian tax policy and implementation. Introduction to reference tools available for tax research in the United States.

Restriction: open to MAcc students in the taxation stream.

MACC 5P45

International Taxation: The Canada/United States Model

Tax implications of doing business in multiple jurisdictions. Investigation of the United States tax system and Canadian tax provisions regarding multinational investment, in-bound and outbound.

Restriction: open to MAcc students in the taxation stream.

MACC 5P51

Information Technology and Systems

(also offered as MPAC 5P51)

Current issues in developing and managing accounting information systems. Fundamentals of value chain modeling, business process modeling and database implementation using REA. Fundamentals of business reporting and information management using XBRL.

Restriction: open to MAcc and IMAcc students.

MACC 5P52

E-Commerce

Basic grounding in concepts related to electronic commerce-based solutions (primarily business-to-consumer and business-to-business). Communications infrastructure supporting e-commerce, security and integrity issues. Architecture of e-commerce applications, strategic deployment of e-commerce for global competitive advantage. Design of a working e-commerce system required.

Restriction: open to MAcc, MBA and IMAcc students.

MACC 5P53

Accounting Database Design

Large-scale accounting database projects. Includes requirements analysis, selection, functional specifications, design, testing, performance evaluation and maintenance of Accounting database systems. Design of an Accounting database system required. Additional topics may include relevant aspects of software engineering/programming.

Restriction: open to MAcc, MBA and IMAcc students.

MACC 5P54

Expert Systems in Business

Conceptual foundations for building knowledge-based systems. Application of artificial intelligence, rule-based systems, other common knowledge representation techniques, knowledge acquisition methods, application of KBS in accounting systems and management. Design of a KBS required.

Restriction: open to MAcc and MBA students.

MACC 5P61

Corporate Governance

Using examples drawn from current business practices, investigates financial reporting matters, the role and function of auditing and the board of directors, ethics, management policy and leadership. Focuses on developing critical thinking and research skills.

Restriction: open to MAcc and IMAcc students. Also open to MBA students who have previous credit in MBAB 5P01 and MBAB 5P08.

MACC 5P71

Advanced Topics in Assurance

Investigates key concepts of auditing. Focuses on the performance of both internal and external assurance engagements, from assessing the need for an engagement, to developing and performing the procedures, to documenting and reporting results.

Delves into more complex financial accounting issues and emphasizes the key role played by governance in assurance.

Restriction: open to MAcc students.

MACC 5P88

Accounting for Governmental and Not-for-Profit Organizations

Principles of financial and management accounting as they relate to governmental and not-for-profit organizations including healthcare, charities, universities and other public institutions. The course covers topics such as fund accounting, budgeting, performance evaluation, and auditing of governmental and not-for-profit organizations.

Restriction: open to MAcc students.

Prerequisite(s): ACTG 3P33 Accounting for External Reporting III or permission of the Graduate Programs Office.

MACC 5P91

Advanced Topics in Corporate Finance

Investigation of current topics in the world of corporate finance, both domestically and internationally. Exploration of complex issues involved with financial instruments, derivative securities, futures and international markets. Development of overall finance policies and identification, evaluation and recommendations regarding investment and financing decisions.

Restriction: open to MAcc and IMAcc students.

MACC 5P92

Independent Study

Research and/or consulting project carried out in collaboration with a faculty adviser and relevant resource personnel.

Development of knowledge in a specialized discipline and development of ability to apply the knowledge to particular issues and/or situations.

Restriction: open to MAcc students.

MACC 5P99

Advanced Financial Statement Analysis

Fundamental analysis techniques and stresses the use of financial accounting in decision making. The focus will be on the role of financial statement analysis by decision makers for current evaluation and future prediction to advance our understanding of how to use accounting and other financial information to value and analyze firms.

Restriction: open to MAcc students.

Prerequisite(s): ACTG 3P33 Accounting for External Reporting III or permission of the Graduate Programs Office.

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 01:13:11 PM

Submitted by Carrie Kelly on November 4, 2021 at 01:22:41 PM

Submitted by Narongsak Thongpapanl on November 4, 2021 at 01:26:41 PM

Submitted by Edlira (Christina) Zahaj on November 5, 2021 at 03:32:07 PM

Edited by Jasmine Stasiuk Riddell (on behalf of Jasmine Stasiuk Riddell) on January 7, 2022 at 02:07:25 PM

Fields of Specialization: Grammar correction made per email from calendar subcommittee on Wed 2021-12-22 9:10 AM

Academic Program Calendar Submission #2022-3254

Department/Centre: Master of Accountancy

Program(s): Professional Accounting

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 changes and promotions.

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 Faculty and Staff changes and promotions.

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.

Master of Professional Accounting

Master of Professional Accounting (International Student Pathway)

brocku.ca/goodman/programs/mpacc-isp/

Dean

Andrew Gaudes
Goodman School of Business

Associate Dean, Research and Graduate Programs

Narongsak (Tek) Thongpapanl
Goodman School of Business

Core Faculty

Professors

Darlene Bay (Accounting), Walid Ben Omrane (Finance, Operations and Information Systems), Ernest Biktimirov (Finance, Operations and Information Systems), Fayez A. Elayan (Accounting), Hemantha Herath (Accounting), Eugene Kaciak (Finance, Operations and Information Systems), Jingyu (Jennifer) Li (Accounting), Alex Nikitkov (Accounting), **Tanya Tang (Accounting)**, Samir Trabelsi (Accounting)

Associate Professors

Ian Adamson (Accounting), Kareen Brown (Accounting), Louis Culumovic (Accounting), Sohyung Kim (Accounting), Pascale Lapointe-Antunes (Accounting), **Michelle Lau (Accounting)**, Zhefeng (Frank) Liu (Accounting), Parunchana Pacharn (Accounting), **Unyong (Howard) Pyo (Finance, Operations and Information Systems)**, Barbara Sainty (Accounting), Paul Scarbrough (Accounting), Anamitra Shome (Accounting), Tashfeen Sohail (Accounting), Linda Stillabower (Accounting); **Tanya Tang (Accounting)**

Assistant Professors

Dan (Sabrina) Gong (Accounting), Nam Ho (Accounting), **Mengtian Li Yun Ke (Accounting)**, ~~Michelle Lau (Accounting)~~, Simon Suwanyangyuan (Accounting)

Participating Faculty

Lecturers

Norman Chasse (Accounting), ~~Michael Espinoza (Accounting)~~, Sangeeta Hollo (Accounting), Glenn Skrubbyeltrang (Accounting), Xia (Celine) Zhang (Accounting)

Goodman School of Business, 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-Cô#244;té#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

Director, Co-op Programs

Cara Krezek

Fields of Specialization

Program Description

The Master of Professional Accounting (MPAcc) program provides international students, who have studied accounting outside of North America, with a broad background in all aspects of Canadian accounting. The MPAcc program enables students to assimilate advanced knowledge in accounting and related aspects of business. The program encourages the development of critical thinking, analytic and communication skills. It is a lock-step program that includes: an intensive English language study program (1 month in August), followed by three academic terms (12 months).

The program combines academic learning with practical experience through an optional co-op work term. The MPAcc 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.

At the end of the program, graduates are awarded a Master of Professional Accounting degree. Although the MPAcc program does not lead directly to a Canadian accounting designation, students interested in pursuing a Canadian accounting designation may submit their post-secondary transcripts (in English) to CPA Ontario for an assessment to determine course equivalencies in the CPA program.

Admission Requirements

Successful completion of a four-year bachelor's degree from an internationally recognized post-secondary institution with an average of no less than 75% (mid-B) over the last two years of full-time undergraduate study. Pre-requisites must include: two Financial Accounting courses, one Management Accounting, Micro Economics, Macro Economics, and Statistics. Please note that Business Law, Business Strategy, and Corporate Finance are strongly recommended.

For students who must provide proof of English Language Proficiency, the minimum required score for entry is 88 on the TOEFL iBT (with minimum 21 on speaking and 21 on writing), 6.5 on the IELTS (no section under 6.0), or equivalent. For a full listing of accepted tests, see <https://brocku.ca/graduate-studies/future-students/international/english-language-proficiency/>.

The program is offered full-time only and is completed over three terms (Fall, Winter, Spring.)

Degree Requirements

Business English and Skills Transition Program

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

Successful completion is required in the following courses:

MPAC 5N85 Strategies for Success
MPAC 5N86 Business Communication

MPAcc Program Requirements

A total of fifteen half-credit courses are required to complete the degree requirements.

MPAC 5P01 Financial Accounting I
MPAC 5P02 Financial Accounting II
MPAC 5P03 Managerial Accounting
MPAC 5P09 Financial Statement Analysis
MPAC 5P10 Analysis and Problem Solving
MPAC 5P24 Business Law
MPAC 5P30 Assurance I
MPAC 5P31 Advanced Management Accounting
MPAC 5P36 Financial Accounting III
MPAC 5P37 Assurance II
MPAC 5P38 Taxation I
MPAC 5P39 Taxation II
MPAC 5P51 Information Technology and Systems
MPAC 5P61 Corporate Governance
MPAC 5P91 Corporate Finance for Accounting

Admission to the co-op option is on a competitive basis. Students may be admitted to the co-op option at the time of admission or following the first term of MPAcc courses. Co-op students will be required to maintain a 75% overall average and achieve appropriate English language proficiency. Admission to the co-op option is on the basis of marks, a review of a personal resume and transcript; and employer availability. An interview may be required. In addition to the current tuition fees, co-op students are assessed a co-op administrative fee.

Co-op students take part in work-placement seminars (MPAC 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. MPAcc students will complete all of their academic terms prior to the co-op work term.

Course Descriptions

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

MPAC 5N11

Co-op Employment I

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

Restriction: Open to graduate business co-op students with permission of the Goodman School of Business Graduate Programs Office.

MPAC 5N12

Co-op Employment II

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

Restriction: Open to graduate business co-op students with permission of the Goodman School of Business Graduate Programs Office.

MPAC 5N13

Co-op Employment III

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

Restriction: Open to graduate business co-op students with permission of the Goodman School of Business Graduate Programs Office.

MPAC 5N14

Co-op Employment IV

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

Restriction: Open to graduate business co-op students with permission of the Goodman School of Business Graduate Programs Office.

MPAC 5N85

Strategies for Success

(also offered as MBAB 5N85)

Workshops, seminars and presentations to assist in providing international students with a smooth transition to graduate studies in business.

Restriction: Open to MPAcc students.

MPAC 5N86

Business Communication

(also offered as MBAB 5N86)

Emphasis on language skills required to perform in an English-speaking business context.

Restriction: open to MPAcc students.

MPAC 5P01

Financial Accounting I

The theory and practice of financial statement preparation including the conceptual framework for accounting choices, revenue recognition and the role of financial information in contracting. Emphasis on the measurement, reporting, and disclosure of monetary assets and liabilities. Includes complex issues such as accounting for leases, pensions, future income taxes, intercorporate investments and cash flow reporting.

MPAC 5P02

Financial Accounting II

(also offered as MBAB 5P35)

The theory and practice of financial statement preparation in accordance with generally accepted accounting principles. Complex issues including accounting for leases, pensions, future income taxes, inter corporate investments and cash flow reporting.

Prerequisite(s): MPAC 5P01 or permission of the Graduate Programs Office.

Co-requisite(s): MPAC 5P02 may be taken concurrently with MPAC 5P01

MPAC 5P03

Managerial Accounting

(also offered as MBAB 5P31)

Internal recording systems devised to implement and guide management planning and control with particular emphasis on cost finding, product costing, cost behaviour and cost allocations as well as analysis and communication of relevant information to users in a professional manner.

MPAC 5P09

Financial Statement Analysis

(also offered as MBAB 5P41)

Analysis of financial accounting procedures and the rules that govern disclosure. Emphasis is on basic financial statements and how alternative accounting methods affect those statements and the analysis of financial statement relationships.

Prerequisite(s): MBAB 5P08 or permission of the Graduate Programs Office.

MPAC 5P10

Analysis and Problem Solving

Application of technical competencies in sub disciplines of accounting developed over the program with a focus on analysis and problem solving in the context of integrative case studies.

MPAC 5P24

Business Law

(also offered as MBAB 5P24)

The legal environment of business and basic legal considerations for business organizations including forms of organization, liability of owners, shareholders, directors and managers.

MPAC 5P30

Assurance I

(also offered as MBAB 5P30)

Principles and theories of auditing; ethical, legal and professional responsibilities of the auditor; nature of verification, audit evidence, testing, the elements of effective control structures, the use of statistical sampling and evolution of external, internal and comprehensive auditing; application of professional judgment and integration of auditing across the organization.

MPAC 5P31

Advanced Management Accounting

Examines various advanced topics such as cost behaviours, costing systems, accounting for decision-making, planning and control, incentive and compensation systems, decentralization, and performance evaluation.

Prerequisite(s): MPAC 5P03

MPAC 5P36

Financial Accounting III

(also offered as MBAB 5P36)

The theory and practice of financial statement preparation in accordance with generally accepted accounting principles with emphasis on accounting for complex business organizations and not-for-profit organizations.

Prerequisite(s): MPAC 5P02.

MPAC 5P37

Assurance II

(also offered as MBAB 5P37)

Generally accepted auditing standards, risk, materiality and the planning and execution of the audit. Emphasis on the overall audit plan, evaluation of results, testing and sampling, audit reports, review engagements, internal controls, and the audit of different transaction cycles. Integration of auditing across the organization.

Prerequisite(s): MPAC 5P30.

MPAC 5P38

Taxation I

(also offered as MBAB 5P38)

Principles underlying federal income taxation in Canada through an analysis of the Income Tax Act. Computation of net income for tax purposes, taxable income and taxes payable for individuals. Rights/obligations of the taxpayer. Determination of effects of federal income taxes on decision-making. Discussion of taxation issues that integrate across businesses and for individuals.

MPAC 5P39

Taxation II

(also offered as MBAB 5P39)

Topics include computation of taxable income and taxes payable for corporations. Tax implications of changes in corporate structures, corporate distributions, rollovers, shareholder/manager remuneration. Trusts and Partnerships. Determination of the effects of federal income taxes on decision-making. Discussion of taxation issues that integrate across businesses and for individuals..

Prerequisite(s): MPAC 5P38.

MPAC 5P51

Information Technology and Systems

(also offered as MACC 5P51)

Current issues in developing and managing accounting information systems. Fundamentals of value chain modeling, business process modeling and database implementation using REA. Fundamentals of business reporting and information management using XBRL.

Restriction: open to MAcc and MPAcc students.

MPAC 5P61

Corporate Governance

Using examples drawn from current business practices, investigates financial reporting matters, the role and function of auditing and the board of directors, ethics, management policy and leadership. Focuses on developing critical thinking and research skills.

MPAC 5P91

Corporate Finance for Accounting

Examination of corporate financing and investment decisions with emphasis on the accounting treatments and the financial reporting implications via a case approach; in depth analysis of financial planning, treasury management, capital budgeting, valuation, financial risk management, and corporate finance transactions.

CO-OP COURSE

MPAC 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.

Restriction: open to graduate business co-op students with permission of the Goodman School of Business Graduate Programs Office.

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 01:14:48 PM

Submitted by Carrie Kelly on November 4, 2021 at 01:23:03 PM

Submitted by Narongsak Thongpapanl on November 4, 2021 at 01:27:15 PM

Submitted by Edlira (Christina) Zahaj on November 5, 2021 at 03:33:25 PM

Edited by Jasmine Stasiuk Riddell (on behalf of Jasmine Stasiuk Riddell) on January 26, 2022 at 11:50:26 AM

Master of Professional Accounting : Edit made per email from subcommittee on Wed 12/22/2021 9:10 AM
heading should be plural: professor

Academic Program Calendar Submission #2022-3303

Department/Centre: Psychology

Program(s): Psychology

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:

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.

Psychology

Master of Arts in Psychology

Doctor of Philosophy in Psychology

Field(s) of Specialization

Behavioural and Cognitive Neuroscience

Lifespan Development

Social/Personality

Dean

Ingrid Makus

Faculty of Social Sciences

Associate Dean

Dawn Zinga

Faculty of Social Sciences

Core Faculty

Professors

Karen Arnell (Psychology), Michael Ashton (Psychology), Michael Busseri (Psychology), Kimberly Cote (Psychology), Veena Dwivedi (Psychology), Angela Evans (Psychology), Gordon Hodson (Psychology), Tanya Martini (Psychology), Cheryl McCormick (Psychology), Cathy Mondloch (Psychology), Tim Murphy (Psychology), Teena Willoughby (Psychology)

Associate Professors

Angela Book (Psychology), Karen Campbell (Psychology), Michael Busseri (Psychology), Andrew Dane (Psychology), Stephen Emrich (Psychology), Angela Evans (Psychology), Dawn E. Good (Psychology), Caitlyn Mahy (Psychology), Cameron Muir (Psychology), Elizabeth Shulman (Psychology)

Assistant Professors

Karen Campbell (Psychology), Paula Duarte-Guterman (Psychology), William Hall (Psychology), Scott Neufeld (Psychology), Charlis Raineke (Psychology), Sabrina Thai (Psychology)

Professors Emeriti

Jack Adams-Webber, Kathryn Belicki, John G. Benjafield, Nancy DeCourville, David DiBattista, Stefan M. Brudzynski, Jane Dywan, Carolyn Hafer, Harry T. Hunt, Dorothy Markiewicz, John Mitterer, Robert D. Ogilvie, Edward W.G.

Pomeroy, Joan Preston, Linda Rose Krasnor, Stanley W. Sadava, Sidney J. Segalowitz, Paul D. Tyson-

Participating Faculty

Associate Faculty

Anthony Bogaert (Community Health Sciences), Gary Libben (Applied Linguistics), Gary Pickering (Biology), Tony Volk (Child and Youth Studies)

Adjunct Professors

Sherri Bieman-Copland, Marie Good (Redeemer College)

Graduate Program Director

Stephen Emrich

semrich@brocku.ca

General inquiries

psycgradinfo@brocku.ca

Graduate Administrative Coordinator

Lindsay Grifa

lgrifa@brocku.ca

905-688-5550, extension 3543

Mackenzie Chown B329

<https://brocku.ca/psychology>

Program Description

The Psychology Department offers MA and PhD programs. Students may select Behavioural and Cognitive Neuroscience, Lifespan Development, or Social/Personality as their focus. Both MA and PhD programs are characterized by active faculty collaboration within and across areas and by a research focus. Both programs have a part-time option. Part-time students must ensure that there is sufficient flexibility in their work schedules to allow for attendance at courses, seminars, colloquia, and examinations; to engage in data collection; and to participate in meetings with supervisors as required. Student-faculty meetings are scheduled at the mutual convenience of the student and supervisor. The PhD program offers special opportunities for students to individualize their learning experience through a choice of methods courses and a choice of electives, including apprenticeships and independent study courses.

Field(s) of Specialization

Behavioural and Cognitive Neuroscience

The Behavioural and Cognitive Neuroscience graduate program at Brock University reflects the multidisciplinary nature of the neurosciences. Behavioural and Cognitive Neuroscience integrates concepts and methods from biology, chemistry, physiology, pharmacology, cognitive science, and psychology, in the study of the neurological underpinnings of behaviour and cognition. The basic tenet of the field is that behaviour ultimately reflects brain function and that understanding brain function helps us to understand behaviour. Research may be on a number of levels of analysis, ranging from the single cell to the whole organism. Individual students working in the field at Brock will usually specialize in a particular area, but they must also learn to appreciate the concepts and methods related to other issues and other levels of analysis. Research involves the use of a wide range of modern neuroanatomical, neurophysiological, and neuropharmacological techniques and behavioural measures in studies of humans and other animals. Brock researchers use a variety of electrophysiological, and behavioural techniques to investigate, for example, the physiological basis of sleep and the consequences of sleep deprivation, the neural correlates of normal and disrupted attention and memory processes, individual differences in attention and cognitive control, psychophysiological measures of developmental changes in cognitive and emotional function, neurophysiological correlates of personality, EEG/ERP measures of cross-cortical connectivity, electrophysiological and behavioural investigations of visual information processing, the impact of early experience on perceptual and cognitive development, and the long-term sequelae of mild closed head injury. Other researchers in our group perform behavioural pharmacological studies of major neurotransmitter systems (cholinergic, glutamatergic, dopaminergic), and their role in the production of vocalization and initiation of locomotor activity in rodents, the effects of stress on brain development and sensitivity to drugs in rodents, and the role of hormones in human and animal behaviour. A strong interdisciplinary team has formed the Brock Institute for Electrophysiological Research to help advance this field within neuroscience.

Lifespan Development

From birth to death, development is shaped by changes both within the individual and in his or her environment. Our program emphasizes development through the lifespan studied from social, emotional, cognitive, and/or neuropsychological perspectives. Particular emphasis is placed on the theoretical and practical implications of measuring change over time in the contexts of normal and atypical development. Laboratories are available for the study of perceptual and cognitive development in children and older adults, parent-child interactions, children's peer relationships, childhood aggression, psychopathology, adolescent and emerging adulthood lifestyle choices, resilience, youth engagement, and adolescent learning disabilities. Current research involves both community and special populations from infants to older adults. Close links with faculty in Behavioural and Cognitive Neuroscience allow interested students to work towards an integration of neurological and experiential factors that help shape development, especially those related to emotional and cognitive self-regulation. Opportunities to engage in developmental research may be available through the Centre of Excellence for Youth Engagement. In addition, faculty are involved in the Lifespan Development Research Centre (LDRC) and other multidisciplinary research initiatives. These research initiatives provide unique opportunities for research and thesis collaboration.

Social/Personality

The Social/Personality psychology group at Brock is involved in a broad range of research based on a situational approach to human behaviour, relatively enduring individual difference factors, and the synergy between the person and the social situation. Research interests of the Social/Personality faculty at Brock range from basic research issues to applied psychology. Several members of the group, for example, are involved in the study of social issues. Faculty conducting social issues research are focused on topics such as: forgiveness and forgiveness seeking; stereotyping, prejudice, and discrimination; immigration and group threat; social justice; trauma; and well-being. Faculty are also currently pursuing research in the structure of personality, psychopathy and forensic psychology, gender and sexuality, altruism and emotion regulation, perception of emotion, and differential attention towards and recognition of in- versus out-group members. This diversity of research topics is complemented by an array of methodologies for investigating social/personality issues, including observational methods, self-report questionnaires and interviews (in labs and via the internet), experimental procedures, eye-tracking technology, etc. Students are encouraged to collaborate with multiple members of faculty to develop and strengthen their research experience.

Master of Arts

Program Objectives

The objectives are to provide intensive research training in the fields of Behavioural and Cognitive Neuroscience, Lifespan Developmental Psychology, and Social/Personality Psychology and to develop an appreciation of the scientific basis of psychology and the skills necessary to systematic examination of basic or applied issues in the field of interest. Many graduates will pursue further training at the doctoral level; others will be prepared to work in a wide variety of occupations in which an appreciation of the theoretical, conceptual, and methodological basis of psychology is of value.

Normally, those admitted to the MA program have the option of proceeding on to the PhD program when the MA criteria have been met and formal permission to proceed has been granted. Students apply via an internal paper application.

All MA students have the opportunity to serve as teaching assistants in each year of their program.

For full-time students the program is normally six terms (two years).

Admission Requirements

Successful completion of an Honours Bachelor's degree, or equivalent, in Psychology or Neuroscience, including courses in research methods and statistics, with a minimum average of 78%. Successful applicants typically have achieved an average of at least 80% in each of their last two years of undergraduate study. Normally, applicants will have completed an Honours thesis (where possible). In the absence of an Honours thesis, applicants must provide evidence of research experience that includes conceptual contributions to a research project (e.g., proposal, paper, poster). Scores on the Graduate Record Examination (GRE) General Test are recommended but not required for applicants with a background in Psychology or Neuroscience. Please see the list of faculty members who recommend submitting a GRE score with your application.

Students applying at the MA level should indicate on their application whether they intend to pursue graduate studies through to a PhD so that their application can be considered in the context of their academic goals.

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

Please note that, in any given year, admission to a particular field of study depends, in part, on the availability of supervisory and

teaching resources.

Part-time study is available.

Students applying to the MA program with backgrounds other than Psychology or Neuroscience

In recognition of the interdisciplinary nature of Psychology, the Admissions Committee will consider applications from students holding degrees in allied fields. To ensure that such applicants have a background in psychology adequate for successful completion of their graduate program, applicants from fields outside Psychology and Neuroscience must have completed an undergraduate thesis in another discipline that involved empirical research of scope and complexity comparable to that of an undergraduate Psychology thesis and must submit the Graduate Record Examination (GRE) General Test and the GRE Psychology Subject Test scores.

Degree Requirements

In addition to the thesis (PSYC 5A90), basic degree requirements are the completion of the courses listed below. All students are also expected to attend Departmental colloquia. Students will consult with the Graduate Program Director and their thesis supervisor when planning a program of study. All MA students, full-time and part-time, must take PSYC 5F01 in the first year of their program. Electives may be selected from courses numbered PSYC 5(alpha)00 or PSYC 7(alpha)00 or graduate level courses from outside Brock Psychology with approval of the Graduate Program Director.

Behavioural and Cognitive Neuroscience

PSYC 5A90

PSYC 5F01

PSYC 5P10

PSYC 5Y51

PSYC 5Y52

Elective

Lifespan Development

PSYC 5A90

PSYC 5F01

PSYC 5P20

PSYC 5Y61

PSYC 5Y62

Elective

Social/Personality

PSYC 5A90

PSYC 5F01

PSYC 5P30

PSYC 5Y71

PSYC 5Y72

Elective

Doctoral Program

Program Objectives

The objectives of the PhD program in Psychology are to develop a high level of research expertise and the capacity for assuming a critical and scholarly approach to basic and/or applied issues in the fields of Behavioural and Cognitive Neuroscience, Lifespan Development, and Social/Personality. The program adopts a skills-based approach, ensuring that students have access to hands-on training in basic research, teaching, and applied areas that will prepare them well for a broad range of post-graduate situations. They will build on the experiences acquired at the MA level by developing further the skills needed to achieve independent responsibility for learning, for seeking out and integrating relevant information from a variety of sources and perspectives, for achieving depth of understanding in a specific area of expertise, and for making original contributions to knowledge. Depth of knowledge is fostered through the research seminar course within the student's area of interest, training in advanced statistics and research methods, and his or her thesis research. Breadth and integration are achieved through a comprehensive examination and attendance at the Departmental colloquium series. The acquisition of applied and job-related skills is facilitated through elective courses, including apprenticeships in teaching, research, and community organizations. All PhD students have the opportunity to serve as teaching assistants in each year of their program.

For full-time students the program is normally twelve terms (four years).

Admission Requirements

Successful completion of a Master's degree, or equivalent, in Psychology or Neuroscience. Students must have achieved an average of at least 80% in the previous two years of graduate study and must provide evidence of research competence, normally demonstrated by an empirical Master's thesis. Scores on the Graduate Record Examination (GRE) General Test are recommended but not required for applicants with a background in Psychology or Neuroscience. Please see the list of faculty members who recommend submitting a GRE score with your application.

Note: internal MA PSYC applicants apply via the internal application form. The OUAC web application is not required.

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

Please note that in any given year admission to a particular field of study depends, in part, on the availability of supervisory and teaching resources.

Part-time study is available.

Students applying to the PhD program with backgrounds other than Psychology or Neuroscience

In recognition of the interdisciplinary nature of Psychology, the Admissions Committee will consider applications from students holding degrees in allied fields. To ensure that such applicants have a background in psychology adequate for successful completion of their graduate program, the following additional requirements for admission to the PhD program have been established. Applicants must have completed a Master's thesis in another discipline that involved empirical research of scope and complexity comparable to that of a Master's Psychology thesis. Applicants must present recent evidence of suitable background knowledge in the form of a score from the Graduate Record Examination (GRE) General Test and the GRE Psychology Subject Test.

Degree Requirements

In addition to the thesis (PSYC 7B90), basic degree requirements are the completion of the courses listed below. All students are also expected to attend Departmental colloquia. Students will consult with the Graduate Program Director and their thesis supervisor when planning a program of study. Electives may be selected from courses numbered PSYC 5(alpha)00 or PSYC 7(alpha)00 or graduate level courses from outside Brock Psychology with approval of the Graduate Program Director.

Behavioural and Cognitive Neuroscience

PSYC 7B90

Half credit course in advanced statistics/research methods (e.g., One of PSYC 7P01, 7P02, 7P11, 5P12)

PSYC 7Y51

PSYC 7Y52

PSYC 7Y53

Elective 1 (half-credit course)

Elective 2 (half-credit course)

PSYC 7P80 Comprehensive examination (written plus oral)

Lifespan Development

PSYC 7B90

Half credit course in advanced statistics/research methods (e.g., One of PSYC 7P01, 7P02, 7P11, 5P27)

PSYC 7Y61

PSYC 7Y62

PSYC 7Y63

Elective 1 (half-credit course)

Elective 2 (half-credit course)

PSYC 7P80 Comprehensive examination (written plus oral)

Social/Personality

PSYC 7B90

Half credit course in advanced statistics/research methods (e.g., One of PSYC 7P01, 7P02, 7P11, 5P37)

PSYC 7Y71

PSYC 7Y72

PSYC 7Y73

Elective 1 (half-credit course)

Elective 2 (half-credit course)

PSYC 7P80 Comprehensive examination (written plus oral)

Completion of Degree Requirements

PhD students will normally complete all required coursework within their first three years of full-time study. The comprehensive examination will typically take place no sooner than Spring of year 1 of PhD, and must be completed no later than Summer of year 3 of PhD. ~~by the end of the student's first or second year of full-time study.~~

Facilities

The department has well-equipped RF-shielded, sound-attenuated rooms for the collection of GSR, EKG, EMG, and high-density EEG and ERP data with source generator software for the study of neurocognitive and psychophysiological function; a three-bedroom sleep laboratory equipped with multiple channel digital amplifiers and specialized software for recording and analysis of human sleep and alertness in a 24-hour context; enzyme linked immunosorbent assays (ELISAs) for the detection of steroid hormones in samples collected from rodents or humans; animal housing equipment for neurobehavioural studies, particularly for bioacoustic and locomotor analysis; animal labs with operant chambers, Y-mazes, automated activity cages, and provisions for surgery and histology; one-way mirror and video-equipped rooms and play rooms for behavioural assessment and observation; a 3-dimensional camera for creating ecologically valid face stimuli; eye trackers for recording fixation patterns in child and adult participants; a 4-dimensional camera (3D plus motion) for recording and analyzing facial movements; separate rooms for individual and group testing; a computer lab housing multiple computers in separate cubicles, each machine equipped with software for administering questionnaires and collecting reaction time data; a psychophysiological lab for assessing sexual arousal; and an easily accessed pool of Psychology undergraduates who regularly volunteer for research participation. Research activities are supported by highly efficient Electronics and Machine shops. The University Library provides online access to a substantial number of scientific databases and journals that are relevant to the three areas of specialization. In addition, students have in-person borrowing privileges at most Canadian university libraries, subject to the policies of the lending library.

A new \$6.5 million Centre for Lifespan Development Research includes facilities for research on developmental issues across the lifespan, including easy access for community participants and laboratories for the electrophysiology and psychophysiology of cognitive aging and adolescent brain development, visual perception in children and older adults; clinical issues in learning disabilities, developmental problems, and trauma (e.g., abuse, brain injury). The new complex also houses a laboratory for computer data acquisition in social and personality psychology, as well as bookable testing/interview rooms, observation recording labs, and meeting space.

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.

PSYC 5A90

MA Thesis

The preparation and public defence of a thesis which will demonstrate the candidate's capacity for independent research, integration of knowledge, and depth of understanding.

PSYC 5F01

Research Methods and Data Analysis

Statistical analysis and research design with an emphasis on the Multivariate General Linear model as exemplified in basic and advanced multiple regression analysis, ANOVA, and ANCOVA.

Note: completion of this course will replace previous assigned grade and credit obtained in PSYC 5P01 and 5P02.

PSYC 5P10

Behavioural and Cognitive Neuroscience

An overview of current issues in behavioural neuroscience.

PSYC 5P12

Directed Study in Behavioural and Cognitive Neuroscience Research Techniques

The prime objective is to master a research technique, outside of the thesis area, carried out under the supervision of a Behavioural and Cognitive Neuroscience faculty member. Written output and data collection are optional (not required). Specific requirements and evaluation criteria will be determined by the course instructor and the student prior to course registration, and are subject to approval by the Graduate Program Director and student's advisor. Prior to course, all parties sign a form outlining expectations of task, timeframe, and assessment criteria.

Note: open to students outside Behavioural Neuroscience only with special permission.

PSYC 5P13

Directed Reading in Behavioural and Cognitive Neuroscience

Selected topics in Behavioural and Cognitive Neuroscience. The prime objective is to master a particular literature; data collection is optional. Supervised by Behavioural and Cognitive Neuroscience faculty other than advisor. Specific requirements and evaluation criteria will be determined by the course instructor and the student prior to course registration, and are subject to approval by the Graduate Program Director and student's advisor. Prior to course, all parties sign a form outlining expectations of task, timeframe, and assessment criteria.

Prerequisite(s): PSYC 5P10 or permission of the instructor.

PSYC 5P20

The Concept of Development

An analysis of the meaning of the concept of development. Lifespan developmental theories and principles will be discussed. Methods associated with different conceptions of development will be examined, with applications to specific content areas (e.g., social competence, intelligence).

PSYC 5P23

Directed Reading in Lifespan Development

Selected topics in Lifespan Development. The prime objective is to master a particular literature; data collection is optional. Supervised by Lifespan Development faculty other than advisor. Specific requirements and evaluation criteria will be determined by the course instructor and the student prior to course registration, and are subject to approval by the Graduate Program Director and student's advisor. Prior to course, all parties sign a form outlining expectations of task, timeframe, and assessment criteria.

Prerequisite(s): PSYC 5P20 or permission of the instructor.

PSYC 5P27

Directed Study in Lifespan Developmental Research Techniques

The prime objective is to master a research technique, outside of the thesis area, carried out under the supervision of a Lifespan Development faculty member. Written output and data collection are optional (not required). Specific requirements and evaluation criteria will be determined by the course instructor and the student prior to course registration, and are subject to approval by the Graduate Program Director and student's advisor. Prior to course, all parties sign a form outlining expectations of task, timeframe, and assessment criteria.

Restriction: open to students outside Lifespan Development only with special permission.

PSYC 5P30

Research and Theory in Personality and Social Psychology

Fundamental and contemporary issues in personality and social psychology. Emphasis will be placed on the integration of the two fields from the perspective of interactionism.

PSYC 5P33

Directed Reading in Social/Personality

Selected topics in Social/Personality. The prime objective is to master a particular literature; data collection is optional. Supervised by Social/Personality faculty other than advisor. Specific requirements and evaluation criteria will be determined by the course instructor and the student prior to course registration, and are subject to approval by the Graduate Program Director and student's advisor. Prior to course, all parties sign a form outlining expectations of task, timeframe, and assessment criteria.

Prerequisite(s): PSYC 5P30 or permission of the instructor.

PSYC 5P37

Directed Study in Social and Personality Research Techniques

The prime objective is to master a research technique, outside of the thesis area, carried out under the supervision of a Social/Personality faculty member. Written output and data collection are optional (not required). Specific requirements and evaluation criteria will be determined by the course instructor and the student prior to course registration, and are subject to approval by the Graduate Program Director and student's advisor. Prior to course, all parties sign a form outlining expectations of task, timeframe, and assessment criteria.

Restriction: open to students outside Social/Personality only with special permission.

PSYC 5V01-5V09

Topics in Psychological Measurement and Analyses

Selected topics and issues may include qualitative data collection and analysis, multidimensional scaling, nonlinear regression and survival analysis.

PSYC 5V40-5V49

Topics in Psychology

Selected topics in Psychology that vary from year to year. May include Advances in Sleep Research, Cognitive Electrophysiology, Biological Perspectives in Development, Social Development, Positive Psychology, Social Psychology of Justice, Functional Neuroanatomy, Emotional Development across the Lifespan, Lifespan Cognitive Development, Developmental Disorders, Psychosocial Aspects of Health and Illness, Evolutionary Psychology, Behavioural Endocrinology, Cognitive Psychology, Stress, Person Perception.

PSYC 5Y51

Master's Behavioural and Cognitive Neuroscience Research Seminar I

Readings and discussion of contemporary issues in Behavioural Neuroscience

Note: this course will be evaluated as Credit/No-Credit.

PSYC 5Y52

Master's Behavioural and Cognitive Neuroscience Research Seminar II

Readings and discussion of contemporary issues in Behavioural Neuroscience.

Note: this course will be evaluated as Credit/No-Credit.

PSYC 5Y61

Master's Lifespan Development Research Seminar I

Readings and discussion of contemporary issues in Lifespan Development.

Note: this course will be evaluated as Credit/No-Credit.

PSYC 5Y62

Master's Lifespan Development Research Seminar II

Readings and discussion of contemporary issues in Lifespan Development.

Note: this course will be evaluated as Credit/No-Credit.

PSYC 5Y71

Master's Social/Personality Research Seminar I

Readings and discussion of contemporary issues in Social/Personality.

Note: this course will be evaluated as Credit/No-Credit.

PSYC 5Y72

Master's Social/Personality Research Seminar II

Readings and discussion of contemporary issues in Social/Personality.

Note: this course will be evaluated as Credit/No-Credit.

PSYC 7B90

PhD Thesis

The preparation and public defence of a thesis that makes a substantial contribution to scientific knowledge and demonstrates the candidate's ability for independent research, integration of knowledge, and depth of understanding.

PSYC 7P01

Structural Equation Modeling and Related Techniques

Path analysis, confirmatory factor analysis, and structural equation modeling in psychological research.

Prerequisite(s): PSYC 5F01 or equivalent.

PSYC 7P02

Psychological Measurement

An introduction to psychometric theory and test construction, including scales of measurement, reliability, validity, methods of constructing tests, issues in item generation and selection, and the major factors of human psychological variation.

Prerequisite(s): PSYC 5F01 or equivalent or permission of the instructor.

PSYC 7P03

Professional Issues in Psychology

Ethical, social, and legal issues emerging from psychological research, teaching, and practice.

PSYC 7P07

Teaching Apprenticeship

Students will participate in the development and delivery of a Brock University course under the mentorship of a faculty member. Development of a teaching portfolio will be required. Students may be required to attend teaching workshops and courses offered by the Brock Centre for Teaching and Learning and will participate in an observation-based assessment of their teaching skills. Specific requirements and evaluation criteria will be determined by the teaching apprenticeship supervisor and the student prior to course registration, and are subject to approval by the Graduate Program Director, Advisor, Chair and Focal Area Representative. To be completed within 1 or 2 terms (i.e., within duration of the taught course).

Restriction: Open to PhD students only.

Note: this course will be evaluated as Credit/No-Credit.

PSYC 7P08

Research Apprenticeship

Students will take a major "hands on" role in an empirical research project, under the supervision of a faculty member other than the thesis supervisor. The student will work toward an acceptable first draft of a publication style (and quality) manuscript or presentation based on the research conducted. Specific requirements and evaluation criteria for the apprenticeship will be determined by the research apprenticeship supervisor and the student prior to course registration and are subject to approval by the Graduate Program Director, Advisor, Chair, and Focal Area Representative. To be completed within 1 term.

Restriction: Open to PhD students only.

Note: this course will be evaluated as Credit/No-Credit.

PSYC 7P09

Community Apprenticeship

Students will participate in one of a variety of approved community settings and engage in activities such as policy analysis, needs assessment, community education, program evaluation, and service delivery. Specific requirements and evaluation criteria for the apprenticeship will be determined by the on-site community mentor, the university-based community mentor, and the student prior to course registration, and are subject to approval by the Graduate Program Director, Advisor, Chair, and Focal Area Representative. Normally completed within 1 term.

Restriction: Open to PhD students only.

Note: this course will be evaluated as Credit/No-Credit.

PSYC 7P11

Multivariate Statistics for Psychological Research

Application of multivariate statistical techniques such as MANOVA, discriminant function analysis, cluster analysis, loglinear modeling, and logistic regression, for psychological data.

Prerequisite(s): PSYC 5F01 or equivalent.

PSYC 7P12

Directed Study in Behavioural and Cognitive Neuroscience Research Techniques

The prime objective is to master a research technique, outside of the thesis area, carried out under the supervision of a Behavioural and Cognitive Neuroscience faculty member. Written output and data collection are optional (not required). Specific requirements and evaluation criteria will be determined by the course instructor and the student prior to course registration, and are subject to approval by the Graduate Program Director and student's advisor. Prior to course, all parties sign a form outlining expectations of task, timeframe, and assessment criteria.

Note: open to students outside Behavioural and Cognitive Neuroscience only with special permission.

PSYC 7P13

Directed Reading in Behavioural and Cognitive Neuroscience I

Selected topics in Behavioural and Cognitive Neuroscience. The prime objective is to master a particular literature; data collection is optional. Supervised by Behavioural and Cognitive Neuroscience faculty other than advisor. Specific requirements and evaluation criteria will be determined by the course instructor and the student prior to course registration, and are subject to approval by the Graduate Program Director and student's advisor. Prior to course, all parties sign a form outlining expectations of task, timeframe, and assessment criteria.

Prerequisite(s): PSYC 5P10 or permission of the instructor.

PSYC 7P14

Directed Reading in Behavioural and Cognitive Neuroscience II

Selected topics in Behavioural and Cognitive Neuroscience. The prime objective is to master a particular literature; data collection is optional. Supervised by Behavioural and Cognitive Neuroscience faculty other than advisor. Specific requirements and evaluation criteria will be determined by the course instructor and the student prior to course registration, and are subject to approval by the Graduate Program Director and student's advisor. Prior to course, all parties sign a form outlining expectations of task, timeframe, and assessment criteria.

Prerequisite(s): PSYC 5P10 or permission of the instructor.

PSYC 7P23

Directed Reading in Lifespan Development I

Selected topics in Lifespan Development. The prime objective is to master a particular literature; data collection is optional. Supervised by Lifespan Development faculty other than advisor. Specific requirements and evaluation criteria will be determined by the course instructor and the student prior to course registration, and are subject to approval by the Graduate Program Director and student's advisor. Prior to course, all parties sign a form outlining expectations of task, timeframe, and assessment criteria.

Prerequisite(s): PSYC 5P20 or permission of the instructor.

PSYC 7P24

Directed Reading in Lifespan Development II

Selected topics in Lifespan Development. The prime objective is to master a particular literature; data collection is optional. Supervised by Lifespan Development faculty other than advisor. Specific requirements and evaluation criteria will be determined by the course instructor and the student prior to course registration, and are subject to approval by the Graduate Program Director and student's advisor. Prior to course, all parties sign a form outlining expectations of task, timeframe, and assessment criteria.

Prerequisite(s): PSYC 5P20 or permission of the instructor.

PSYC 7P27

Directed Study in Lifespan Development Research Techniques

The prime objective is to master a research technique, outside of the thesis area, carried out under the supervision of a Lifespan Development faculty member. Written output and data collection are optional (not required). Specific requirements and evaluation criteria will be determined by the course instructor and the student prior to course registration, and are subject to approval by the Graduate Program Director and student's advisor. Prior to course, all parties sign a form outlining expectations of task, timeframe, and assessment criteria.

Note: open to students outside Lifespan Development only with special permission.

PSYC 7P33

Directed Reading in Social/Personality I

Selected topics in Social/Personality. The prime objective is to master a particular literature; data collection is optional. Supervised by Social/Personality faculty other than advisor. Specific requirements and evaluation criteria will be determined by the course instructor and the student prior to course registration, and are subject to approval by the Graduate Program Director and student's advisor. Prior to course, all parties sign a form outlining expectations of task, timeframe, and assessment criteria.

Prerequisite(s): PSYC 5P30 or permission of the instructor.

PSYC 7P34

Directed Reading in Social/Personality II

Selected topics in Social/Personality. The prime objective is to master a particular literature; data collection is optional. Supervised by Social/Personality faculty other than advisor. Specific requirements and evaluation criteria will be determined by the course instructor and the student prior to course registration, and are subject to approval by the Graduate Program Director and student's advisor. Prior to course, all parties sign a form outlining expectations of task, timeframe, and assessment criteria.

Prerequisite(s): PSYC 5P30 or permission of the instructor

PSYC 7P37

Directed Study in Social and Personality Research Techniques

The prime objective is to master a research technique, outside of the thesis area, carried out under the supervision of a Social/Personality faculty member. Written output and data collection are optional (not required). Specific requirements and evaluation criteria will be determined by the course instructor and the student prior to course registration, and are subject to approval by the Graduate Program Director and student's advisor. Prior to course, all parties sign a form outlining expectations of task, timeframe, and assessment criteria.

Restriction: open to students outside Social/Personality only with special permission.

PSYC 7P51

Advanced Study in Psychology I

The first of three essays through which students will (a) develop a broad understanding of, and ability to integrate, major perspectives/topics in their focus area, and (b) learn to place their studies within the context of psychology in general, under the supervision of a faculty member other than the student's thesis supervisor.

Note: Completion of this course will replace previous assigned grade and credit obtained in PSYC 7F50.

PSYC 7P52

Advanced Study in Psychology II

The second of three essays through which students will (a) develop a broad understanding of, and ability to integrate, major perspectives/topics in their focus area, and (b) learn to place their studies within the context of psychology in general, under the supervision of a faculty member other than the student's thesis supervisor.

Note: Completion of this course will replace previous assigned grade and credit obtained in PSYC 7F50.

PSYC 7P53

Advanced Study in Psychology III

The third of three essays through which students will (a) develop a broad understanding of, and ability to integrate, major perspectives/topics in their focus area, and (b) learn to place their studies within the context of psychology in general, under the supervision of a faculty member (who can be the student's thesis supervisor, but need not be).

Note: Completion of this course will replace previous assigned grade and credit obtained in PSYC 7F50.

PSYC 7P80

PhD Comprehensive Examination

Two-part processes, comprising written and oral examinations. The student will be required to demonstrate sufficient breadth of knowledge across the discipline and depth of knowledge within the student's area of specialization. Note: This course will be evaluated as Credit/No-Credit.

Restriction: Open only to Psychology PhD students

PSYC 7V01-7V09

Special Topics in Psychological Measurement and Analyses

Qualitative or quantitative data collection and analysis; can include both statistical and specialized methodological techniques. Specific requirements and evaluation criteria will be determined by the course instructor and the student prior to course registration, and are subject to approval by the Graduate Program Director and student's advisor. Prior to course, all parties sign a form outlining expectations of task, timeframe, and assessment criteria.

Note: To be completed within 1 term.

PSYC 7Y51

Doctoral Behavioural and Cognitive Neuroscience Research Seminar I

Readings and discussion of contemporary issues in Behavioural and Cognitive Neuroscience.

Note: this course will be evaluated as Credit/No-Credit.

PSYC 7Y52

Doctoral Behavioural and Cognitive Neuroscience Research Seminar II

Readings and discussion of contemporary issues in Behavioural and Cognitive Neuroscience.

Note: this course will be evaluated as Credit/No-Credit.

PSYC 7Y53

Doctoral Behavioural and Cognitive Neuroscience Research Seminar III

Readings and discussion of contemporary issues in Behavioural and Cognitive Neuroscience.

Note: this course will be evaluated as Credit/No-Credit.

PSYC 7Y61

Doctoral Lifespan Development Research Seminar I

Readings and discussion of contemporary issues in Lifespan Development.

Note: this course will be evaluated as Credit/No-Credit.

PSYC 7Y62

Doctoral Lifespan Development Research Seminar II

Readings and discussion of contemporary issues in Lifespan Development.

Note: this course will be evaluated as Credit/No-Credit.

PSYC 7Y63

Doctoral Lifespan Development Research Seminar III

Readings and discussion of contemporary issues in Lifespan Development.

Note: this course will be evaluated as Credit/No-Credit.

PSYC 7Y71

Doctoral Social/Personality Research Seminar I

Readings and discussion of contemporary issues in Social/Personality.

Note: this course will be evaluated as Credit/No-Credit.

PSYC 7Y72

Doctoral Social/Personality Research Seminar II

Readings and discussion of contemporary issues in Social/Personality.

Note: this course will be evaluated as Credit/No-Credit.

PSYC 7Y73

Doctoral Social/Personality Research Seminar III

Readings and discussion of contemporary issues in Social/Personality.

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 Lindsay Grifa on October 20, 2021 at 01:11:11 PM

Submitted by Stephen Emrich on October 20, 2021 at 04:24:01 PM

Submitted by Dawn Zinga on October 21, 2021 at 04:07:17 PM

Submitted by Edlira (Christina) Zahaj on October 28, 2021 at 04:34:37 PM

Rejected by Jasmine Stasiuk Riddell on November 29, 2021 at 08:40:05 AM

Per subcommittee Sun 2021-11-28 4:44 PM

- We recommend spelling out 'year 1 of PhD' and 'year 3 of PhD' in the following (and anywhere else it may appear in your entry): The comprehensive examination will typically take place no sooner than Spring of PhD1, and must be completed no later than Summer of PhD3.

Submitted by Lindsay Grifa on November 29, 2021 at 11:55:23 AM

Rejected by Stephen Emrich on November 29, 2021 at 01:10:05 PM

Please change the word one to the numeral 1

Submitted by Lindsay Grifa on December 17, 2021 at 02:06:27 PM

Submitted by Stephen Emrich on December 17, 2021 at 02:21:40 PM

Submitted by Dawn Zinga on January 7, 2022 at 10:49:02 AM

Submitted by Jasmine Stasiuk Riddell on January 7, 2022 at 11:02:06 AM

Academic Program Calendar Submission #2022-3270

Department/Centre:

Program(s): Social Justice and Equity 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 revise officers of instruction 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 revise officers of instruction 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. revise officers of instruction.
2. revise staff change.

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 status of instructors to reflect tenure and promotion
2. Administrative Coordinator
Ginny McKinney

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.

Social Justice and Equity Studies

Dean

Ingrid Makus
Faculty of Social Sciences
Dawn Zinga
Faculty of Social Sciences

Core Faculty

Professors

David Butz (Geography and Tourism Studies), Maureen Connolly (Kinesiology), Janet Conway (Sociology), Nancy Cook (Sociology), Hevina Dashwood (Political Science), Andrea Doucet (Sociology and Women's and Gender Studies), Jane Helleiner (Sociology), Tim Kenyon (English Language and Literature), Shannon Moore (Dramatic Arts), Rebecca Raby (Child and Youth Studies), Rebecca Raby (Child and Youth Studies), John Sorenson (Sociology), Nancy Taber (Education), Susan Tilley (Education)

Associate Professors

Robert Alexander (English Language and Literature), Kate Bezanson (Sociology), Simon Black (Labour Studies), Robyn Bourgeois (Women's and Gender Studies), Diane Collier (Education), Nancy Cook (Sociology), Lauren Corman (Sociology), Joanne Crawford (Nursing), Gale Coskan-Johnson (English Language and Literature), Kendra Coulter (Labour Studies), Keri Cronin (Visual Arts), Spy Dénommé-Welch (Education), Stefan Dölgert (Political Science), Hannah Dyer (Child and Youth Studies), Ifeanyi Ezeonu (Sociology), Tamara El-Hoss (Modern Languages, Literatures and Cultures), Curtis Fogel (Sport Management), Margot Francis (Sociology and Women's and Gender Studies), Tami Friedman (History), Jennifer Good (Communications, Popular Culture and Film), WeslWeslonyik Wesley Helms (Marketing, International Business and Strategy), Anthony Kink (Communication, Popular Culture, and Film), Tamari Kitossa (Sociology), Gregor KrinosKranje (History), Youla Marines (Child and Youth Studies), Dolana Mogadime (Education), Shannon Moore (Child and Youth Studies), Trent Newmeyer (Sociology and Women's and Gender Studies), Michael O' Sullivan (Education), ShauShauAndrew Pendakis (English Language and Literature), Shanna Pomerantz (Child and Youth Studies), Gyllian Raby (Dramatic Arts), Mary-Beth Raddon (Sociology), Susan SpKaren Louise Smith (Communications, Popular Culture and Film), Spearey (English Language and Literature), Maria Del Carmen Suescun Pozas (History), Nancy TaayiorTaber (Education), Leanne Taylor

(Education), Dawn Trussell (Sport Management), Ebru Ustundag (Geography and Tourism Studies)

Assistant Professors

Alison Braley-Rattai (Labour Studies), Liz Clarke (Communication, Popular Culture, and Film), Dan Cui (Child and Youth Studies), Michele Donnelly (Sport Management), Charlotte Henay (Women's and Gender Studies), Chelsea Jones (Child and Youth Studies), Pascal Lupien (Political Science), Gökbörü Sarp Tanyıldız (Sociology), Andrew Pendakis (English Language and Literature), Karen Louise Smith (Communications, Popular Culture and Film)

Lecturer

Charlotte Henay (Women's and Gender Studies)

Graduate Program Director

Lecturer

Scott Neufeld (Psychology)

Graduate Program Director

Trent Newmeyer
newmeyer@brocku.ca

Graduate Administrative Co-ordinator

Ferdinand Reimmer

MA Social Justice and Equity Studies

Ginny McKinney

MA Social Justice and Equity Studies

905-688-5550, extension 5591 STH 400B

socialjustice@brocku.ca

<https://brocku.ca/social-sciences/social-justice-and-equity-studies>

Social Justice and Equity Studies

Master of Arts in Social Justice and Equity Studies

Dean

Ingrid Makus
Faculty of Social Sciences

Associate Dean

Dawn Zinga
Faculty of Social Sciences

Core Faculty

Professors

David Butz (Geography and Tourism Studies), Maureen Connolly (Kinesiology), Janet Conway (Sociology), Nancy Cook (Sociology), Hevina Dashwood (Political Science), Andrea Doucet (Sociology and Women's and Gender Studies), Jane Heller (Sociology), Tim Kenyon (English Language and Literature), Shannon Moore (Dramatic Arts), Joseph Norris (Dramatic Arts), Rebecca Raby (Child and Youth Studies), Rebecca Raby (Child and Youth Studies), John Sorenson (Sociology), Nancy Taber (Education), Susan Tilley (Education)

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Strategy), Anthony Kinik (Communications, Popular Culture, and Film), Tamari Kitossa (Sociology), ~~Gregor Kranje (History)~~, Voula Marinou (Child and Youth Studies), Trent Newmeyer (Sociology and Women's and Gender Studies), Michael O' Sullivan, Dolana Mogadime (Education), Andrew Pendakis (English Language and Literature), Shauna Pomerantz, Shannon Moore (Child and Youth Studies), ~~Trent Newmeyer (Sociology and Women's and Gender Studies)~~, ~~Michael O' Sullivan (Education)~~, ~~Shauna Pomerantz (Child and Youth Studies)~~, Gyllian Raby (Dramatic Arts), Mary-Beth Raddon (Sociology), Susan Spearey (English Language and Literature), Karen Louise Smith (Communications, Popular Culture, and Film), Maria Del Carmen Suescun Pozas (History), ~~Nancy Taber (Education)~~, Leanne Taylor (Education), Dawn Trussell (Sport Management), Ebru Ustundag (Geography and Tourism Studies)

Assistant Professors

Allison Braley-Rattai, ~~Simon Black~~ (Labour Studies), Liz Clarke (Communications, Popular Culture and Film), Dan Cui (Child and Youth Studies), Michele Donnelly (Sport Management), Charlotte Henay (Women's and Gender Studies), Chelsea Jones (Child and Youth Studies), Pascal Lupien (Political Science), Gökbörü Sarp Tanyildiz (Sociology), ~~Andrew Pendakis (English Language and Literature)~~, ~~Karen Louise Smith (Communications, Popular Culture and Film)~~

Lecturer

Scott Neufeld (Psychology), ~~Charlotte Henay (Women's and Gender Studies)~~

Graduate Program Director

Trent Newmeyer
tnewmeyer@brocku.ca

Graduate Administrative Co-ordinator

~~Ferdinand Reimmer~~

Ginny McKinney

MA Social Justice and Equity Studies
905-688-5550, extension 5591 STH 400B
socialjustice@brocku.ca
<https://brocku.ca/social-sciences/social-justice-and-equity-studies>

Program Description

This innovative interdisciplinary MA in Social Justice and Equity Studies responds to the increasing need for individuals trained in the expanding field of Social Justice and Equity scholarship. Social Justice Studies is a growing field of study in Canadian universities. It is interdisciplinary, diverse and pluralistic in its theoretical traditions, substantive problematics, methods and approaches.

While the field of Social Justice and Equity Studies is open, it is not completely unbounded. Its emergence as an academic field has historically been linked to ethico-political movements for progressive social change. The objective of the SJES program is to train students in critical analysis of social justice and equity issues as related to processes and struggles associated with age, ability, gender, sexuality, racism, speciesism, the environment, class and other patterns of inequality. Training in both theory and research methods links processes operating at and across a range of geographical scales, from the local to the global.

The emergence of the field of Social Justice and Equity Studies also reflects recognition of the links between power and knowledge in the university. Social Justice and Equity Studies seeks to enact an emancipatory politics of knowledge in favouring voices and perspectives that have been historically marginalized and who are actively resisting domination. These legacies and commitments inform the teaching and research done under the auspices of the SJES program at Brock and the criteria for affiliation and admission to the program. The program unites scholars from distinct academic disciplines to provide an exciting breadth and diversity of perspectives.

The program is made up of participating faculty from Child and Youth Studies, Communication, Popular Culture and Film, Dramatic Arts, Education, English Language and Literature, Geography and Tourism Studies, History, Labour Studies, Political Science, Sociology, Sport Management, Visual Arts, and Women's and Gender Studies. Students will be equipped to pursue doctoral studies and to offer their expertise as policy makers or policy consultants to social advocacy and social movement organizations as well as a wider public.

Admission Requirements

Successful completion of a four-year Bachelor's degree, or equivalent, in a relevant discipline, with a minimum average of 75%. The program welcomes students from a variety of academic backgrounds. 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.

Prospective students need to meet the university minimum requirements from the various accepted language proficiency tests. For full listing of accepted tests see: <https://brocku.ca/graduate-studies/future-students/international/english-language-proficiency/>

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

Students will consult with the Director or designated faculty liaison person when planning their programs of study. Graduate students follow either Scheme A, Scheme B or Scheme C.

Scheme A: Course Work and Major Research Paper

The program of study must include: SJES 5F91 (major research paper), SJES 5P01, SJES 5P02, SJES 5P03, and three half-credit electives. Of the three half-credit electives, two will normally be offered as electives within the Social Justice and Equity Studies program and one will normally be a course offered by another Brock graduate program, a graduate course at another Ontario university (OVGS), or a Directed Studies course. All courses must be pre-approved by the Director. Additional credits may be required of candidates with insufficient pre-admission background. Scheme A is designed to be completed in four terms (16 months).

Major Research Paper

To complete the requirements of SJES 5F91, each student must complete a major research paper that demonstrates capacity for independent work and original research or thought. The major paper shall be chosen in consultation with a Supervisor and will be evaluated by the Supervisor and a second faculty reader. Students interested in pursuing a broader range of courses should enroll in Scheme A.

Full-time students in Scheme A will normally enroll in SJES 5P02, SJES 5P03 and SJES 5P01 in the fall term (note that SJES 5P01 normally runs over two terms). In the winter term students in Scheme A will normally enroll in three half-credit elective courses.

Part-time students will normally take one of either SJES 5P02 or SJES 5P03 in the fall term and at least one half-credit course per year thereafter.

Scheme B: Course Work and Major Research Paper with Co-op

The program of study for Scheme B is identical to that of Scheme A with the following exceptions: (a) students in the co-op scheme take work placements (SJES 5N01 and 5N02) in the third and fourth terms of the program; (b) students take a mandatory pre-employment seminar (SJES 5N90) in the fall term of the program; and (c) one half-credit elective, which Scheme A students normally would take in the winter term, will be delayed until the fifth term of the program to allow co-op students time for the job search process.

The co-op requirement is normally two consecutive four-month work terms with the same employer, although two four-month work terms with different employers may be approved; in either case, students must register for and pass both work term courses (SJES 5N01 and SJES 5N02).

All co-op students pay an administrative fee in addition to regular tuition. This fee helps the University to recover a portion of the cost of maintaining and promoting co-op programs. Please see the Schedule of Fees for detailed information. Fees are subject to change.

Scheme B is designed to be completed in six terms (24 months).

Scheme C: Course Work and Thesis

The program of study must include: SJES 5F90 (thesis), SJES 5P01, SJES 5P02, SJES 5P03 and one half-credit elective. The elective will normally be offered within the Social Justice and Equity Studies program; however, subject to the approval of the Director, students may fulfill this requirement by taking a course offered by another Brock graduate program, a graduate course at another Ontario university (OVGS), or a Directed Studies course. Additional credits may be required of candidates with

insufficient pre-admission background. Scheme C is designed to be completed in six terms (24 months).

Thesis

To complete the requirements of SJES 5F90, each student must complete, and defend at a public oral examination, a thesis that demonstrates a capacity for independent work and original research or thought. The thesis topic shall be chosen in consultation with the Supervisor and other members of the Supervisory Committee. A formal thesis proposal must be approved by the Committee. Scheme C is intended for students who are prepared to do an in-depth project on a specialized topic.

Full-time students in Scheme C will normally enroll in SJES 5P02, SJES 5P03, and SJES 5P01 (note that SJES 5P01 normally runs over two terms) and a minimum of one half-credit elective in the winter term.

Part-time students will normally take one of either SJES 5P02 or SJES 5P03 in the fall term and at least one half-credit course per year thereafter.

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.

SJES 5F90

MA Thesis

An in-depth research project involving the preparation and defense of a thesis which shall demonstrate capacity for independent work and original research or thought.

SJES 5F91

Major Research Paper

A major research paper which shall demonstrate capacity for independent work and original research or thought.

SJES 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.

SJES 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.

SJES 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.

SJES 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.

SJES 5P01

Graduate Seminar

In a small group forum, students hone their skills in developing research projects. A broad range of topics and progressive approaches to social justice and equity research are introduced through guest speakers, workshops, and student presentations.

SJES 5P02

Theorizing Social Justice and Equity Studies

Critical analysis of classical and contemporary conceptualizations of social justice and social inequality.

SJES 5P03

Research Methods in Social Justice and Equity Studies

Critical analysis of methodologies used in social justice and equity research.

SJES 5P12

Bodies, Ableism and Disability Justice

Theories, case studies, and other texts examining historical and current social inequities and social movements associated with disability. Topics may include current and historical injustices such as exclusion and surveillance, representations of ability and disability, disability and intersectionality, policy, human rights, and activist responses.

SJES 5P20

Domination and Resistance

Theories, case studies, and other texts examining domination and resistance in both historical and global contexts. Topics may include exploitation, colonialism, postcolonialism, globalization, and counter-hegemonic social identities.

SJES 5P22

Indigenous Resurgence and Decolonization

Guided by the Two-Row Wampum treaty and emphasizing both Indigenous and settler/non-Indigenous responsibilities for decolonization. Taught using Indigenous ways of knowing and doing, including sharing circles, land-based learning, and teachings from traditional knowledge keepers.

SJES 5P25

Social Justice and the City

Theories, case studies, and other texts examining social and economic inequalities and their relation to processes of urbanization. Topics may include oppressive urbanism, cultural politics of difference, contested terrains of justice, and urban social movements.

SJES 5P30

Social Justice and Environment

Theories, case studies, and other texts examining the interconnectedness of social and environmental problems, and struggles to overcome them, in the context of capitalism and globalization.

SJES 5P35

Animal Liberation and Social Justice

Theories, case studies, and other texts examining social justice beyond the limits of the human species, including issues such as animal rights, animal liberation, speciesism in relation to other forms of oppression, alternative ethical and political relationships to animals.

SJES 5P40

Gender, Sexuality, and Social Justice

Theories, case studies, and other texts examining the social inequities and social movements associated with issues such as gender and sexual identities, and their articulation with other social inequities and struggles at local, national, and global levels.

SJES 5P45

Active Voice: Social Justice and the Media

Theories, case studies, and other texts examining the representation of social justice and equity issues in the mainstream media and the struggle and strategies of alternative media to intervene in those representations.

SJES 5P60

Human Rights and Social Justice

Theories, case studies, and other texts examining the historical development and implementation of legal initiatives in the broad field of social justice and equity at local, national, and global levels.

SJES 5P65

Race, Ethnicity, Indigeneity, and Social Justice

Theories, case studies, and other texts examining the domination and resistance of racialized, ethnicized, and indigenous peoples and their articulation with other social inequities and struggles at local, national, and global levels.

SJES 5P70

Social Justice and the Arts

Theories, case studies, and other texts examining how social justice and equity issues emerge in literary texts, plays, films, music, and other media, and how the arts and media are linked to struggles for social justice at local, national, and global levels.

SJES 5P80

Directed Study

Specialized study on an individual basis under the direction of a faculty supervisor.

SJES 5V80-5V89

Selected Topics in Social Justice and Equity Studies

A topic in social justice and equity studies 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 Trent Newmeyer on October 25, 2021 at 02:24:54 PM

Submitted by Trent Newmeyer on October 25, 2021 at 02:25:52 PM

Submitted by Dawn Zinga on October 26, 2021 at 02:26:19 PM

Submitted by Edlira (Christina) Zahaj on October 28, 2021 at 04:34:29 PM

Rejected by Jasmine Stasiuk Riddell on November 29, 2021 at 09:09:18 AM

Sun 2021-11-28 4:46 PM

- Is there to be a new Graduate Administrative Co-ordinator to replace Ferdinand Reimmer? If so, add TBA
- List of participating members repeated twice, but with minor editorial issues in both versions- please proofread entire submission again (including preamble material) prior to resubmission

Submitted by Trent Newmeyer on December 6, 2021 at 01:25:12 PM

Rejected by Trent Newmeyer on December 6, 2021 at 01:27:41 PM
reject so I can edit

Submitted by Ginny McKinney on December 7, 2021 at 09:37:18 AM

Rejected by Trent Newmeyer on December 7, 2021 at 09:39:03 AM
section needs an editing

Submitted by Trent Newmeyer on December 8, 2021 at 03:04:57 PM

Submitted by Trent Newmeyer on December 8, 2021 at 03:05:15 PM

Submitted by Dawn Zinga on December 8, 2021 at 03:41:24 PM

Submitted by Jasmine Stasiuk Riddell on December 8, 2021 at 03:48:03 PM

Academic Program Calendar Submission #2022-3236

Department/Centre: Business Administration

Program(s): Business Administration

Program Additions/Terminations

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

Please note: The calendar year runs from May 1, 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. Update Burgundy School of Business programs.**
- 3. Add MBAB 5P19 to list of Business Analytics and Operations Electives.**

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. 1. Update list of Faculty and Staff with promotions, new hires and terminations.**
- 2. 2. Update Burgundy School of Business (BSB) programs**
After a review of their program offerings, this double degree partner has discontinued some programs and added a number of other programs available to our students under this double degree partnership.
- 3. 3. Add MBAB 5P19 to list of Business Analytics and Operations Electives**
This new course was added last year but the MBA Committee and streams had not expressly considered and approved it as an elective until this year.

3. Program Changes - Proposed Calendar Copy

Please ensure that all course titles adhere to a maximum 45 characters and all course descriptions adhere to a maximum of 60 words and include all prerequisites, restrictions, course notes, exclusions, course format, and contact hours.

Department/Centre/Program information and course information should be inserted here.

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

Business Administration

Master of Business Administration

Graduate Diploma in Business Administration

brocku.ca/goodman/programs/mba

brocku.ca/goodman/programs/mba-isp

brocku.ca/goodman/programs/gdba

Fields of Specialization

Accounting

Business Analytics

Finance

Human Resource Management

Marketing

Operations Management

Dean

Andrew Gaudes

Goodman School of Business

Associate Dean, Research and Graduate Programs

Narongsak (Tek) Thongpapanl

Goodman School of Business

Core Faculty

Professors Emeriti

Barbara J. Austin (Marketing, International Business and Strategy), **A. Tansu Barker (Marketing, International Business and**

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

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), Donald Cyr (Finance, Operations and Information Systems), Dirk De Clercq (Organizational Behaviour, Human Resource Management, Entrepreneurship and Ethics), Sheng Deng (Marketing, International Business and Strategy), Paul Dunn (Organizational Behaviour, Human Resource Management, Entrepreneurship and Ethics), Fayez Elayan (Accounting), Zhongzhi He (Finance, Operations and Information Systems), Hemantha Herath (Accounting), **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), Martin I. Kusy (Finance, Operations and Information Systems), Skander Lazrak (Finance, Operations and Information Systems), Jingyu (Jennifer) Li (Accounting), Antonia Mantonakis (Marketing, International Business and Strategy), Deborah M. McPhee (Organizational Behaviour, Human Resource Management, Entrepreneurship and Ethics), Teresa V. Menzies (Organizational Behaviour, Human Resource Management, Entrepreneurship and Ethics), Alex Nikitkov (Accounting), Usman Raja (Organizational Behaviour, Human Resource Management, Entrepreneurship and Ethics), Kojo Saffu (Organizational Behaviour, Human Resource Management, Entrepreneurship and Ethics), **Tanya Tang (Accounting)**, Narongsak Thongpapanl (Marketing, International Business and Strategy), 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

Ian Adamson (Accounting), Michael Armstrong (Finance, Operations and Information Systems), Abdul Rehman 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), H. Shawna Chen (Organizational Behaviour, Human Resource Management, Entrepreneurship and Ethics), Louis Culumovic (Accounting), Eric Dolansky (Marketing, International Business and Strategy), Todd Green (Marketing, International Business and Strategy), Wesley Helms (Marketing, International Business and Strategy), ~~Tejaswini Herath (Finance, Operations and Information Systems)~~, ~~Princely E. Ifinedo (Finance, Operations and Information Systems)~~, Adam Kanar (Organizational Behaviour, Human Resource Management, Entrepreneurship and Ethics), Sohyung Kim (Accounting), Pascale Lapointe-Antunes (Accounting), **Michelle Lau (Accounting)**, **Jin Lei (Finance, Operations and Information Systems)**, Zhefeng (Frank) Liu (Accounting), Diane Miller (Organizational Behaviour, Human Resource Management, Entrepreneurship and Ethics), Onem Ozocak (Finance, Operations and Information Systems), Parunchana Parchan (Accounting), Unyong (Howard) Pyo (Finance, Operations and Information Systems), Barbara Sainty (Accounting), Paul Scarbrough (Accounting), Anamitra Shome (Accounting), Tashfeen Sohail (Accounting), Tatyana Sokolyk (Finance, Operations and Information Systems), Robert Steinbauer (Organizational Behaviour, Human Resource Management, Entrepreneurship and Ethics), Linda Stillabower (Accounting), Francis Sun (Marketing, International Business and Strategy), ~~Tanya Tang (Accounting)~~, Francine Vachon (Finance, Operations and Information Systems), Yan Wang (Finance, Operations and Information Systems), Barry Wright (Organizational Behaviour, Human Resource Management, Entrepreneurship and Ethics)

Assistant Professors

~~François Côté-Vaillancourt~~, ~~Hemi S. Anazodo (Organizational Behaviour, Human Resource Management, Entrepreneurship and Ethics)~~, ~~Raymond B. Chiu (Organizational Behaviour, Human Resource Management, Entrepreneurship and Ethics)~~, Filippo Dall'Olio (Marketing, International Business and Strategy), Sylvia Grewatsch (Marketing, International Business and Strategy), Dan (Sabrina) Gong (Accounting), Nam Ho (Accounting), Magnus Hultman (Marketing, International Business and Strategy), Sadia Jahanzeb (Organizational Behaviour, Human Resource Management, Entrepreneurship and Ethics), **Mengtian Li Yun Ke (Accounting)**, **Nigussie Mengesha Jin Lei (Finance, Operations and Information Systems)**, ~~Mengtian Li (Accounting)~~, ~~Nigussie Mengesha (Finance, Operations and Information Systems)~~, Waqar Nadeem (Marketing, International Business and Strategy), Saima Naseer (Organizational Behaviour, Human Resource Management, Entrepreneurship and Ethics), Paulo Palombo (Marketing, International Business and Strategy), Yasanthi Perera (Organizational Behaviour, Human Resource Management, Entrepreneurship and Ethics), Joachim Scholz (Marketing, International Business and Strategy), Simon Suwanyangyuan (Accounting), Ali Vaezi (Finance, Operations and Information Systems), Shuai Yuan (Finance, Operations and Information

Systems), Asma Zafar (Marketing, International Business and Strategy)

Participating Faculty

Lecturers

Norman Chasse (Accounting), Jacqueline Glenney (Marketing, International Business and Strategy), Sangeeta Hollo (Accounting), Geoff Hoover (Finance, Operations and Information Systems), Mark Parker (Marketing, International Business and Strategy), Glenn Skrubbeltrang (Accounting), Xia (Celine) Zhang (Accounting)

Graduate Programs Office

Director, Operations, Graduate and Executive Programs, Goodman School of Business

Carrie Kelly

905-688-5550, extension 3954

GSB 342A

Graduate Academic Coordinator

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 (Becky) White-Cô#244;té#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

Director, Co-op Programs

Cara Krezek

Master of Business Administration (MBA)

Program Description

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

The Master of Business Administration (MBA) program is designed to provide individuals the opportunity to obtain an advanced professional business education that will enable them to realize their full potential and career goals. The program provides students with advanced management education, including advanced knowledge relating to professional business designations.

This objective is carried out in the program by emphasizing the development and integration of the broad-based, functional business knowledge needed to advance an individual's management career. At the same time, students are provided with the opportunity to develop in-depth specialized knowledge in a selected field.

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

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

Part-time study is available.

Admission Requirements

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

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

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

Part-time study is available.

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

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

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

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

Degree Requirements

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

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

Required Courses

MBAB 5P01 Accounting for Decision-Making I

MBAB 5P02 Quantitative Analysis

MBAB 5P03 Economic Environment of Business

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

Fields of Specialization and Elective Courses

General Program

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

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

Accounting

The accounting specialization is designed for students seeking a broad based accounting background. Students completing this specialization will earn significant advanced standing towards the Chartered Professional Accountant (CPA) designation.

In addition to the required courses, this specialization requires a minimum of ten half-credit courses:

MBAB 5P30 Assurance I
 MBAB 5P31 Managerial Accounting I
 MBAB 5P32 Financial Accounting I
 MBAB 5P34 Managerial Accounting II
 MBAB 5P35 Financial Accounting II
 MBAB 5P36 Financial Accounting III
 MBAB 5P37 Assurance II
 MBAB 5P38 Taxation I
 MBAB 5P39 Taxation II
 MBAB 5P47 Advanced Corporate Finance and Risk Management

Business Analytics

The business analytics specialization is designed to provide students with knowledge in logical, analytical, and critical thinking and prepare them for analysis and decision-making positions in a variety of industries and fast-growing professions.

In addition to the required courses, this specialization requires a minimum of five half-credit courses:

MBAB 5P11 Introduction to Business Analytics
 MBAB 5P12 Advanced Business Analytics
 MBAB 5P13 Database Management Systems
 and any two of the following:
 MBAB 5P14 Systems Analysis and Design
 MBAB 5P15 Introduction to Information Assurance
 MBAB 5P16 Enterprise Infrastructure Architecture
 MBAB 5P17 E-business Applications
 MBAB 5P18 Supply Chain Management and Enterprise-wide Systems
 MBAB 5P19 Artificial Intelligence: Theory & Managerial Applications
 MBAB 5P71 to 5P78 (any one Operations Management elective course)

Finance

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

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

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

Human Resource Management

The human resource management specialization is designed to provide students with a strong foundation of knowledge in the theory and practice of human resource management. Further expertise is developed through courses in specific specialty areas of human resource management and industrial relations. This program is designed to provide students with the majority of the course work necessary to sit the required National Knowledge Exam (NKE) as specified by Human Resources Professionals Association (HRPA) and Canadian Council of Human Resources Associations (CCHRA) to acquire the CHRP designation. (*MBAB 5P58 Negotiating in Organizations is not a course required towards the CHRP designation.)

In addition to the required courses, this specialization requires a minimum of five half-credit courses selected from:

MBAB 5P51 Introduction to Industrial Relations
 MBAB 5P52 Introduction to Human Resource Management
 MBAB 5P53 Training and Development
 MBAB 5P54 Compensation Management
 MBAB 5P55 HR Planning and Strategy
 MBAB 5P56 Recruitment and Selection
 MBAB 5P57 Managing Health and Safety
 MBAB 5P58 Negotiating in Organizations
 MBAB 5P59 Advanced Organizational Behaviour and Human Resources: Special Topics

Marketing

The marketing specialization is designed to provide students with an integrated managerial approach that applies theoretical principles of marketing to practical, real world problems. Emphasis is placed on issues that relate to marketing in the global business world.

In addition to the required courses, this specialization requires a minimum of five half-credit courses selected from:

MBAB 5P61 Marketing Strategy
 MBAB 5P62 Marketing Research or MBAB5P85 Marketing Analytics and Intelligence
 MBAB 5P64 Consumer Behaviour or MBAB 5P65 Business-to-Business Marketing
 plus an additional two Marketing electives from the following:
 MBAB 5P60 Marketing of High-Technology Products and Innovations
 MBAB 5P62 Marketing Research
 MBAB 5P63 International Marketing
 MBAB 5P64 Consumer Behaviour
 MBAB 5P65 Business-to-Business Marketing
 MBAB 5P66 Services Marketing
 MBAB 5P67 Sales Marketing
 MBAB 5P68 New Product Development
 MBAB 5P69 Integrated Marketing Communications
 MBAB 5P84 Internet and Social Media Marketing
 MBAB 5P85 Marketing Analytics and Intelligence
 MBAB 5P86 Strategic Augmented Realty Marketing
 MBAB 5P87 Advanced Marketing: Special Topics

Operations Management

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

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

MBAB 5P71 Project Management

MBAB 5P72 Quality Management
 MBAB 5P73 Logistics and Supply Chain Management
 MBAB 5P74 Simulation of Business Systems
 MBAB 5P75 Advanced Business Modeling with Spreadsheets
 MBAB 5P76 Advanced Operations Management: Special Topics
 MBAB 5P77 Game Theory for Business
 MBAB 5P78 Optimization
 MBAB 5P11 to 5P198 (any one Business Analytics elective course)

Research Courses

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

Co-op Option

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

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

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

Graduate Diploma in Business Administration (GDBA)

Program Description

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

Admission Requirements

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

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

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

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

Diploma Requirements

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

Students who achieve an overall average of 75% in the Graduate Diploma in Business Administration (GDBA) program may

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

Master of Business Administration (International Student Program)

Program Description

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

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

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

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

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

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

Admission Requirements

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

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

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

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

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

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

Degree Requirements

Business English and Skills Transition (BEST) Program

All students entering the MBA (ISP) must complete a non-credit Business English and Skills Transition (BEST) program with

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

Successful completion is required in the following courses:

MBAB 5N85 Strategies for Success
MBAB 5N86 Business Communication

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

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

Required Courses:

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

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

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

Degree Requirements Co-op Option

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

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

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

International Double Degree Programs

Burgundy School of Business

(France)

Program Description

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

At BSB: the Master in Management Grande Ecole program based in Dijon.

At BROCK: the Master of Business Administration (MBA) based in St. Catharines.

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

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

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

- (a) The Master in Business Administration (MBA) from BROCK
- (b) The Master in Management (Diplôme de l'École Supérieure de Commerce de Dijon – Grade de Master)
- (c) The Master of Science from BSB in one of:
 - Wine Management;
 - Green Tech & Sustainable Societies; International Business Development;
 - Corporate Finance & Investment Banking;
 - Luxury Management Global Marketing & Innovation Negotiation;
 - Arts and Cultural Management;
 - Artificial Intelligence & Digital Technology Management Leadership; or
 - Data Science & Organizational Behaviour from BSB.

Admission Requirements

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

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

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

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

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

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

Degree Requirements

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

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

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

In order to obtain one of the Masters of Science and the Master in Management (Diplôme de l'École Supérieure de Commerce de Dijon ? Grade de Master) degrees from BSB, the BROCK students shall successfully complete:

- (a) Two semesters of the MSc program classes at BSB;
- (b) A final thesis;
- (c) An optional six month-work experience, through internship or equivalency (co-op work term).

Kedge Business School

(France)

Program Description

The dual degree programme involves students from the following programmes:

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

(b) At BROCK: the Masters of Business Administration (MBA) based in St. Catharines.

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

(a) The Master in Management (Diplôme du Programme ESC Grande Ecole) from KEDGE BS

(b) The Master in Business Administration (MBA) from BROCK

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

(a) A minimum of ten of the overall required twenty courses at BROCK;

(b) Of the core Brock courses, some may be waived if equivalent courses previously taken at KEDGE BS. These would include: Accounting for Decision-Making, Quantitative Analysis, Economic Environment of Business, Organizational Behaviour, Financial Management, Marketing Management, Accounting for Decision-Making II, Operations Management, Management Information Systems, Global Business, Business Strategy and Entrepreneurship (6 ECTS each).

(c) The remaining elective credits to be selected by each student.

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

(a) Nine elective management classes at KEDGE BS (Marseille or Bordeaux campuses) (total 45 ECTS);

(b) Thesis (15 ECTS);

(c) Six months work experience, through internship or equivalency (co-op work term);

(d) Official TOEIC score of 785 minimum (or equivalent), if not previously submitted (non-native English speakers only);

(e) Completion of the "Sulitest" - Sustainability Literacy Test.

Admission Requirements

Admission Requirements

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

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

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

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

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

Exchange students seeking admission to KEDGE BS and wishing to register in courses delivered in the French language must show proof of French proficiency: either by submitting a document stating that the student has a minimum B2 level according to the European Common Framework of Reference, or a letter from the Home institution certifying that the student's level is equivalent to this score.

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

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

Degree Requirements

Program Requirements (Brock Students)

Year One at Brock

Term 1 (at Brock)

MBAB 5P01: Accounting for Decision Making I
 MBAB 5P02: Quantitative Analysis
 MBAB 5P03: Economic Environment of Business
 MBAB 5P04: Organizational Behaviour
 MBAB 5P08: Financial Management

Term 2 (at Brock)

MBAB 5P05: Marketing Management
 MBAB 5P06: Accounting for Decision Making II
 MBAB 5P07: Operations Management
 MBAB 5P09: Management Information Systems
 MBAB 5P22: Global Business Year

Two at KEDGE

Core Courses:

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

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

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

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

Other degree requirements for the Master in Management include:

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

Program Requirements (KEDGE students)

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

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

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

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

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

Year Two: Second Semester at Brock (30 ECTS)

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

*required core courses at KEDGE.

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

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

Concurrent Degree Programs

MBA/Master of Public Health (MPH)

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

Program Description

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

Admission Requirements

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

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

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

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

Program Notes:

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

2. The MBA-MPH concurrent degrees program will only commence beginning in the Fall term.
3. Students must complete all year 1 MBA courses before proceeding to year 2 MPH courses.
4. Full- and part-time students must register for MPHA 5P06 in their final term of study, as a capstone course. Students must complete MPHA 5F11 in conjunction with or preceding MPHA 5P06.
5. Note that not all courses are offered in every session. Refer to the applicable timetable for details. Students must check to ensure that prerequisites are met. Students may be deregistered, at the request of the instructor, from any course for which prerequisites and/or restrictions have not been met.

Degree Requirements

The concurrent MBA-MPH degrees program will incorporate a hybrid-teaching format. Year 1 MBA courses are delivered using a traditional face-to-face format to guide instruction and evaluate learning. Year 2 MPH courses are taught exclusively online using a combination of synchronous and asynchronous teaching and learning techniques. Basic degree requirements include the successful completion of 22 equivalent half-credit courses, including 19 required and three elective half-credit courses, respectively. One required full credit (MPHA 5F11) involves a 32-week public health practicum, allowing students the opportunity to incorporate theory into a variety of health systems including, but not limited to, health care delivery, biotechnology, medical devices, translational research, health policy, and public health regulation.

Year 1

MBAB 5P01

MBAB 5P04

MBAB 5P06

MBAB 5P07

MBAB 5P08

MBAB 5P09

MBAB 5P21

MBAB 5P22

One half credit from MBAB 5P23 or 5P24

One half credit from MBAB 5P25 or 5P57

Year 2

MPHA 5F11

MPHA 5P01

MPHA 5P02

MPHA 5P03

MPHA 5P04

MPHA 5P05

MPHA 5P06

MPHA 5P10

MPHA 5P13

MPHA 5P14

One credit from MPHA 5P07, 5P08, 5P09, 5P12, 5P15, 5P16, 5P17, 5P99

Course Descriptions

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

MBAB 5F91

Research Project I

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

Restriction: open to MBA students

MBAB 5N11

Co-op Employment I

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

Restriction: Open to graduate business co-op students with permission of the Goodman School of Business Graduate Programs Office.

MBAB 5N12

Co-op Employment II

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

Restriction: Open to graduate business co-op students with permission of the Goodman School of Business Graduate Programs Office.

MBAB 5N13

Co-op Employment III

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

Restriction: Open to graduate business co-op students with permission of the Goodman School of Business Graduate Programs Office.

MBAB 5N14

Co-op Employment IV

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

Restriction: Open to graduate business co-op students with permission of the Goodman School of Business Graduate Programs Office.

MBAB 5N81

Business Writing

(also offered as MACC 5N81)

Emphasis on written business communication memos, letters, e-mails, reports, proposals.

Restriction: open to MBA ISP students.

MBAB 5N82

Business Reading

(also offered as MACC 5N82)

Vocabulary and conventions of North American business.

Restriction: open to MBA ISP students.

MBAB 5N83

Business Listening

(also offered as MACC 5N83)

Practice with business related audio/video materials. Academic note-taking skills.

Restriction: open to MBA ISP students.

MBAB 5N84

Business Speaking

(also offered as MACC 5N84)

Developing oral communication skills for business meetings and presentations. Recognizing cultural differences in business practices.

Restriction: open to MBA ISP students.

MBAB 5N85

Strategies for Success

(also offered as MPAC 5N85)

Workshops, seminars and presentations to assist in providing international students with a smooth transition to graduate studies in business.

Restriction: Open to MBA ISP students.

MBAB 5N86

Business Communication

(also offered as MPAC 5N86)

Emphasis on language skills required to perform in an English-speaking business context.

Restriction: open to MBA ISP students.

MBAB 5N90

Co-op Professional Preparation Course

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

Restriction: open to graduate business co-op students with permission of the Goodman School of Business Graduate Programs Office.

MBAB 5P01

Accounting for Decision-Making I

The functional basics of accounting for management and business decisions. Data collection, classification, processing and interpretation.

Restriction: open to MBA, MBA ISP and GDBA students.

MBAB 5P02

Quantitative Analysis

Statistical and quantitative approaches to business decision making, analysis of business problems including descriptive statistics, regression and forecasting techniques, linear programming and decision tree analysis.

Restriction: open to MBA, MBA ISP and GDBA students.

MBAB 5P03

Economic Environment of Business

Macro and micro economic concepts related to business decision making including sales taxes and subsidies, consumer and production theory and various market structures such as discriminating monopoly, oligopoly and dominant firms. The determinants of levels of national income, employment, interest rates, inflation and prices in the Canadian economy.

Government monetary, fiscal and international economic policies.

Restriction: open to MBA, MBA ISP and GDBA students.

MBAB 5P04

Organizational Behaviour and Design

Individual, group and organizational processes in organizations. Micro level topics include motivation, leadership, individual perception and attitudes, group dynamics and conflict management. Organization theory (macro) topics include organization design, environment, technology and structure, power and politics in organizations and organizational culture.

Restriction: open to MBA, MBA ISP and GDBA students.

MBAB 5P05

Marketing Management

Demonstrating the role of marketing in the firm, exploring the relationship of marketing to other functions, and helping students to learn how to make marketing decisions in the context of general management.

Restriction: open to MBA, MBA ISP and GDBA students.

MBAB 5P06

Accounting for Decision-Making II

An examination of financial reporting issues and managerial accounting techniques in the context of problem solving and decision making in business.

Restriction: open to MBA, MBA ISP and GDBA students.

MBAB 5P07

Operations Management

Managerial issues relating to the operations function of organizations, concepts and techniques of operations-production management, product and service design, process selection, facility location and layout, quality management, planning, inventory and supply-chain management, project management and management of new technologies.

Restriction: open to MBA, MBA ISP and GDBA students.

MBAB 5P08

Financial Management

Concepts, instruments and techniques used for financial decision making. Emphasis is on the maximization of shareholders' wealth and on the role of the financial manager in choosing the appropriate techniques for financial problem solving.

Restriction: open to MBA, MBA ISP and GDBA students.

MBAB 5P09

Management Information Systems

Information systems and their application in business organizations. Key management issues with respect to the use of computer and information technology in modern business environments. The various tools of information systems and the interrelationships of computer systems and telecommunications as management challenges in the technology age.

Restriction: open to MBA, MBA ISP and GDBA students.

MBAB 5P11

Introduction to Business Analytics

Foundations, Functionalities, and Applications of Business Intelligence/Business Analytics; Business Intelligence Architecture and Components; Multi-Dimensional Analysis (OLAP), Data Pre-Processing and Visualization Techniques; Basic Data Mining Technologies and Business Applications; Introduction to Techniques for Data Clustering, and Classification.

Restriction: open to MBA, MAcc and MSc students.

Prerequisite(s): MBAB 5P09, or permission of the Graduate Programs Office and/or instructor.

MBAB 5P12

Advanced Business Analytics

Advanced Business Analytics and Enterprise Reporting; Advanced Clustering and Classification Techniques; Predictive Modeling; Association Rule Mining; Text Mining and Web Analytics; Visual Analytics.

Restriction: open to MBA, MAcc and MSc students.

Prerequisite(s): MBAB5P11 and MBAB5P13 or permission of the Graduate Programs Office and/or instructor.

MBAB 5P13

Database Management Systems

Fundamental concepts of file systems and database systems; data models; the relational database model; conceptual database design and the ER model; normalization; Physical database design, Introduction to SQL.

Restriction: open to MBA, MAcc and MSc students.

Prerequisite(s): MBAB 5P09, or permission of the Graduate Programs Office and/or instructor.

MBAB 5P14

Systems Analysis and Design

System development life cycle; data flow in the business processes through use cases; gathering functional and non-functional business requirements; documentation of process models through data flow diagrams; and documentation of data models through entity-relationship diagrams.

Restriction: open to MBA, MAcc and MSc students.

Prerequisite(s): MBAB 5P13 or permission of the Graduate Programs Office and/or instructor.

MBAB 5P15

Introduction to Information Assurance

Topics include domains of: Information security risk assessment and management; incident management, business continuity and disaster recovery planning; legal regulations affecting security (Financial BASIL, SOX, IFRS, PIPEDA, etc.), Compliance; operations security ; physical (environmental) security; security architecture and design; forensic investigation , security governance – strategic alignment of security function, information security program development and management.

Restriction: open to MBA, MAcc and MSc students.

Prerequisite(s): MBAB 5P09, or permission of the Graduate Programs Office and/or instructor.

MBAB 5P16

Enterprise Infrastructure Architecture

Review of networking concepts; computer network management and performance evaluation; review of enterprise architectures frameworks; Application architecture; Technology architecture; server environments- client server, P2P, thin/thick client etc. and operating systems; network configurations: hardware, platforms, and hosting; virtualization; cloud computing; grid computing.

Restriction: open to MBA, MAcc and MSc students.

Prerequisite(s): MBAB 5P09, or permission of the Graduate Programs Office and/or instructor.

MBAB 5P17

E-business Applications

E-Business models and strategies; e-business applications in supply chain management, e-procurement, and CRM, performance metrics, e-business architecture, and security issues and challenges in conducting e-business, privacy and legal issues

Restriction: open to MBA, MAcc and MSc students.

Prerequisite(s): MBAB 5P09 or permission of the Graduate Programs Office and/or instructor.

MBAB 5P18

Supply Chain Management and Enterprise-wide Systems

Fundamental concepts, framework, and information technology context of enterprise-wide systems; importance of integrated information systems in an organization; technological infrastructure, and integration of enterprise-wide applications; material flows across supply chains

Restriction: open to MBA, MAcc and MSc students.

Prerequisite(s): MBAB 5P09, or permission of the Graduate Programs Office and/or instructor.

MBAB 5P19

Artificial Intelligence: Theory & Managerial Applications

(also offered as MPHA 5P17)

Fundamental concepts of Artificial Intelligence (AI) and Machine Learning (ML) Systems and their applications in Public Health and Enterprise-Level decision-making functions. Studies of applied industrial-scale AI and ML tools and models in specific Public Health and Enterprise settings. Use of R and Python programming platforms along with related statistical precepts for data manipulation and management for key machine learning tasks and applications involving classification, prediction and learning.

Prerequisite(s): MBAB 5P09 & MPHA 5P05, or permission of the Graduate Programs Office

MBAB 5P20

Applied Business Research

The basic tools of business research to gather, record, and analyze data for aid in making business decisions. Survey design, scales, multivariate analysis and non-parametric measures.

Restriction: open to MBA, MAcc and MBA ISP students.

Prerequisite(s): MBAB 5P02 or permission of the Graduate Programs Office.

MBAB 5P21

Business Strategy

The development of plans and activities that integrate the various operating and support functions of an organization to effect strategies of competitive positioning. The tasks of governance and leadership related to the dynamic nature of corporate strategy. The accountability of the firm to internal and external stakeholders.

Restriction: MBA and MBA ISP students with a minimum 5.0 credits; Diploma students must hold a minimum of 2.5 credits or permission of the Graduate Programs Office. Open to MBA, MBA ISP and GDBA students.

MBAB 5P22

Global Business

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

Restriction: open to MBA, MBA ISP, MAcc and GDBA students.

MBAB 5P23

Entrepreneurship

Theories of entrepreneurship and intrapreneurship, entrepreneurial attributes, new venture creation processes, web based business operations, and business plan preparation.

Restriction: open to MBA, MBA ISP, MAcc and GDBA students.

MBAB 5P24

Business Law

The legal environment of business and basic legal considerations for business organizations including forms of organization, liability of owners, shareholders, directors and managers.

Restriction: open to MBA and MBA ISP students.

MBAB 5P25

Business Ethics

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

Restriction: open to MBA, MAcc and MBA ISP students.

MBAB 5P30

Assurance I

Principles and theories of auditing; ethical, legal and professional responsibilities of the auditor; nature of verification, audit evidence, testing, the elements of effective control structures, the use of statistical sampling and evolution of external, internal and comprehensive auditing; application of professional judgment and integration of auditing across the organization.

Restriction: open to MBA and MBA ISP students.

MBAB 5P31

Managerial Accounting I

Internal recording systems devised to implement and guide management planning and control with particular emphasis on cost finding, product costing, cost behaviour and cost allocations as well as analysis and communication of relevant information to users in a professional manner.

Restriction: open to MBA and MBA ISP students.

Prerequisite(s): MBAB 5P06 or permission of the Graduate Programs Office.

MBAB 5P32

Financial Accounting I

The theory and practice of financial statement preparation including the measurement, reporting, and disclosure of assets, liabilities, equity, revenue and expenses with specific reference to generally accepted accounting principles and interpretation of related reports.

Restriction: open to MBA and MBA ISP students.

Prerequisite(s): MBAB 5P01 or permission of the Graduate Programs Office.

Note: MBAB 5P32 may be taken concurrently with MBAB 5P35.

MBAB 5P33

Taxation for Business Decisions

The principles of individual and corporate taxation emphasizing the effects of federal and sub-federal income taxes on decision making in business.

Restriction: open to MBA and MBA ISP students.

MBAB 5P34

Managerial Accounting II

Performance evaluation, divisional performance measurement, transfer pricing, behavioural implications of accounting information and current issues as well as analysis and communication of relevant information to users in a professional manner.

Restriction: open to MBA and MBA ISP students.

Prerequisite(s): MBAB 5P31 or permission of the Graduate Programs Office.

MBAB 5P35

Financial Accounting II

The theory and practice of financial statement preparation in accordance with generally accepted accounting principles. Complex issues including accounting for leases, pensions, future income taxes, inter corporate investments and cash flow reporting.

Restriction: open to MBA and MBA ISP students.

Prerequisite(s): MBAB 5P32 or permission of the Graduate Programs Office.

Note: MBAB 5P32 may be taken concurrently with MBAB 5P35.

MBAB 5P36

Financial Accounting III

The theory and practice of financial statement preparation in accordance with generally accepted accounting principles with emphasis on accounting for complex business organizations and not-for-profit organizations.

Restriction: open to MBA and MBA ISP students.

Prerequisite(s): MBAB 5P35 or permission of the Graduate Programs Office.

MBAB 5P37

Assurance II

Generally accepted auditing standards, risk, materiality and the planning and execution of the audit. Emphasis on the overall audit plan, evaluation of results, testing and sampling, audit reports, review engagements, internal controls, and the audit of different transaction cycles. Integration of auditing across the organization.

Restriction: open to MBA and MBA ISP students.

Prerequisite(s): MBAB 5P30

MBAB 5P38

Taxation I

Principles underlying federal income taxation in Canada through an analysis of the Income Tax Act. Computation of net income for tax purposes, taxable income and taxes payable for individuals. Rights/obligations of the taxpayer. Determination of effects of federal income taxes on decision-making. Discussion of taxation issues that integrate across businesses and for individuals.

Restriction: open to MBA and MBA ISP students.

MBAB 5P39

Taxation II

Topics include computation of taxable income and taxes payable for corporations. Tax implications of changes in corporate structures, corporate distributions, rollovers, shareholder/manager remuneration. Trusts and Partnerships. Determination of the effects of federal income taxes on decision-making. Discussion of taxation issues that integrate across businesses and for individuals.

Restriction: open to MBA and MBA ISP students.

Prerequisite(s): MBAB 5P38

MBAB 5P41

Financial Statement Analysis

Analysis of financial accounting procedures and the rules that govern disclosure. Emphasis is on basic financial statements and how alternative accounting methods affect those statements and the analysis of financial statement relationships.

Restriction: open to MBA, MAcc and MBA ISP students.

Prerequisite(s): MBAB 5P08 or permission of the Graduate Programs Office.

MBAB 5P42

Equity Investments, Markets, and Instruments

Selecting an investment in a global market and the organization, structures, and functioning of securities markets. Discussion of the security market indicator series and the efficient capital markets. An introduction to security valuation, stock market analysis, industry analysis, company analysis, stock selection and technical analysis, with discounted cash flow implications.

Restriction: open to MBA, MAcc and MBA ISP students.

Prerequisite(s): MBAB 5P08 or permission of the Graduate Programs Office.

MBAB 5P43

Debt Investments

Features and valuation of fixed income securities. Analysis of bond markets concentrating on fixed income and fixed income derivatives markets. Risks and returns associated with investments in the markets, and how these investments can be optimally allocated to yield successful portfolio performance.

Restriction: open to MBA, MAcc and MBA ISP students.

Prerequisite(s): MBAB 5P08 or permission of the Graduate Programs Office.

MBAB 5P44

Derivative Instruments

Introduction to options, futures and swap markets. Pricing principles and theory of these derivative securities as they apply to various trading and hedging strategies.

Restriction: open to MBA, MAcc and MBA ISP students.

Prerequisite(s): MBAB 5P08 or permission of the Graduate Programs Office.

MBAB 5P45

International Finance

Overview of the international financial environment, the theoretical and practical aspects of the various international financial markets, and the impact of the international environment on the financial decision making of the individual and the firm.

Restriction: open to MBA, MAcc and MBA ISP students.

Prerequisite(s): MBAB 5P08 or permission of the Graduate Programs Office.

MBAB 5P46

Portfolio Management and Alternative Investments

Portfolio management policies for individual and institutional investors, asset allocation, general portfolio construction and revision, equity and fixed-income portfolio management strategies, real estate portfolio management, and hedging strategies. Performance measurement, performance attribution analysis, and AIMR performance presentation standards are presented. Analysis of real estate and currency or foreign exchange investments and investment companies.

Restriction: open to MBA, MAcc and MBA ISP students.

Prerequisite(s): MBAB 5P42 or permission of the Graduate Programs Office.

MBAB 5P47

Advanced Corporate Finance and Risk Management

Topics include financial planning and management, capital structure, dividend policy, corporate finance transactions, derivatives, risk management, and bankruptcy risk.

Restriction: open to MBA, MAcc and MBA ISP students.

Prerequisite(s): MBAB 5P08 (MBA students) or MACC 5P91 (MAcc students) or permission of the Graduate Programs Office.

MBAB 5P48

FinTech with Blockchains and Cryptocurrencies

Cryptocurrencies, blockchains, smart contracts, and their implications in the FinTech area to the financial world. The implications to cryptofinance cover investment products, derivatives, portfolio management, and initial coin offerings. Applications to the finance industry will advance the existing development in the FinTech area into cryptofinance.

Restriction: open to MBA, MAcc and MBA ISP students.

Prerequisite(s): MBAB 5P08 or permission of the Graduate Programs Office.

MBAB 5P51

Introduction to Industrial Relations

An introductory course which emphasizes the practical application of basic skills required to manage in workplaces which are either unionized or might become unionized. Lectures, readings, simulations, case analyses, and other assignments will acquaint students with the structure and functioning of the Canadian industrial relations system, basic employment law concepts, the union certification process, negotiation and administration of collective agreements, strikes and dispute resolution in an international context.

Restriction: open to MBA, MBA ISP and MAcc students.

Prerequisite(s): MBAB 5P04 or permission of the Graduate Programs Office.

MBAB 5P52

Introduction to Human Resource Management

A basic overview of key aspects of managing Human Resources in domestic and global markets, emphasizing the link between HR policies, practices, organizational strategy and legislative requirements. Topics will include recruitment and selection, job analysis, training and development, performance management, benefits, health and safety, industrial relations and collective bargaining.

Restriction: open to MBA, MBA ISP and MAcc students.

Prerequisite(s): MBAB 5P04 or permission of the Graduate Programs Office.

MBAB 5P53

Training and Development

A systematic examination of training and development in organizations. Topics include training and development as a process and an investment, the organizational context of effective training and development, adult education theory, equity in training, and organizational learning. Primary emphasis will be placed on the theoretical and applied aspects of instructional systems design including: needs analysis, program design, development and implementation and program evaluation and follow-up.

Restriction: open to MBA, MBA ISP and MAcc students.

Prerequisite(s): MBAB 5P04 or permission of the Graduate Programs Office.

MBAB 5P54

Compensation Management

Strategic compensation formulation and planning, as well as the management of the compensation system. Topics include the process for developing compensation objectives, economic and behavioural theories of compensation, pay and benefits determination, job and market evaluation, skill or knowledge-based pay, and pay equity. An exploration of the use of individual, group, and organizational incentives to support compensation objectives. It also examines the process and procedures involved in implementing, managing, and evaluating the compensation system.

Restriction: open to MBA, MBA ISP and MAcc students.

Prerequisite(s): MBAB 5P04 or permission of the Graduate Programs Office.

MBAB 5P55

HR Planning and Strategy

Explores various aspects of the Human Resources Planning process at the micro and macro level and their relationship to organizational strategy. Topics include forecasting human resource requirements, environmental scanning, examining supply and demand, and recommendations on how to deal with surpluses and shortages of staff.

Restriction: open to MBA, MBA ISP and MAcc students.

Prerequisite(s): MBAB 5P04 or permission of the Graduate Programs Office.

MBAB 5P56

Recruitment and Selection

Provides an in-depth review of current recruitment and selection practices in the Canadian environment, as well in global markets. Topics include job analysis, preparation and evaluation of job descriptions, human rights legislation, employment standards and pay equity considerations in addition to understanding the different interviewing methods available to managers.

Restriction: open to MBA, MBA ISP and MAcc students.

Prerequisite(s): MBAB 5P04 or permission of the Graduate Programs Office.

MBAB 5P57

Managing Health and Safety

Provides a basic knowledge of health and safety. Topics include legislation, psychosocial hazards, hazard recognition and assessment, hazard control, accident investigation, and other topics of interest.

Restriction: open to MBA, MBA ISP and MAcc students.

Prerequisite(s): MBAB 5P04 or permission of the Graduate Programs Office.

MBAB 5P58

Negotiating in Organizations

Understanding, analyzing, and using the key processes and sub-processes of negotiating in a broad range of business situations to optimize participants' negotiating effectiveness.

Restriction: open to MBA, MBA ISP and MAcc students.

Prerequisite(s): MBAB 5P04 or permission of the Graduate Programs Office.

MBAB 5P59

Advanced Organizational Behaviour and Human Resources: Special Topics

Various topics will be studied that are pertinent at time of undertaking. May include some of the following but not limited to: Employee motivation, leadership, negotiations, management global talent, worklife balance, diversity, HR innovation, careers, recruitment and retention, health and safety, crisis management.

Restriction: open to MBA and MBA ISP students

Prerequisite(s): MBAB 5P04 or permission of the Graduate Program Office

MBAB 5P60

Marketing of High-Technology Products and Innovations

Marketing of high-technology products and innovations in turbulent environments, rapid decision making with incomplete information. This course will explore concepts and practices related to marketing in this unique, fast-paced environment.

Restriction: open to MBA, MAcc and MBA ISP students.

Prerequisite(s): MBAB 5P05 or permission of the Graduate Programs Office.

MBAB 5P61

Marketing Strategy

The development and the execution of marketing strategies. Topics include market orientation, customer retention strategies, industry, customer and competitive analysis, sources of competitive advantage and advanced marketing mix strategies. Computer simulation.

Restriction: open to MBA, MAcc and MBA ISP students.

Prerequisite(s): MBAB 5P05 or permission of the Graduate Programs Office.

MBAB 5P62

Marketing Research

The role of marketing research as a marketing decision making tool. Topics include questionnaire design, experimentation, sampling, data collection and analysis and statistical methods for marketing research.

Restriction: open to MBA, MAcc and MBA ISP students.

Prerequisite(s): MBAB 5P20 and MBAB 5P05 or permission of the Graduate Programs Office.

MBAB 5P63

International Marketing

Globalization is now a top priority for large and small companies, and marketing is the key function allowing firms to expand worldwide. This course uses a practical, managerial approach to explore global decisions. Topics covered include market selection and entry, alliances, competitive analysis, global consumers and brands, cross-cultural management, global communications and organization. Extensive class discussions and oral presentations by students cover cases and articles on international markets.

Restriction: open to MBA, MAcc and MBA ISP students.

Prerequisite(s): MBAB 5P05 and MBAB 5P22 or permission of the Graduate Programs Office.

MBAB 5P64

Consumer Behaviour

The application of behavioural science concepts to marketing; the interactions of consumers, sellers, public policy makers and researchers.

Restriction: open to MBA, MAcc and MBA ISP students.

Prerequisite(s): MBAB 5P05 or permission of the Graduate Programs Office.

MBAB 5P65

Business-to-Business Marketing

Develops the managerial skills and insights required to apply marketing principles to effectively and efficiently market business products and services to other companies, government bodies and institutions. The course will examine the unique aspects of business-to-business marketing such as shifting channel power relationships, the nature of e-commerce, organizational buying behaviour.

Restriction: open to MBA, MAcc and MBA ISP students.

Prerequisite(s): MBAB 5P05 or permission of the Graduate Programs Office.

MBAB 5P66

Services Marketing

Students taking this course will become more aware of the nature and characteristics of services, more knowledgeable about the ways services need to be marketed due to their intangible core, and more knowledgeable about service quality and the foundation of services marketing. The course will emphasize success factors in services marketing.

Restriction: open to MBA, MAcc and MBA ISP students.

Prerequisite(s): MBAB 5P05 or permission of the Graduate Programs Office.

MBAB 5P67

Sales Management

This course covers the inter-related sales force management processes of developing and implementing the company's strategic sales program, and reviewing and evaluating sales performance. Specific topics include planning and organizing the selling function; estimating market potential and forecasting sales; account management strategies and managing customer interactions; recruiting, selecting, training, compensating, and motivating salespeople; and evaluating the sales force and individual salespeople.

Restriction: open to MBA, MAcc and MBA ISP students.

Prerequisite(s): MBAB 5P05 or permission of the Graduate Programs Office.

MBAB 5P68

New Product Development

Major issues, problems, and challenges faced by new product development managers and their teams. Topics include: (1) the key stages of product development: opportunity identification, idea generation; product design; product testing; launch issues; and life-cycle management; (2) new analytical methods to reduce risk and improve innovativeness at both new product team-level and firm-level, and (3) a variety of new product development strategies (i.e., incremental versus radical innovativeness; technological discontinuities and dominant designs; new product diffusion and adoption; and exploration versus exploitation) from the perspective of large companies and start-ups.

Restriction: open to MBA, MAcc and MBA ISP students.

Prerequisite(s): MBAB 5P05 or permission of the Graduate Programs Office.

MBAB 5P69

Integrated Marketing Communications

Current topics in marketing communications. Topics include: (1) coordinating and synchronizing the various promotional mix elements to develop effective communications programs; (2) examining the roles of advertising, sales promotion, direct marketing, and the use of social media within communications programs; and, (3) managerial decision-making in marketing communications from both theoretical and practical perspectives.

Restriction: open to MBA, MAcc and MBA ISP students.

Prerequisite(s): MBAB 5P05 or permission of the Graduate Programs Office.

MBAB 5P71

Project Management

Concepts and techniques for managing projects. Role of the project manager, strategic issues, resource allocation, conflict management, risk management, planning, budgeting, scheduling and controlling projects.

Restriction: open to MBA, MAcc and MBA ISP students.

Prerequisite(s): MBAB 5P02 & MBAB 5P07, or permission of the Graduate Programs Office.

Note: Course fees for software licenses may apply.

MBAB 5P72

Quality Management

Management, control, and improvement of quality. Statistical tools and the business context. Quality management systems, such as ISO 9000. Quality control tools, such as control charts. Quality improvement methods, such as lean and six sigma.

Restriction: open to MBA, MAcc and MBA ISP students.

Prerequisite(s): MBAB 5P02 & MBAB 5P07, or permission of the Graduate Programs Office.

MBAB 5P73

Logistics and Supply Chain Management

Supply chain modeling and performance. Strategic, planning and operational issues central to the management of supply chains. Design and coordination of supply chain networks, inventory management and planning, sourcing, procurement, transportation, and strategic partnerships.

Restriction: open to MBA, MAcc and MBA ISP students.

Prerequisite(s): MBAB 5P02 & MBAB 5P07, or permission of the Graduate Programs Office.

MBAB 5P74

Simulation of Business Systems

Fundamental concepts and methods for simulation modeling and analysis. Discrete-event simulation models. Topics include design of experiments, input and output analysis, and model validation. Applications include inventory systems, waiting line systems, scheduling, and process improvement. Restriction: open to MBA and MBA ISP students.

Restriction: open to MBA, MAcc and MBA ISP students.

Prerequisite(s): MBAB 5P02 & MBAB 5P07, or permission of the Graduate Programs Office.

MBAB 5P75

Advanced Business Modeling with Spreadsheets

Methods for building spreadsheet models for business problems. Practical application of OR tools and techniques. Topics include linear programming, goal programming, integer programming, transportation and network models.

Restriction: open to MBA, MAcc and MBA ISP students.

Prerequisite(s): MBAB 5P02 & MBAB 5P07, or permission of the Graduate Programs Office.

MBAB 5P76

Advanced Operations Management: Special Topics

Various topics will be studied. May include: forecasting, revenue management, service operations, and/or healthcare operations.

Restriction: open to MBA, MAcc and MBA ISP students.

Prerequisite(s): MBAB 5P02 & MBAB 5P07, or permission of the Graduate Programs Office.

MBAB 5P77

Game Theory for Business

Decision modeling in competitive and co-operative situations. Equilibriums, information, signaling and screening, principals and agents, commitment, and playing the larger game. Applications from corporate acquisitions, bargaining and arbitration, outsourcing, ethics, pricing and promotion, auctions, organizational politics, and financial reporting and analysis.

Restriction: open to MBA, MAcc and MBA ISP students.

Prerequisite(s): MBAB 5P02 and MBAB 5P07, or permission of the Graduate Programs Office.

MBAB 5P78

Optimization

Become proficient with an analytic approach to the basic economic question of optimizing the allocation of scarce resources. The usefulness of mathematical abstraction - the process of modelling real life situations using mathematical models - is the focus of this course. Common and well utilized modelling methods such as linear, integer, non-linear and dynamic programming will be studied.

Restriction: open to MBA and MBA ISP students.

Prerequisite(s): MBAB 5P02 & MBAB 5P07, or permission of the Graduate Programs Office

MBAB 5P81

Corporate Entrepreneurship and Innovation

Creating and maintaining entrepreneurship in midsized and large organizations. Leadership and management issues in entrepreneurship, innovation and technology. Challenges and opportunities for successful corporate entrepreneurship.

Restriction: Open to MBA, MBA ISP and MAcc students.

MBAB 5P82

Leadership and Change

Theoretical, research and practical aspects of leadership and change designed to develop individual capacity to lead and to enact organizational change.

Restriction: open to MBA, MAcc and MBA ISP students.

Prerequisite(s): MBAB 5P04 or permission of the Graduate Programs Office.

MBAB 5P83

Managing and Mentoring the Growing Venture

Opportunities and challenges for managing growing ventures; application and adaptation of management techniques at different company growth stages; mentoring roles of external stakeholders along the venture life cycle.

Restriction: Open to MBA, MBA ISP and MAcc students

MBAB 5P84

Internet and Social Media Marketing

Understanding of the digital marketplace necessary to adapt to its ongoing changes, while developing skills to perform vital daily online functions. Topics discussed and applied include digital branding and promotion, content design and channel optimization, persona-driven and data-driven internet marketing, organic versus paid search campaign, and value-creation through internet communication and touchpoints.

Prerequisite(s): MBAB 5P05 or permission of the Graduate Programs Office.

MBAB 5P85

Marketing Analytics and Intelligence

Essential decision models and strategic metrics that form the cornerstone of marketing analytics. Predicting and managing customers' lifetime value, and boosting return on marketing investment (ROMI) through data-driven marketing. Topics discussed and applied include market sizing, marketing forecasting and positioning, market response modeling, measuring customer preferences, marketing expense optimization, and communicating to senior executives through data-driven presentations.

Prerequisite(s): MBAB 5P05 or permission of the Graduate Programs Office.

MBAB 5P86

Strategic Augmented Reality Marketing

Augmented reality (AR) is an emerging technology that overlays digital information and objects onto physical environments in real time. Major companies have incorporated AR into their marketing mix. Recent developments and future innovations will further establish AR marketing as an integral part of digital marketing. This course will explore this emerging marketing subdomain by reviewing theories, strategies and tactics related to augmented reality. At the end of this course, students will be able to identify strategic opportunities of AR marketing and they will be able to plan and guide the strategic implementation of AR in marketing practice.

Prerequisite(s): MBAB 5P05 or permission of the Graduate Programs Office.

MBAB 5P87

Advanced Marketing: Special Topics

Various topics will be studied. May include: Luxury Brand Management, Industrial Marketing Management, Green Marketing, Food and Beverage Marketing, and/or Bottom-of-the-Pyramid Marketing,

Prerequisite(s): MBAB 5P05 or permission of the Graduate Programs Office.

MBAB 5P89

Advanced Entrepreneurship: Special Topics

Various topics will be studied that are pertinent at time of undertaking. May include some of the following but not limited to: business model development; entrepreneurial leadership; family business; social entrepreneurship; international entrepreneurship; creativity; intrapreneurship; crowdfunding; venture capital; entrepreneurship in times of crisis.

Restriction: open to MBA and MBA ISP students

Prerequisite(s): MBAB 5P23 or permission of the Graduate Program Office

MBAB 5P91

Research Project II

An independent research project in an area of specialization supervised by a faculty member. Projects can be literature based, applied organization based and/or focused on empirical data.

Restriction: open to MBA students.

MBAB 5P92

Research Project III

An independent research project in the area of specialization supervised by a faculty member. Projects can be literature based, applied organization based and/or focused on empirical data.

Restriction: open to MBA students.

MBAB 5P93

Research Project IV

An independent research project in the area of specialization supervised by a faculty member. Projects can be literature based, applied organization based and/or focused on empirical data.

Restriction: open to MBA students.

Course Additions/Deletions/Revisions

Course Changes (Additions/Deletions/Revisions)

1. Additions to the Course Bank

(To be completed for all new courses, including courses newly cross-listed; one complete submission for each course.)

Please ensure that all questions are answered below. Please indicate responses to questions with an "x" (to ensure proper downloading).

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

None

2. Course Deletions

Please identify all courses and programs affected by the deletion of course(s) (e.g. prerequisites, program requirements, etc.).

Please ensure that consultation has occurred with all departments affected by additions or deletions of courses, to programs. A memo, including signatures of representatives from all departments/programs affected must accompany the hard-copy submission, to verify consultation.

None

3. Course Revisions

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

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 December 21, 2021 at 03:56:40 PM

Submitted by Carrie Kelly on December 21, 2021 at 03:57:10 PM

Submitted by Narongsak Thongpapanl on December 22, 2021 at 03:25:51 AM

Submitted by Jasmine Stasiuk Riddell on December 22, 2021 at 01:41:08 PM

Concurrent Bachelor of Nursing / Master of Nursing

Dean

Peter Tiidus
Faculty of Applied Health Sciences

Associate Dean, Research and Graduate Studies

Deborah O'Leary
Faculty of Applied Health Sciences

Associate Dean, Teaching and Undergraduate Studies

Kirsty Spence,
Faculty of Applied Health Sciences

Chair

Karyn Taplay

Professors

Lynn McCleary, Dawn Prentice

Associate Professors

Joanne Crawford, Jane Moore, Sheila O'Keefe-McCarthy, Zaida Rahaman, Jenn Salfi, Karyn Taplay

Assistant Professor

Farhana Madhani, Elizabeth Orr, Connie Schumacher, Vanessa Silva e Silva

Nursing Clinical Co-ordinator

Sandra Micsinszki

Nursing Simulation Lab

Shelley Wills, Kerry Shoalts, Melissa Knoops, Rebecca Larocca, Kristina Hunter, Katie Roebuck

Adjunct Professors

Joyce Engel, Lynn Rempel

Academic Advisor

Tammy Woodhouse-Gilby
Jackie Bean

Graduate Program Director

TBC

Administrative Assistant

Jennifer Ritchie
Caron Staff
905-688-5550, extension 4660
East Academic 303
brocku.ca/nursing

Program Description

This full-time, May-start program runs over five continuous terms and includes 20 mandatory courses. The integration of relational, research, and practice skills and knowledge equips graduates of this program to lead in the translation and integration of research into front line practice to positively influence health and healing and thoughtfully impact processes and policies that affect care.

The objectives of the program are: a) to foster students' ability to do high quality, scientifically rigorous research in their discipline; b) to expand their understanding of concepts, theories and practices in their discipline such that they can successfully advance to doctoral studies; c) to provide the knowledge base and skills to analyze and evaluate programs, policies, environmental issues, and organizational structures related to applied health sciences; d) to enhance students' abilities to apply and disseminate new knowledge and practices to colleagues, practitioners, policy makers/analysts, and other professionals in applied health sciences.

Terms are clustered into three undergraduate and two graduate terms which include lectures, seminars, technology assisted instruction and learning, skills labs, simulation, and clinical practica. Students are normally expected to successfully complete the program within four years of first registration in a course.

In terms 1 to 4, students will have the advantage of both blocked (continuous) clinical experiences as well as non-blocked experiences that occur concurrently with classroom learning. Non-blocked clinical may occur over weekdays, weekends, or evenings; blocked clinical will occur over various shifts at the end of each term. In term 5, students will be in practice areas continuously for the duration of the term.

Upon completion of the program, graduates will be prepared to achieve the entry to practice competencies for registered nurses, as identified by the College of Nurses of Ontario (CNO), and will be able to write the National Council Licensure Examination RN (NCLEX-RN) and jurisprudence exams, which are required for licensure as a registered nurse.

The BN/MN program adheres to ethics and other practice standards established by the College of Nurses of Ontario. Students whose behaviour is unprofessional, or whose performance jeopardizes the safety of patients or others may be asked to leave the lab or clinical areas immediately and may receive a failing grade in that course. Students who receive a failing grade in more than one course with a clinical or lab component will be asked to withdraw from the program.

Program Notes

1. Admission to part-time study is not available.
2. Admission to the BN/MN program is not available for the four-year collaborative nursing degree students at Brock.
3. Qualified Indigenous applicants will be given priority in admission.
4. An admission interview may be required.
5. Students are advised to consult the Undergraduate calendar for Academic Regulations and University Policies for all 400 level courses.
6. Students are advised to consult the Graduate calendar for Academic Regulations and University Policies for all 500 level courses.
7. A degree cannot be awarded unless all courses in the program are successfully completed.

8. Please note your placement provider now requires that any students or Faculty members coming on the placement provider's premise is either fully vaccinated or has an approved exemption. Students are required to follow the requirements of placement providers while on placement. To assist with the above requirement and help determine if you meet the eligibility criteria set by the placement provider, Brock will be tracking your COVID-19 information (including COVID-19 vaccine status and rapid antigen testing information) and may share your COVID-19 information with your placement provider. If you have any questions, please contact nursing@brocku.ca. Brock University protects your personal privacy. The personal information you provide as part of Brock's mandatory COVID-19 vaccination program (including the rapid antigen screening program) is collected under the authority of The Brock University Act, 1964, and in accordance with the Freedom of Information and Protection of Privacy Act ("FIPPA"). Please note that should your placement provider specifically require your COVID-19 vaccination status, further coordination and information may be requested from you.

Admission Requirements

Successful completion of a non-nursing Honours Bachelor degree from an accredited university, or equivalent, with a minimum average of 75% in the last two years of study. Applicants should have 80% (grade B) or higher in the following courses:

- Introductory psychology (full course equivalent)
- Developmental psychology (half course equivalent)
- Anatomy and Physiology (full course equivalent)
- Microbiology (half course equivalent)
- Statistics course (half course equivalent)
- Research methods course (half course equivalent).

Applicants who have existing graduate preparation will need to provide evidence of meeting the specific course requirements and the minimum undergraduate grade requirements for admission.

For students who are required to provide proof of English Language Proficiency, a IELTS score of 7.0 (with no section under 6.5) or equivalent score on other tests of ELP accepted by Brock University is required. For full listing of accepted tests see: brocku.ca/nextstep/international-students/english-language-proficiency/.

Admission to part-time study is not available.

Degree Requirements

Basic degree requirements include the successful completion of 20 required courses (18.5 credits) over five continuous terms. Terms are clustered into three undergraduate terms with 13 required courses (11 total credits) and two graduate terms with seven required courses (7.5 total credits).

Term 1

- NURS 4L01, 4P02, 4P07, 4P15 and 4P20

Term 2

- NURS 4L03, 4P08, 4P16, and 4P21

Term 3

- NURS 4L04, 4P09, 4P17 and 4P22

Term 4

- NURS 5L05, 5P18 and 5P23
- AHSC 5P10

Term 5

- NURS 5L07, 5D19 and 5P24

Students must normally complete all courses in one term to progress to courses in the next term, except by permission of the Graduate Program Director. Students must achieve a minimum of a B grade in all courses and complete all assessments in a course. In courses that include lab and clinical components, students must achieve a PASS to receive a grade in the course.

Students are responsible for ensuring that they are aware of all requirements for clinical practica prior to clinical experiences to avoid start delays or possible de-registration in courses that include lab and clinical components. These requirements include:

- CPR (level C or BCLS) certification is valid throughout the program. Note that re-certification is required annually.
- N-95 mask fit testing. Note that mask fit testing is valid for two years and must be renewed as necessary.
- Proof of immunization for measles, mumps, rubella, varicella (chicken pox), hepatitis B, tetanus/diphtheria/pertussis, tuberculosis, COVID-19. Annual TB skin testing is also required. If TB skin testing occurs, students will require chest x rays every two years.
- CPR certification, N-95 mask fit testing certification records, and immunization records are to be submitted to Synergy Employment Inc. at least two months prior to the commencement of Term 1.
- Recent police record check and vulnerable sector screening, at the student's expense. This can take several weeks, so students are advised to begin this process early.

Course Descriptions

NURS 4LO1

Nursing Foundations: Care of Adults and Older Adults

Introduction to person-centred care of adults and older adults within Canadian contexts of primary health care, provincial nursing standards and guidelines, and indigenous health. Introduction to Kantian ethics and bioethics, current nursing evidences, and common nursing interventions. Includes intensive lab practice in all basic technical skills as well as clinical practice in medical-surgical settings.

Lectures, 3 hours per week

Lab, 44 hours (Weeks 1-3)

Clinical, 16 hours per week for 9 weeks (2 days/week); 32 hours per week (4 days/week) -until end of term (weeks 14-16).

Note: Clinical times include days/evenings/weekends.

Restrictions: Open only to students admitted to the BN/MN program

NURS 4P02

Nursing Foundations: Assessment of Adults and Older Adults

Introduction to all basic assessment skills, health and social history interviewing, systems and medications review, lab and other diagnostic assessments, diversity, cultural safety, learning readiness, and nursing practice standards and guidelines. Emphasis is on assessment with older adults and adults.

Commented [AW1]: what is the lowest NUMERIC grade? Also, what is a PASS grade? Are these courses marked as SA/UN for clinical and a numeric grade for non-clinical

Lectures, labs, 3 hours per week

Restrictions: Open only to students admitted to the BN/MN program

NURS 4L03

Nursing Foundations: Care of Families and Communities

Nursing of families in various stages of development and transition within the context of community, with particular attention to environment, and impacts of globalization. Includes extensive lab practice with technical and assessment skills involving infants, children, pregnant and laboring women, and families and assessment of communities. Includes exploration of utilitarian ethics in health care decisions and advocacy skills. Practice includes both community and institutional settings.

Lectures, 3 hours per week

Lab, 44 hours (weeks 1-3)

Clinical, 16 hours per week for 8 weeks (2 days/week); 32 hours per week (4 days/week) until end of term.

Note: Clinical times include days/evenings/weekends.

Prerequisite: Successful completion of all Term 1 courses

Restrictions: Open only to students admitted to the BN/MN program

Commented [AW2]: Can we list the courses and what a successful completion is? ie SA or grade

NURS 4L04

Nursing Foundations: Care of Persons with Chronic Health Concerns

Concepts of care for persons experiencing chronic and mental health concerns. Includes extensive lab practice in assessment skills related to mental health and chronicity and in interventions related to persons with chronic and mental health issues. Clinical practice includes settings that emphasize mental health and chronicity.

Lectures, 3 hours per week

Lab, 44 hours (weeks 1-3)

Clinical, 16 hours per week for 8 weeks (2 days/week); 32 hours per week until end of term.

Note: Clinical times include days/evenings/weekends.

Prerequisite: Successful completion of all Term 2 courses

Restrictions: Open only to students admitted to the BN/MN program

NURS 4P07

Pathophysiology and Therapeutics: Common Health Disorders

Introduction to common acute health conditions that affect adults and older adults. Includes discussion of related diagnostic tests, therapeutic interventions, pharmacotherapeutics, informatics, impacts of environment and globalization on disease, and relevant health education and promotion.

Lectures, 3 hours per week

Restrictions: Open only to students admitted to the BN/MN program

NURS 4P08

Pathophysiology and Therapeutics: Health Concerns of Families and Communities

Introduction to common health conditions across the lifespan, with an emphasis on infants, children, adolescents, and women, as well as on disorders and disease prevention at a community or population and global levels. Includes discussion of related diagnostic tests, pharmacologic and other therapeutic interventions, related health education and promotion, and cultural interpretations and competence.

Lectures, 3 hours per week

Restrictions: Open only to students admitted to the BN/MN program

NURS 4P09

Pathophysiology and Therapeutics: Mental Health Disorders

Study of mental health disorders across the lifespan with respect to psychopathology, psychopharmacology, and specific interventions. Includes exploration of interactions between mental health and other disorders, especially those considered to be chronic, marginalization, social justice, and health education and promotion.

Lectures, 3 hours per week

Restrictions: Open only to students admitted to the BN/MN program

NURS 4P15

Relational Care and Leadership: Basic Relational Skills

Introduction to basic skills and strategies in interpersonal communication, including recognition of bias, racism, cultural variations, giving and receiving feedback, and communication with members of intraprofessional and interprofessional teams.

Lectures, 3 hours per week

Restrictions: Open only to students admitted to the BN/MN program

NURS 4P16

Relational Care and Leadership: Promoting Change and Health

Examination of theory and strategies related to teaching and learning, motivational interviewing, coaching, and change within therapeutic and leadership contexts. Explores ways to adapt the message to the audience.

Lectures, 3 hours per week

Restrictions: Open only to students admitted to the BN/MN program

NURS 4P17

Relational Care and Leadership: Working with and Leading Groups

Explores and applies skills and knowledge related to working with and leading therapeutic and work groups. Special emphasis on working within interpersonal, intraprofessional, interprofessional, and intersectoral teams; influencing decisions; managing conflict; and negotiation.

Lectures, 3 hours per week

Restrictions: Open only to students admitted to the BN/MN program

NURS 4P20

Critical Analysis of Evidence for Nursing Practice

Course introduces students to library search strategies, critical analysis, and literature review methodologies. Students will select a nursing topic of interest for ongoing research development in program.

Lectures, 3 hours per week

Restrictions: Open only to students admitted to the BN/MN program

NURS 4P21

Epidemiology in Nursing and Health Care

Introduction to fundamental methodological principles of epidemiology and the place of epidemiology in nursing, disease prevention, and population health within Canadian and global contexts.

Lectures, 3 hours per week

Restrictions: Open only to students admitted to the BN/MN program

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NURS 4P22

Qualitative Inquiry and Analysis

Exploration of the theoretical and philosophical bases of qualitative and interpretative inquiry as well as qualitative research designs, methods of data collection and data analysis and interpretation and rigour. Includes introduction to the use of computer software management and presentation of qualitative data.

Lectures, 3 hours per week

Restrictions: Open only to students admitted to the BN/MN program

NURS 5L05

Advancing Nursing Practice: Care of Patients Experiencing Emergent and Critical Illnesses

Care of persons experiencing complex health challenges, in a variety of settings, with an emphasis on those who experience critical or emergent illnesses and end of life decisions and on structures and policies that influence complex decisions. Extensive lab practice includes telemetry and disaster planning exercises.

Lectures, 3 hours per week

Lab, 44 hours (weeks 1-3)

Clinical, 16 hours per week for 8 weeks (2 days/week); 32 hours per week (4 days/week) until end of term

Note: Clinical times include days/evenings/weekends.

Restrictions: Open only to students admitted to the BN/MN program

NURS 5L07

Preparation for Graduate Practice

Extensive clinical experience with a registered nurse preceptor.

Preceptorship hours, 7 weeks for an average of 35 hours/week (245 hours total)

Note: Clinical times include days/evenings/weekends. May involve out of region placement.

Prerequisite: ~~Successful completion of NURS 5D19~~~~Successful completion of all Term 4 courses.~~

Restrictions: Open only to students admitted to the BN/MN program

NURS 5P18

Relational Care and Leadership: Understanding the Context

Introduction to funding, economics, policy development, quality improvement, human resource issues, leadership, community development, and advocacy within the context of the Canadian federal and provincial institutional and community health systems and impacts of globalization on health care decisions.

Lectures, 3 hours per week

Restrictions: Open only to students admitted to the BN/MN program

NURS 5D19

Practice of Relational Leadership and Management

Preceptored experience with a health care leader. Emphasis on applying relational leadership concepts and skills in a variety of settings.

Lab, 40 hours

Preceptorship, 96 hours

Prerequisite: ~~Successful completion of all term 4 courses~~~~Successful completion of NURS 5L07~~

Restrictions: Open only to students admitted to the BN/MN program

Note: Students must have an overall average of 70 percent before taking this course.

NURS 5P23

Applied Research

Research development and planning with an emphasis on application of research understanding and skills to a practical issue or problem in nursing practice.

Lectures, 3 hours per week

Restrictions: Open only to students admitted to the BN/MN program

NURS 5P24

Translating Research into Practice

Explores strategies to disseminate evidence into practice settings, with an emphasis on how a research project is conducted and implemented in a clinical setting and how research is applied to enhance nursing patient care, quality improvement, advocacy, and change at local and systems levels.

Lectures, 3 hours per week

Restrictions: Open only to students admitted to the BN/MN program

#AHSC 5P10

Basis of Nursing Practice and Inquiry

An inquiry into the philosophical, historical, ethical and theoretical foundations of nursing knowledge that influence nursing. Critical analysis of various concepts, theories, paradigms and metaparadigms that influence nursing will also be emphasized.

Lectures, 3 hours per week.



Report to Senate #697, February 9, 2022

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

FROM: Michelle Webber
Vice-Chair, Governance Committee

DATE: February 9, 2022

ACTION ITEMS

1. Revisions to Faculty Handbook Section II: 9.1.3 Ex-Officio Members

MOVED (Webber/)

THAT the Governance Committee recommends to Senate that Faculty Handbook 2:9.1.3 (Ex-Officio Members) be amended as follows (highlight indicates insertion, strike-out indicates deletion):

9.1.3 Ex-Officio Members

A. The following positions shall be ex officio on all Senate committees:

- i) Either of the Chair or Vice-Chair of Senate, to be determined annually by the Chair and Vice-Chair of Senate;
- ii) ~~Either~~ **One of:** the President and Vice-Chancellor; **the** Provost and Vice-President, Academic; **or another senior academic lead at the Vice-Provost or Associate Vice-President level** ~~Vice-Provost~~, to be determined annually by the President and Vice-Chancellor;
- iii) Two Faculty Deans, to be determined annually by the Provost and Vice-President, Academic;
- iv) Any other position designated as ex officio in the Committee's composition; and
- v) One BUFA observer (non-voting)

RATIONALE

- The change will allow the President to designate the most appropriate senior academic lead to serve as the ex officio member on each standing Senate committee, including academic leads serving at the Associate Vice-President level.

KEY BACKGROUND

- Currently the Faculty Handbook permits the President to designate either themselves, the Provost, or a Vice-Provost to serve on each Senate Committee. There is no provision for academic Associate Vice-Presidents to serve in this capacity.
- The Provost has recently created the position of Associate Vice-President, Students, for which a search is currently underway. This role will replace that of Vice-Provost, Students as of July 2022. The AVP Students will be the senior academic lead accountable for the strategic vision, leadership, and support to the University in all aspects of student services and student experience. As a result, it may be appropriate for this position to serve ex officio on certain Senate committees and it is requested that the Faculty Handbook wording be updated to accommodate these kinds of positions.

CONSENT ITEMS - FOR APPROVAL

None.

CONSENT ITEMS - FOR INFORMATION

1. Senate's Generative Discussion Topic

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

2. Senate Reporting Requirements

The Committee received a report from the University Secretariat outlining the reporting requirements for academic staff within the Faculty Handbook. The Committee requested that University Secretary contact the Senate Committees responsible for these requirements in the Handbook to request further information and review.

3. Department Naming & Honorary Degree Nomination - **IN CAMERA**

The Committee met in camera to discuss the above noted items. These items will be reported in camera to Senate under separate cover.

Appendices

None.

To: Dr. Don Cyr, Chair of Senate

From: Chabriol Colebatch, University Secretary and General Legal Counsel

Date: February 9, 2022

Re: 2022 Senate Election

The Faculty Handbook (FHB) provides that the election of Full-Time Teaching Staff and Professional Librarians to Senate shall take place during the last week of March each year (FHB 2: 3.4.1) and that on or before the last day of February each year, Senate shall agree, on the recommendation of the Secretary of Senate, to the date on which the Senate election shall take place (FHB 2:3.4.2).

It is recommended that the spring 2022 Senate Election close on **Monday, March 28, 2022**. This date and the associated timelines for the election were presented to the Governance Committee and no concerns were raised. On this basis, I submit the following motion to Senate for consideration at its meeting scheduled for Wednesday, Jan. 19, 2022:

THAT the election of representatives to fill Senate vacancies occurring at the end of Spring Convocation, with the exception of student representatives, close on March 28, 2022.

Based on an election date of Monday, March 28, 2022, the election timeline will be as outlined below (a calendar view is provided in Appendix 1). Based on this election date, the corresponding critical dates are mandated by provisions in the Faculty Handbook (FHB).

- **Feb. 9, 2022: Report to Senate re Election Date**
 - On or before the last day of February each year, Senate shall agree, on the recommendation of the Secretary of Senate, to the date on which the Senate election shall take place. The Secretary of Senate shall oversee that election procedures are followed. In the event of any dispute arising relating to the election, the Secretary of Senate shall refer the matter to the Elections Sub-Committee for resolution. (FHB 2: 3.4.2)

- **Feb. 11, 2022: Announcement of Election**
 - At least four weeks before the date of the election, the Secretary of Senate must distribute an announcement of the election to each member of the electorate (FHB 2: 3.4.3).
 - The timeline schedules the announcement be distributed six weeks before the election date due to Reading Week (February 21-25).

- **Feb. 28 - March 4, 2022: Period to Correct Electorate List**
 - The Secretary of Senate must provide notice of a five-day period during which corrections to the list of all persons eligible to vote and/or stand as candidates in the election may be submitted to the Secretariat (FHB 2: 3.4.3 (e)).

- **March 1, 2022: Election Reminder**
 - Three weeks before the election the Secretary of Senate shall distribute, to each member of the electorate, a reminder of the election date and procedures together with any corrections to the list of persons eligible to vote and/or stand as candidates. (FHB 2: 3.4.4)

- **March 14, 2022 by 4:30 p.m.: Nomination Deadline**
 - Completed nomination papers must be received by the Secretary of Senate no later than 4:30 p.m. two weeks before the election date (FHB 2: 3.4.5 (a))

- **March 18, 2022 by 8:30 a.m.: Voting Opens**
 - No less than seven days before the election, a secure electronic ballot, containing in alphabetical order the names of all nominees, shall be distributed to all voters. (FHB 2: 3.4.6)

- **March 28, 2022: Election Day**
 - The election of Full-Time Teaching Staff and Professional Librarians to Senate shall take place during the last week of March each year. (FHB 2: 3.4.1)

- **March 28, 2022 by 4:30 p.m.: Voting Closes**
 - The poll shall close at 4:30 p.m. on the date specified for the election. (FHB 2: 3.4.7)

- **March 29, 2022: Review of Results by Scrutineers**
 - At the earliest convenient time following the close of the poll, the scrutineers shall count the ballots or observe the vote tallying in the presence of the Secretary of Senate and make a declaration of the standing of the candidates. (FHB 2: 3.4.7)
 - This timing allows sufficient time for Information Technology Services to compile the results.

- **March 30, 2022: Declaration of Results**
 - The Secretary of Senate shall make a public declaration of the election results at the earliest convenient date. (FHB 2: 3.4.8)

APPENDICES

Appendix 1 - Calendar View of 2022 Senate Election Timeline (2 pages)

APPENDIX 1: CALENDAR VIEW OF 2022 SENATE ELECTION TIMELINE

February							2022
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	
		1	2	3	4	5	
6	7	8	9	10	11	12	
			Senate Consideration of Election Date		Announcement of Election		
13	14	15	16	17	18	19	
20	21	22	23	24	25	26	
	Reading Week Family Day	Reading Week Brock President's Day	Reading Week	Reading Week	Reading Week		
27	28						
	Period to Correct Electorate List						

March

2022

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	2	3	4	5
		Period to Correct Electorate List Election Reminder	Period to Correct Electorate List	Period to Correct Electorate List	Period to Correct Electorate List	
6	7	8	9	10	11	12
13	14	15	16	17	18	19
	Deadline for Nomination Papers and Candidate Statements (4:30 p.m.)				Voting Opens (8:30 a.m.)	
20	21	22	23	24	25	26
			Senate 698 Meeting			
27	28	29	30	31		
	ELECTION DAY Voting Closes (4:30 p.m.)	Review of Results by Scrutineers	Declaration of Results			



To: Chabriol Colebatch, University Secretariat
From: Don Cyr, Senate Chair
Date: February 3, 2022
Re: **Chair's Report to Senate 697th Meeting**

On behalf of myself and the vice-chair, welcome to the 697th Meeting of Senate.

As has been noted in the Brock press, the first indication of applications for 2022/23 were released and it is looking very positive. A preliminary from the Ontario University Application Centre (OUAC) was released on January 19th.

The overall increase (year over year) in applications to the Ontario universities was 8.4% and Brock itself saw a healthy increase of 11.2% versus last year around this time. Total applications to Brock were 16,949. Of course last year was not very positive for us so the base is important in this calculation. Ontario Tech University, with 10,317 applications, saw the largest increase of 33.4% and the main campus at Guelph saw a 22.1% increase with 32,527 applications. Competitors such as McMaster saw a 5.8% increase with 51,078 applications and Wilfrid Laurier a 6.7% increase with 27,570 applications. Outside of Laurentian with a 43.5% decrease (3,270 applications) UWO saw a slight decrease of 3.4% (37,396 applications)

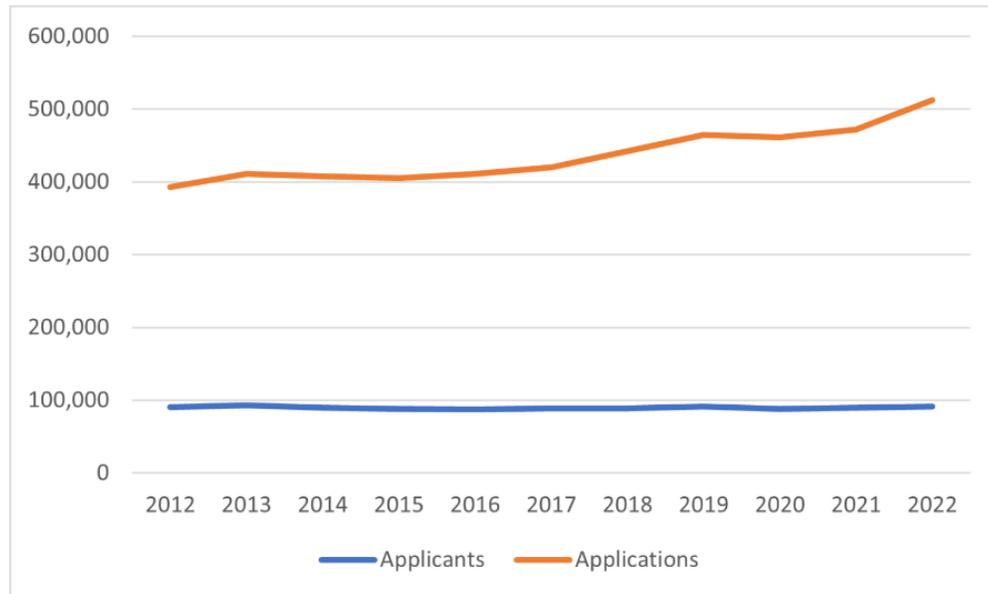
Future statistics on applications and later confirmations can be found here if you are interested. The next release is scheduled for February 16th.

<https://www.ouac.on.ca/statistics/ugrad-application-statistics/>

It is disappointing that the usual breakdown of 1st, 2nd, 3rd and greater choice applications were not provided as this can be quite interesting. The first choice application data also tells you just how many applicants there are. In addition there was not the usual breakdown by field of study.

Higher Education Strategies noted this as well. In particular they point out that students are on average filling out more applications. They report that in 2016 the average student completed 4.7 applications and is now completing 5.6 applications – a 19% increase. From their graph below it would appear that total number of applicants is staying somewhat flat.

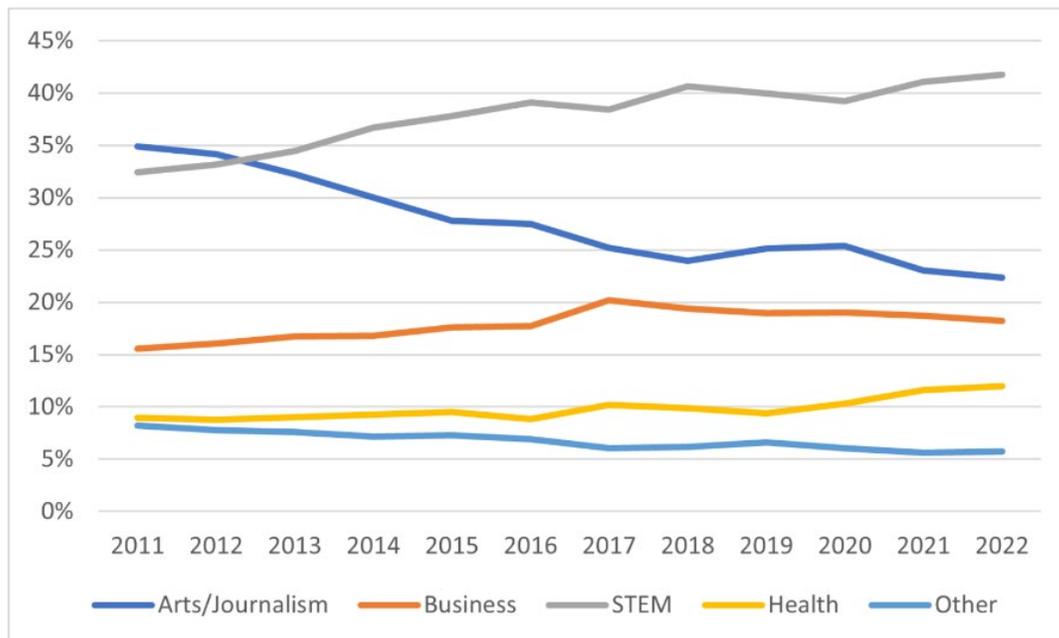
Figure 1: Direct-From-High-School Applications and Applicants, Ontario, 2012-2021



<https://higheredstrategy.com/ontario-applications-data-2022/>

An additional analysis by HESA, after getting the data from OUAC, shows trends over time by broad categories.

Figure 2: Shares of Applications by Broad Field of Study, Ontario, 2011-2021



As a GSB faculty member I note the stagnant growth and even decline in share of Business program applications over the past few year. This is not a concern that is completely self-serving. The BBA degree is the largest student enrollment program at Brock and what many may not realize is that those students pay approximately 20% more tuition than those in other programs, outside of Computer Science and Engineering. A long and interesting history to this in terms of government tuition regulation in Ontario. This program mix change can have some budgetary implications.

I am not happy with this change in the nature of reporting by the OUAC as I enjoy pouring over this data every year. Perhaps it was only for this first report? When serving as Academic Colleague I was the representative on the OUAC Board one year. I would encourage our Academic Colleague to question this change in reporting by the OUAC at the AC meetings.

Other articles of possible interest from the general higher education newswires:

The Laurentian Story

A look at the one year history of the financial difficulties for Laurentian University:
https://www.universityaffairs.ca/news/news-article/a-look-back-at-the-first-365-days-of-laurentian-universitys-restructuring/?utm_source=University+Affairs+e-newsletter&utm_campaign=4bfa85ac7e-EMAIL_CAMPAIGN_2022_02_02&utm_medium=email&utm_term=0_314bc2ee29-4bfa85ac7e-425269393

Repurposing of Canadian Universities

An interesting opinion piece in University Affairs suggesting Canadian Universities are “quietly being repurposed” through the reporting of performance metrics adopted by Ontario and Alberta Ministries. Such metrics are also under consideration by other provinces.

<http://www.universityaffairs.ca/opinion/in-my-opinion/canadian-universities-are-quietly-being-repurposed/>

Not just in Canada: The Times Higher Education reports that the *Office of Students* in England is now expecting, that 60% of first time degree completers from an institution are in managerial or professional employment 15 months after degree completion. Institutions face potential sanctions if this is not the case.

https://www.timeshighereducation.com/news/virtually-all-universities-risk-ofs-sanction-under-new-rules?utm_source=newsletter&utm_medium=email&utm_campaign=editorial-daily&mc_cid=6fe4808c72&mc_eid=ea4ed46a32

Trends in Enrollment

An increasing focus in the US is on low enrollments on the part of males in postsecondary education (Colleges and Universities). There have been several recent

articles on this issue in the mainstream media such as the *New York Times*, *The Atlantic* and *The Wall Street Journal*. In Canada 2000 - 2019 statistics would suggest relatively stable annual proportions of 56% female and 43% male and are similar to the US and other OECD countries.

<https://www.statista.com/statistics/447858/enrollment-of-postsecondary-students-in-canada-by-gender/>

With enrollments appearing to be declining in the US, somewhat exacerbated by COVID, and the largest decrease in males, this has resulted in a release from the *Chronicle of Higher Education*.

https://store.chronicle.com/collections/article-collections/products/missing-men-on-campus?cid=CS-CHE-EM-MMC-2022-Feb01-E04&mkt_tok=OTMxLUVLQS0yMTgAAAGCVhnwL6hyLGd1s5_SHZmvUiYJKqVboBvECzI1gmhQAKCN6Lp-QxHXKqVqesV_8axd9BLIm2rcs_VfmLYhkJIpQza30vXs3Tg3NHTHKtI-RSPSR0

US Increasing its Competitiveness in International Enrollment

One of the advantages that Canada has had, compared to the US, in attracting international students in both both the college and university sector is that we allow international students to remain in Canada for three years after completing the minimum of a two year course of study, and ease the requirements for immigration. The US is now putting a bit more of a focus on international student education with a move to provide similar benefits, particularly for students in STEM programs.

<https://monitor.icef.com/2022/02/us-more-international-stem-students-will-be-granted-three-year-opt/>

Continued Provincial Endeavors Aimed at Attracting Students to the Trades

As I have previously noted in my Chair's Report the Province of Ontario is intensifying its activities geared at attracting students out of high school, among others, to the trades with targeted funding. This month the Province announced the establishment of a new Crown Agency: *Skilled Trades Ontario* (www.skilledtradesontario.ca) that will take on some of this task. It is now estimated that by 2025 there will be a shortage of 350,000 individuals in the skilled trades in Ontario. An increasing concern of the provincial government and an opportunity for many of the Colleges.

[https://www.plant.ca/general/ontario-launches-skilled-trades-ontario-agency-234908/?custnum=&CUSTNUM;&title=&*URLENCODE\(&TITLE;\)&utm_source=&PUBCODE;&utm_medium=email&utm_campaign=&*URLENCODE\({{*JobID}}\)&oly_enc_id=7910G1509989E0B](https://www.plant.ca/general/ontario-launches-skilled-trades-ontario-agency-234908/?custnum=&CUSTNUM;&title=&*URLENCODE(&TITLE;)&utm_source=&PUBCODE;&utm_medium=email&utm_campaign=&*URLENCODE({{*JobID}})&oly_enc_id=7910G1509989E0B)

That is all the good news for this month! If any time you see an article that you believe would be of interest to Senate feel free to forward it on to me.

**Report to Senate of the Provost & Interim President
February 9, 2022**

brocku.ca

Dear colleagues,

Brock continues to make significant progress on a set of key strategic documents that will chart the institution's post-pandemic trajectory. In November and December, an online consultation of students, staff, faculty members and librarians was fielded to gather feedback to inform the development of the academic plan. Responses provided answers to four critical questions:

1. List or describe successful innovative work, projects and/or programs that you believe we should continue to grow and advance to support students in the achievement of their academic goals.
2. List or describe new learning and experience opportunities that Brock should consider developing to meet the needs of our learners now and into the future.
3. List up to three academic goals Brock University should have for all students, irrespective of the academic program in which they are enrolled.
4. Describe up to five characteristics of an excellent academic experience at Brock.

Over 400 responses were collected, including approximately 200 from students, 100 from staff, and 100 from faculty members and librarians. Analysis of responses yielded over 80 pages of data that will help determine the themes and priority areas the academic plan will identify. Next steps in the project will involve the creation of a draft plan, followed by another University-wide consultation on the draft. I want to thank the project team, led by Dr. Madelyn Law, as well as members of PPBAC for their steady progress on this important initiative.

Work is also underway on the University's midterm report on its Institutional Strategic Plan, which will be brought to Senate and Board late next Fall. The report will identify successes, challenges, and areas for progress with respect to the four priority areas established in the Strategic Plan. It also provides us with a chance to reflect on how the context in which we operate, as well as the risks and opportunities it presents, has changed since the Plan was launched. Most obviously, this will include the impact of the pandemic not only on our enrolments and our financial situation, but also on the competitive environment in Ontario's university sector. I look forward to further engagement with Senate once we have a draft document to discuss.

Finally, Brock is close to making a critical strategic purchase in the form of a new learning management system. Following Senate endorsement in Senate 693 and following the process outlined in FHB III.C.5, a Request for Proposals was issued in the Fall for providers who could meet Brock's academic and IT needs with a LMS. Daylong presentations were made by proponents in the week of January 17. Following scoring, a motion will be brought to the Board in early March to obtain financial authorization to move forward with a purchase. Phasing in of the new product for volunteers and early adopters could then begin as early as the Spring.

Government update

I continue to work through various channels, including the Council of Ontario Universities, to ensure that Brock's voice is heard when weighing issues of national, provincial or local import.

Following the federal election last Fall the government released mandate letters of its Ministers in December. Stated priority areas for the research portfolio include high-impact illnesses and vaccine development, artificial intelligence, quantum computing, photonics, clean technologies, IP development, and commercialized research. The federal government is also looking to expand equity in research by adding 1,000 more Canada Research Chairs from underrepresented groups and targeted support for Black and Indigenous researchers.

With a provincial election coming in June, Brock has been lobbying the government for increases to our funded allocation in key programs, including nursing and teacher education. In May 2021, the government announced that its nursing expansion would fund a cohort of 870 registered nurses at colleges and universities across the province. Brock was awarded a cohort of 100 additional students, which was the largest cohort given to any university in the province. This has allowed Brock's funded nursing enrolment to go from 316 FTEs in 2020, to 432 FTEs in 2021 and 540 FTEs in 2022.

In December 2021, Brock was informed by the Province that we would be receiving \$854,249 over three years under the Ontario Postsecondary Access and Inclusion Program (OPAIP). The funding will go towards a variety of initiatives to support students facing barriers to accessing PSE such as first-generation, racialized, and other marginalized and underrepresented groups.

Update on senior academic searches

Thanks to the cooperation of members of the Brock community and the perseverance of Governance Committee, a number of Advisory Committees have been struck and a number of significant recruitment processes have been launched which will help drive the future direction of our University for years to come.

- The Advisory Committee for the Vice-Provost, Teaching & Learning met several times before the holidays, with a job ad posted early in the new year. The search consultants have also begun a University-wide consultation to better understand what the Brock community wants from an incumbent in this new Vice-Provost role, which will in turn inform the consultant's selection of candidates.
- The Advisory Committee for the Dean of the Goodman School of Business has transitioned from review to search. Here too, the search consultants have begun a consultation process within the Goodman School to inform their candidate selection process.
- The Advisory Committee for the Vice-President, Research has met once and has taken steps to begin the review process.
- The Advisory Committees for the Deans of Math & Science and of Education, as well as for the Vice-Provost, Indigenous Engagement, have also met once and have begun their work.

Overall, I expect this period of heightened search activity to last well into the new year. Again, I want to thank those faculty members, librarians, students and staff who have agreed to give their time to participate in these important processes. I look forward to welcoming some new colleagues later this year.

Program viability

Reflecting the revised process approved by Senate in December, Professor Brian Power and I have brought to UPC and to SGSC the lists of undergraduate and graduate (respectively) programs set to undergo program viability review under section III.C.15 of the Faculty Handbook. While a number of programs that began the process and received deferrals last year may need to be revisited, we did not identify any new undergraduate or graduate programs that should begin viability review.

This will allow us additional time to continue working with UPC and SGSC to transition the process appropriately from administration to Senate.

Program review

As is customary, I am also including in Appendix A of this report the updated list of programs slated to complete cyclical academic reviews in upcoming years. Professor Power, who manages and coordinates internal and external quality assurance processes for the University, will reach out to affected departments to share details as the reviews approach.

Sincerely,

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

Appendix A: 2023/24 Cyclical Academic Reviews
(covering 2015/16 to 2023/24)

Recreation & Leisure Studies (undergraduate)

Bachelor of Recreation and Leisure Studies (Honours, with Major, Pass)

Music (undergraduate)

Bachelor of Music (BMus) (Honours)

BA in Music (Honours, with Major, Pass)

Combined Major Program

Dramatic Arts (undergraduate)

BA in Dramatic Arts (Honours, with Major, Pass)

BA in Dramatic Arts, Co-op (Honours only)

Concurrent BA/Bed in Dramatic Arts (Honours)

Combined Major

Visual Arts (undergraduate)

BA in History of Art and Visual Culture (Honours, Pass)

BA in Studio Art (Honours, Pass)

Concurrent BA/Bed

Combined Major Program

Studies in Arts and Culture (undergraduate)

BA in Studies in Arts and Culture (Honours, Pass)

Combined Major

Economics (integrated)

BA in Applied Economics Analysis, Co-op (Honours)

BA in Economics (Honours, with Major, Pass)

BA in Economics, Co-op (Honours)

BA in International Political Economy ((Honours) [DISCONTINUED 2022])

Bachelor of Business Economics (BBE) (Honours)

Bachelor of Business Economics (BBE), Co-op (Honours)

Sociology (integrated)

MA in Critical Sociology

MA in Social Justice and Equity Studies

BA in Sociology (Honours, with Major, Pass)

BA in Sociology, Co-op (Honours)

BA in Critical Criminology

February 1, 2022

brocku.ca

Report to Senate
February 9, 2022

1. Release of the Ontario Commercialization Mandate Policy Framework

On January 14, the Ontario provincial government released its Commercialization Mandate Policy Framework (included as Appendix to this report).

Among other things, this framework requires all Ontario universities to create and to publicly post, by April 29, 2022, a Commercialization Policy satisfying six major requirements:

- i. A commitment to the management and protection of IP in a manner that maximizes commercialization opportunities, protects Ontario interests and strengthens the Ontario economy.
- ii. Defined roles and responsibilities for relevant stakeholders within the institution to achieve that commitment.
- iii. A commitment to increase IP capacity through programming and related activities including the provision of access to IP Education and Awareness resources for all relevant stakeholders within the institution.
- iv. An invention disclosure policy such that the Technology Transfer Office [TTO], or equivalent institutional body, is made aware of, and can provide advice regarding, IP protection and commercialization opportunities.
- v. Guidance for relevant stakeholders regarding the commercialization of IP generated with the institution's resources in a manner that seeks to provide a net benefit to Ontarians. This could include advice regarding the prioritization of domestic industry partnerships, where possible, and support for the negotiation of global industry partnerships and/or licensing agreements.
- vi. Guidance for relevant stakeholders regarding institutional engagement with the innovation ecosystem (e.g., companies, incubators and accelerators, research institutes, market facilitators and intermediaries, etc.) to expand institutional capacity to achieve the goals of this Policy Framework.

The framework also requires that all universities post an annual Commercialization Plan by December 15, 2022, and by November 30 of each subsequent year.

While the intended scope and status of required document is still being assessed, it is anticipated that the requirements and initial draft of the Commercialization Policy will be undertaken by the Brock Innovation team in the Office of Research Services. I anticipate that this process will include coordination and consultation with Tech Transfer Offices at

other Ontario universities, as well as local innovation ecosystem partners, in addition to all internal stakeholders. The draft policy will be brought to Research and Scholarship Policy Committee for its input before being finalized.

2. Research Infosource Report 2021

The recently released [Research Infosource report](#) on Canadian universities notes several respects in which Brock University research has performed well relative to counterparts, including ranking first in its cohort for growth in corporate research funding over the past year, third in 20-year research publications growth, and fifth for growth in publications based on cross-sector collaborations.

3. Pivot research funding service

Brock University is renewing its subscription to [Pivot](#), a service that shares information about research funding opportunities from many sources. It can be tailored to reflect researchers' personal expertise and disciplines, and will send a regular email digest of available grants that fit a researcher's profile.

[APPENDIX: Commercialization Mandate Policy Framework]

T. Kenyon, Vice-President, Research

Commercialization Mandate Policy Framework

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INTRODUCTION

Ontario is home to world-class postsecondary institutes and research. Discoveries and innovations stemming from Ontario colleges and universities are helping to solve the pressing social, environmental and health challenges of our day; shaping our understanding of society and the cosmos; redefining industries; and creating new economic opportunities.

The Expert Panel on Intellectual Property was established Spring 2019 to help Ontario become more strategic in its approach to generating, protecting and commercializing intellectual property (IP), including IP that stems from postsecondary research. By various measures, Ontario is falling behind peer jurisdictions significantly on protecting IP and generating licensing revenue. For example, while Ontario is the only province in Canada with two cities in the top 100 global science and technology clusters, domestic output has been on a downward trend in recent years.¹

This continues to stand in our way when it comes to competing in the global intangibles economy, and is more important than ever as we seek to recover from the effects of the COVID-19 pandemic.

In July 2020, the government released the province's first **Intellectual Property Action Plan** – in response to the recommendations of the Expert Panel – to help bend this curve by strengthening our overall approach to commercialization of IP. One of the key pillars of the Intellectual Property Action Plan is a commitment to clarify the commercialization mandates of postsecondary institutions.

The other three commitments of the Intellectual Property Action Plan are:

- Strengthening IP literacy by developing standardized, digital basic and advanced IP education curriculums.
- Developing a governance framework for organizations supporting entrepreneurial and innovation activities, which incorporates IP considerations.
- Creating a centralized provincial resource to increase access to IP legal expertise and educational resources everywhere in the province.

In January 2022, government created Intellectual Property Ontario (IPON), a new agency that will provide sophisticated IP knowledge, advice and services to support Ontario innovators, researchers, businesses and entrepreneurs. IPON will help support the implementation of this Commercialization Mandate Policy Framework by providing support to colleges and universities – and their researchers – and preparing an annual report that summarizes the sector's progress in implementing the framework and improving commercialization outcomes.

1. Sources: WIPO Global Innovation Index, 2021; CIPO Annual Report 2020.

We know that maximizing the value of our homegrown IP is a shared commitment with the postsecondary sector. Clarifying the commercialization mandate will help everyone be more intentional in their focus on this important goal of ensuring that made-in-Ontario innovations benefit Ontarians.

This framework helps us achieve that commitment.

The Commercialization Mandate Policy Framework (Policy Framework) is comprised of:

1. Statement of Principles
2. Commercialization Policy
3. Annual Commercialization Plans
4. Reporting
5. Establishment of a Joint Working Group on Commercialization Metrics.

Implementation of this Policy Framework is intended to strengthen focus on the generation and management of IP and improve commercialization outcomes across campuses, while accounting for institutional diversity within the sector.

We recognize that no two institutions are alike. Similarly, successful commercialization outcomes may take many forms, from new company formation to engagement with established industry partners. Moreover, we acknowledge that each college and university is starting from different points in terms of areas of research/innovation strength, policy and program infrastructure and industry relationships. These differences will inform institutional pathways to commercialization and thus institutional implementation of this Policy Framework.

Other components of the Intellectual Property Action Plan – including the establishment of IPON – will provide important advice and support to innovators and entrepreneurs as they seek to unlock the full potential of their innovations.

To increase transparency in how we talk about and measure commercialization outcomes, IPON will establish a Joint Working Group on Commercialization Metrics as one of its first actions. The group will be chaired by IPON's CEO and will include representatives from the postsecondary sector, government and industry. It will collaborate on a set of common performance metrics, standards for institution-specific baselines and targets and a uniform approach to reporting.

1) STATEMENT OF PRINCIPLES

Commercialization is the process of taking an invention or scientific discovery (i.e., new technology or new or improved manufacturing process) to the market.²

The following five principles reflect government's recognition that we need to work together to a common purpose to improve the province's IP position, improving commercialization outcomes and realizing the benefits of publicly-funded research and innovation in a cooperative, accountable and sustainable manner.

1. A **shared commitment** to generate, commercialize and protect IP for the benefit of Ontario's economy and long-term competitiveness.
2. Focus on **continuous improvement** and **flexibility** to recognize different institutional approaches and strengths.
3. **Transparency** and **accountability** through annual reporting of progress, outcomes and impact, beginning in December 2022.
4. Recognition of the need to **continue to build institutional capacity** to commercialize innovation in Ontario, including using IPON's services and supports to strengthen capacity.
5. Success requires **collaboration** across the postsecondary sector and with the innovation ecosystem as a whole.

2) COMMERCIALIZATION POLICY

Each publicly-assisted university and college is to create and publicly post a Commercialization Policy by **April 29th, 2022** on its website.

The Commercialization Policy that each institution develops can and should be customized to its own context, while including the common elements set out below. The Commercialization Policy will act as a blueprint guiding each institution as it adopts or modifies its policies and practices to help improve commercialization outcomes.

It is expected that the Commercialization Policies will be fleshed out and strengthened over time as institutions grow in their capacity and experience.

The Commercialization Policy must include the following elements:

1. **A commitment to the management and protection of IP** in a manner that maximizes commercialization opportunities, protects Ontario interests and strengthens the Ontario economy.
2. **Defined roles and responsibilities** for relevant stakeholders within the institution to achieve that commitment.

2. Source: Expert Panel on Intellectual Property. Report: Intellectual Property in Ontario's Innovation Ecosystem (February 2020).

Note: Relevant stakeholders within the institution include, but are not limited to, staff, faculty, Technology Transfer Offices [TTOs], applied research offices, on-campus accelerators, researchers and students.

3. A commitment to **increase IP capacity** through programming and related activities including the provision of access to **IP Education and Awareness resources** for all relevant stakeholders within the institution.
4. An **invention disclosure policy** such that the Technology Transfer Office [TTO], or equivalent institutional body, is made aware of, and can provide advice regarding, IP protection and commercialization opportunities.
5. Guidance for relevant stakeholders regarding the commercialization of IP generated with the institution's resources in a manner that seeks to provide a **net benefit to Ontarians**. This could include advice regarding the prioritization of domestic industry partnerships, where possible, and support for the negotiation of global industry partnerships and/or licensing agreements.

Note: For the purpose of this Policy Framework, a "net benefit" refers to a net social and/or economic value generated for the people of Ontario, the Ontario economy and/or the Ontario innovation ecosystem.

6. Guidance for relevant stakeholders regarding **institutional engagement with the innovation ecosystem** (e.g., companies, incubators and accelerators, research institutes, market facilitators and intermediaries, etc.) to expand institutional capacity to achieve the goals of this Policy Framework.

The Ministry expects each institution to develop a Commercialization Policy in adherence to the Ministry's timeline, with each institution setting its own internal deadline for full implementation of all elements of the Commercialization Policy.

Note: The Ministry reserves the right to request that institutions provide a draft of the Commercialization Policy for Ministry review prior to public posting. Ministry review will be limited to ensuring that minimum requirements are met.

In the first year the expectation is that the Commercialization Policy will be publicly posted on the institution's website by **April 29th, 2022**.

In subsequent years, the Ministry expects that institutions will work toward full implementation of all elements of the Commercialization Policy on a phased-in basis. Progress will be documented in Annual Commercialization Plans.

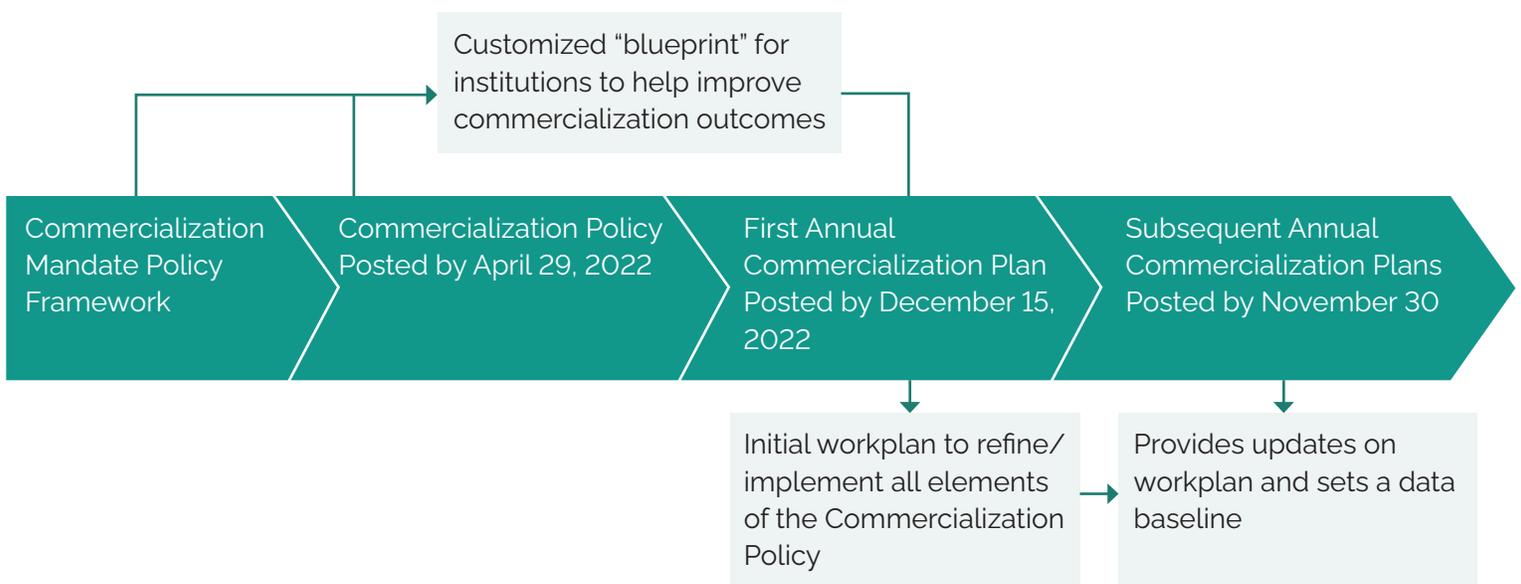
3) ANNUAL COMMERCIALIZATION PLANS

To demonstrate progress toward building institutional capacity to prioritize the protection and commercialization of IP (including modifying existing policies and practices, where necessary) and track commercialization outcomes, publicly-assisted universities and colleges are to develop and publicly post an Annual Commercialization Plan.

The institution's first Annual Commercialization Plan must be publicly posted by **December 15th, 2022** and will establish the institution's initial workplan to refine/implement all elements of its Commercialization Policy (with associated timelines and progress measures).

Starting with the second Annual Commercialization Plan, institutions must publicly post their plans by **November 30th** of each year and provide updates on the workplan. It is expected that these plans will also include baseline measures of commercialization outcomes as identified through the Joint Working Group on Commercialization Metrics.

Commercialization Mandate Policy Framework Reporting System Snapshot



The Annual Commercialization Plans will include the following elements:

1. **Timelines** to identify and incorporate additional information into the institution's Commercialization Policy (assuming not all elements will be finalized in the initial posting of the policy).
2. **A plan to address any misalignments or gaps** in capacity, incentive structures and/or other institutional policies, to foster the protection and commercialization of IP.
3. **Strategies and execution plan to prioritize institutional engagement** with Ontario- and Canadian-headquartered companies to provide a net benefit for Ontarians.

4. **Evidence of a plan for engagement with the new designated IP agency (IPON) and local organizations that support commercialization of IP** (e.g., Regional Innovation Centres, Ontario Centre of Innovation [OCI], local accelerators and incubators, etc.) to identify commercialization opportunities and to protect and manage IP intended for commercialization developed with the institution's resources.
5. **A plan for cross-institutional collaboration** to leverage strengths and address gaps in capacity to increase commercial benefit from IP generated with the institution's resources.
6. **Reporting on key performance metrics** to track progress toward improving commercialization outcomes across the sector.

It is expected that each Annual Commercialization Plan will provide (on a phased-in basis):

- **Progress metrics** to assess implementation of each institution's Commercialization Policy (e.g., #/% of commitments fully implemented; # of plans completed or updated; #/% of TTO staff accessing IP education/training).
- **Outcome metrics** focused on commercialization (e.g., number of patents filed and granted, number of licenses executed, licensing revenue, number of copyrights, number of start-ups established/supported, per cent of domestic industry partners). These outcome metrics will be the subject of consultation and refinement through the Joint Working Group.

4) REPORTING

Institutions are to publicly post their Commercialization Policy and Annual Commercialization Plans.

Once established, the new designated IP agency (IPON) will review and advise on Annual Commercialization Plans at the request of the Minister of Colleges and Universities and publish an annual report on overall sector progress in implementing commercialization policies and meeting commercialization metrics targets.

5) JOINT WORKING GROUP ON COMMERCIALIZATION METRICS

IPON will establish a Joint Working Group on Commercialization Metrics, with support from the Ministry. It will include representatives from the postsecondary sector, government and industry. It will be chaired by IPON's CEO and be tasked with:

- Identifying a set of common commercialization performance metrics;
- Establishing standards for institution-specific baselines and targets for commercialization metrics; and
- Developing standardized reporting templates and resources.

The metrics developed by the working group will be reported in each institution's Annual Commercialization Plans (on a phased-in basis). In co-developing these criteria, the Joint Working Group will play an important role in identifying appropriate metrics that capture the diversity of institutional approaches to supporting commercialization and that do not place an unreasonable burden on the sector.

CONCLUSION

Ontario's long-term economic competitiveness requires new policies and initiatives that prioritize the generation, protection and commercialization of IP. The government of Ontario recognizes this and has been implementing the Intellectual Property Action Plan for the benefit of Ontario researchers and entrepreneurs.

The Commercialization Mandate Policy Framework is the next step in the government's continued progress toward the implementation of the Intellectual Property Action Plan. In releasing this Policy Framework, the government has now fully actioned all four components of the plan.

By helping publicly-assisted colleges and universities clearly define their commercialization policy and develop annual plans to build institutional capacity, make progress and track outcomes, we will see an increase in commercialization outcomes across the province. In combination with the launch of new accessible IP tools and supports through IPON, as well as working together to develop a common set of metrics, we will strengthen our innovation ecosystem for the benefit of every Ontarian for generations to come.



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

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)

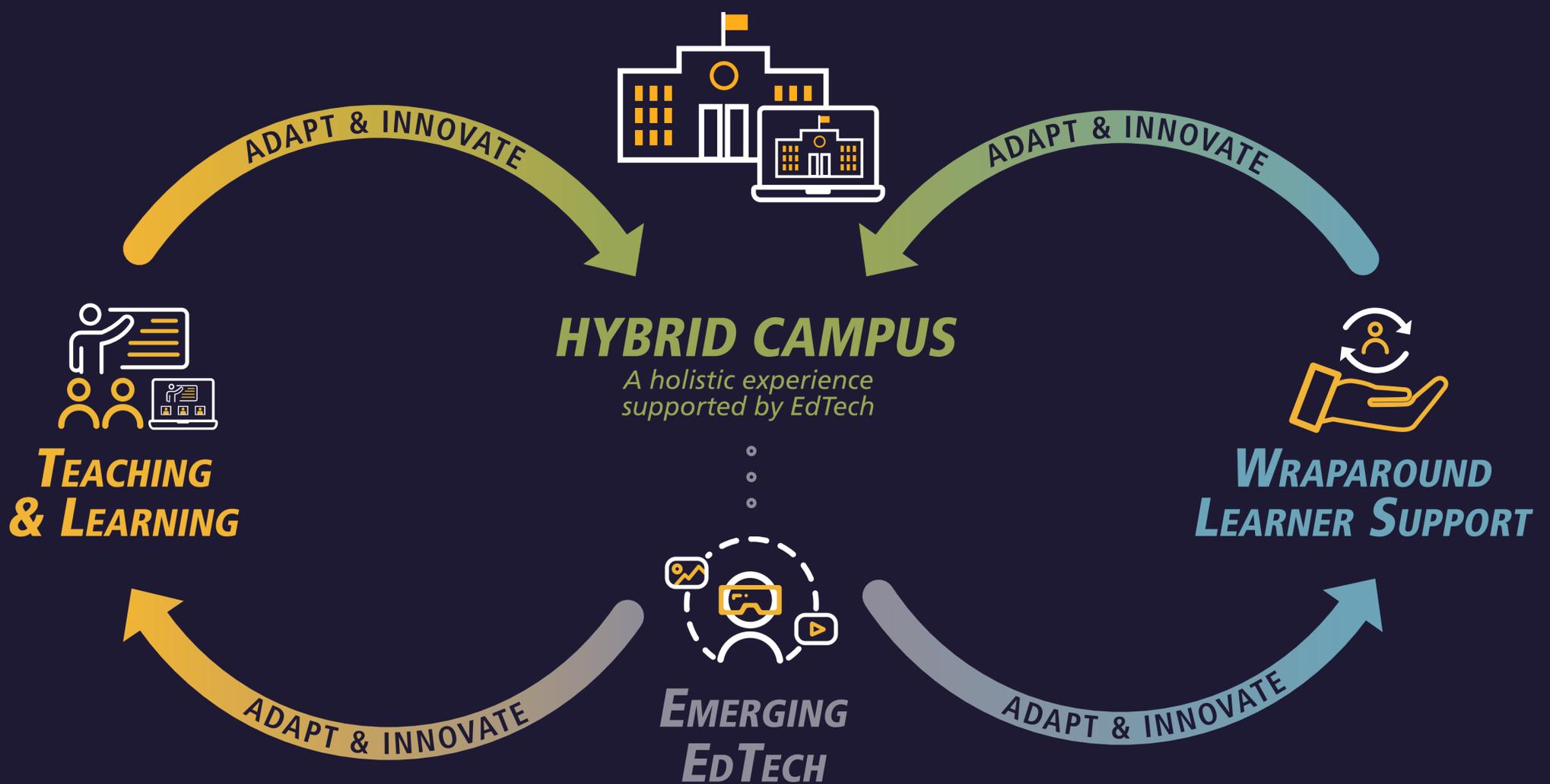
Both precedent and the university administration appear to tell us that the 22/23 AY will be a return to normal, following the current transitional year. However, some practices at the university may be difficult to return to pre-pandemic norms. For example, having taught on-line for many semesters, 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.

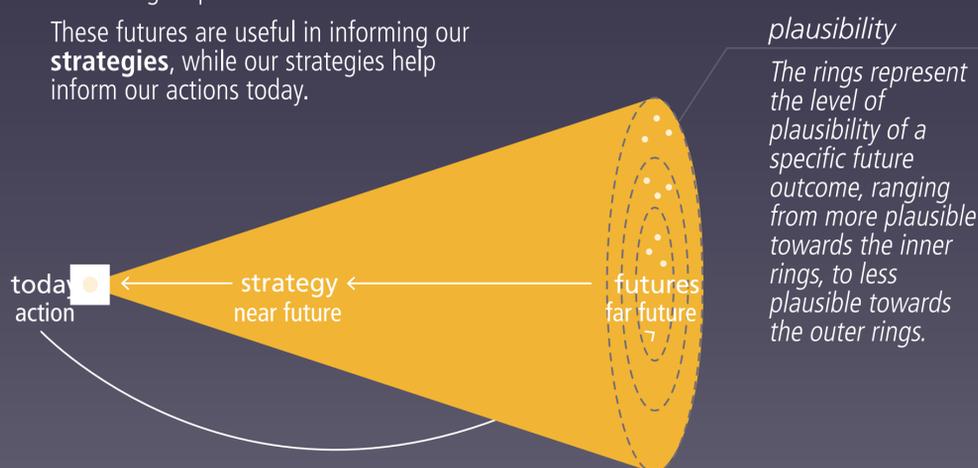
Why is Strategic Foresight *important* to Ontario postsecondary education?

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



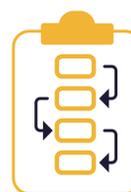
Conversation Guide

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...

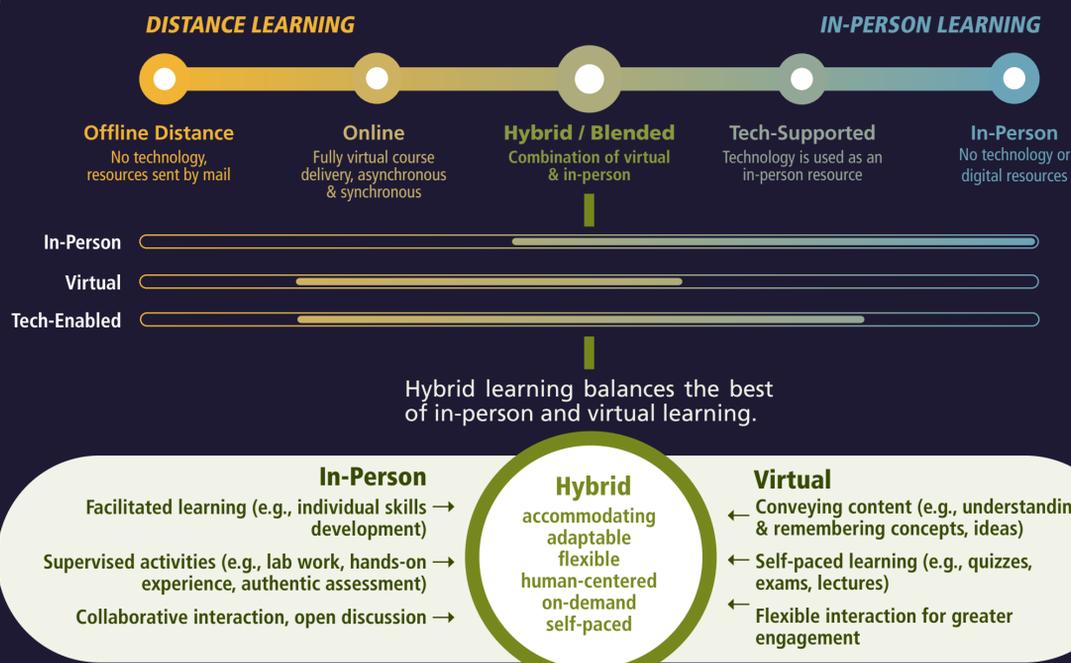
Postsecondary education experienced a significant shift as of March 2020. With the onset of the global pandemic, institutions across Ontario adapted to emergency remote teaching & learning by relying on digital technologies to bring in-person courses into a virtual space.

...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

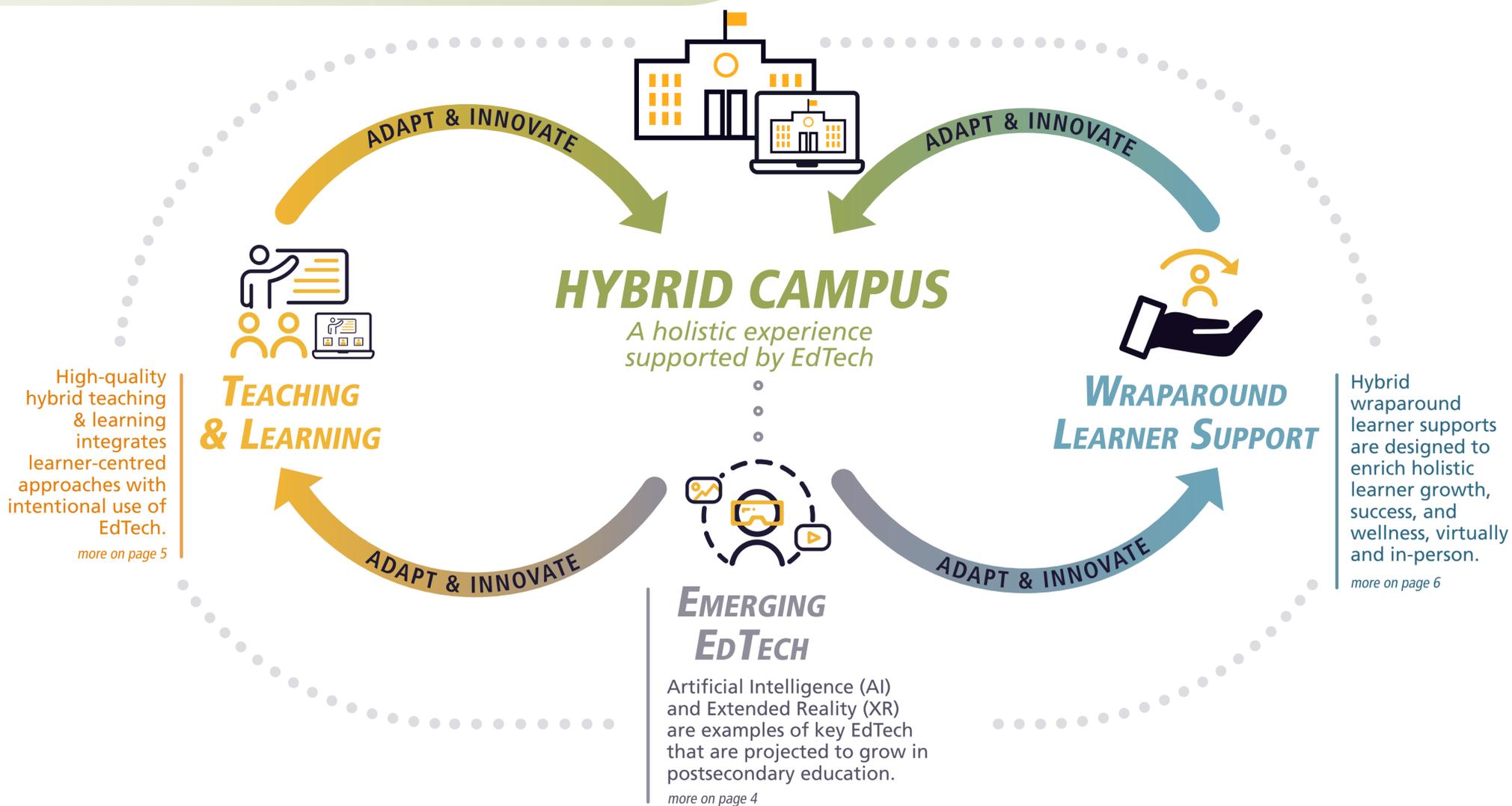
Building a hybrid campus is an iterative process of adaptation and innovation where EdTech enhances hybrid approaches to teaching & learning and wraparound learner supports (e.g., career preparation, community development, and co-curricular experiences). A vibrant hybrid campus provides holistic experiences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

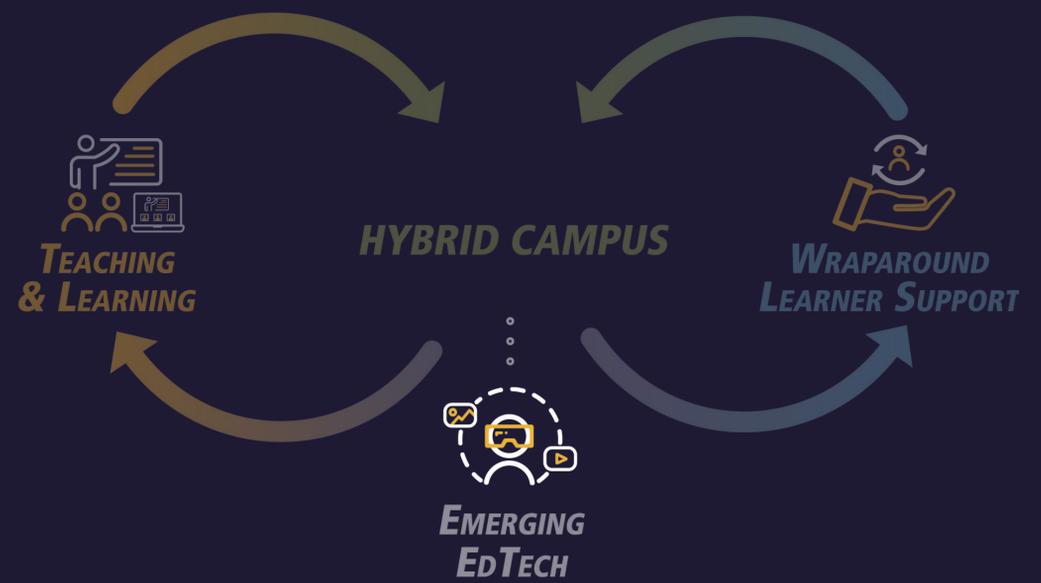
Emerging EdTech

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.

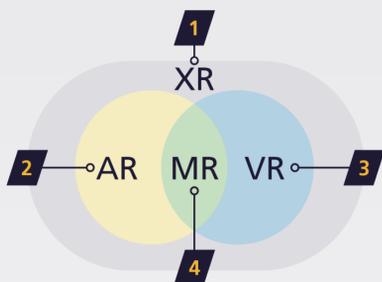
...and personalized.

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

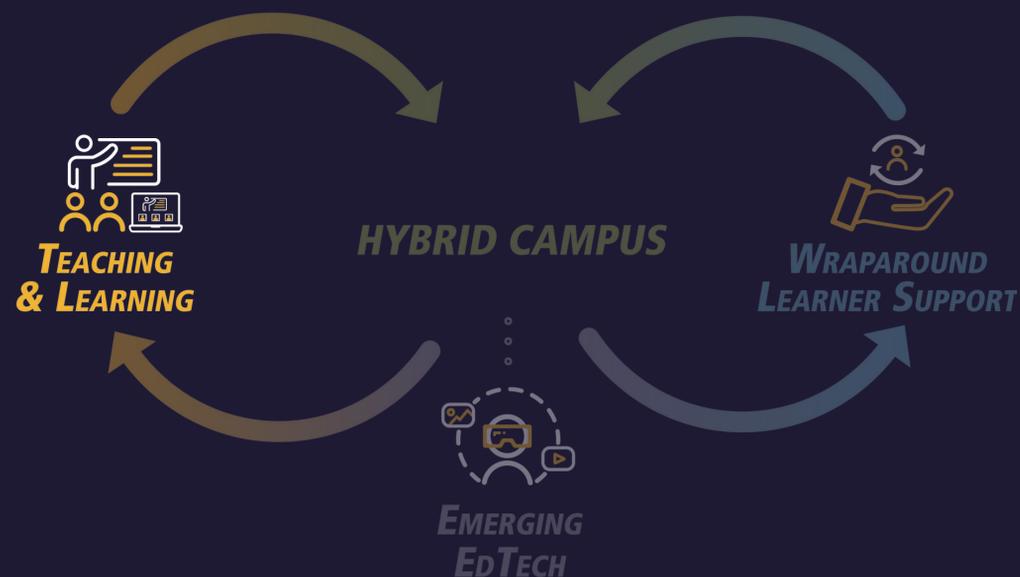
Teaching & Learning

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.

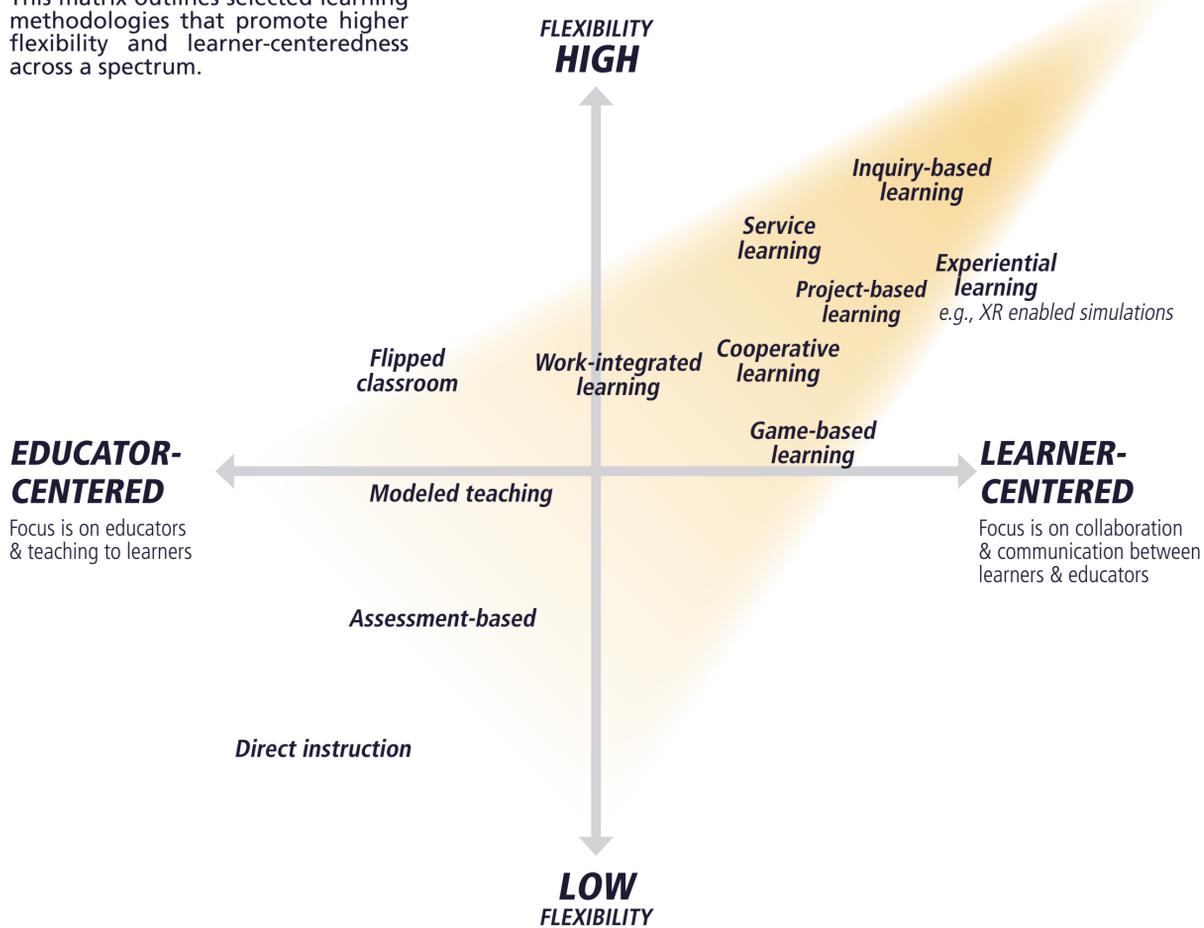
...& embraces variety.

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

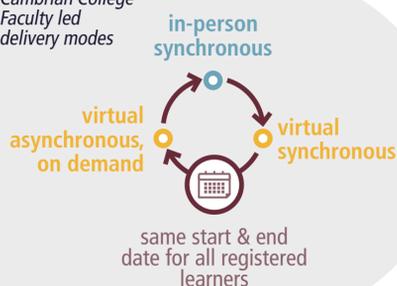
Consider the learners' journey for all three delivery modes.

Institutional support

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

[Link here](#) for more information.

Cambrian College Faculty led delivery modes



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.



"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

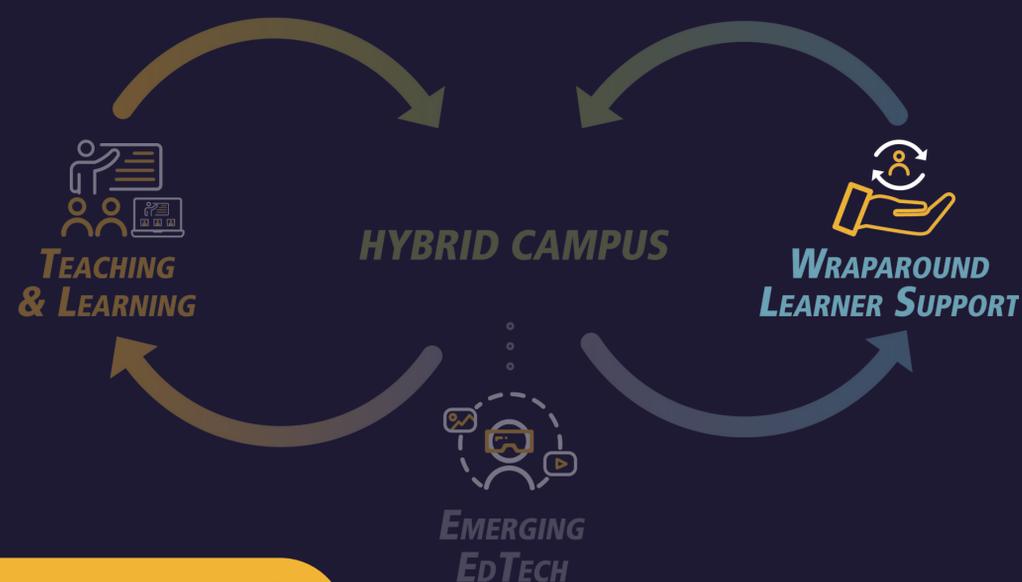
Wraparound Learner Support

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 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



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.](#)



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.

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.

References and Resources

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Wraparound Learner Support

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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





(Circulated Prior to Approval)

Senate

MINUTES OF MEETING #696 (2021-22)

SENATE

WEDNESDAY, JANUARY 19, 2022, 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, Anna Lathrop, Ingrid Makus, Carol Merriam, Hayley Myatt, Brian Power, Mark Robertson, Peter Tiidus, Lynn Wells, Thomas Winger

Elected Members: Senators Lynn Arner, Michael Ashton, Kate Bezanson, Michael Bidochka, Irene Blayer, Alison Braley-Rattai, Rosemary Condillac, Maureen Connolly, Jens Coorssen, Andrew Dane, Tim Dun, Joan Dundas, Fayez Elayan, Bareket Falk, Amy Friend, Arti Freeman, Dawn Good, 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

REGRETS: Senators Christene Carpenter-Cleland, Ria Choksi, Sheng Deng, James O'Brien, Michael Owen, Hilary Pearson, Camille Rutherford, Debbie Zimmerman

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. At the request of a Senator, consent agenda item 16.5 was lifted and will be considered following agenda item 9.

MOVED (Murphy/Condillac)

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 January 19, 2022 had been posted with the meeting materials.]

Senator Coorsen presented the Report of the Governance Committee

a) *Department of Classics Name Change*

MOVED (Coorsen/Merriam)

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.

Senator Coorsen referred members to the rationale for the motion as outlined in the Report.

CARRIED

5. Report of the Chair

[The Report of the Chair dated January 12, 2022 had been posted with the meeting.]

Senate received the Report of the Chair for information.

6. Report of the President and Vice-Chancellor

[The Report of the Interim President and Vice-Chancellor / Provost and Vice-President Academic dated January 19, 2022 had been posted with the meeting materials.]

Dr. Wells referred members to her Report and highlighted several matters for the information of Senate. Dr. Wells expanded on the plan for a phased return to campus starting January 31, 2022 as detailed in her recent message to the University on January 18, 2022. The Chair then opened the floor for questions and comments. The Chair recognized a non-Senator and current Brock University student who provided information on a petition signed by more than 130 students against the planned resumption of on-campus learning and expanded on the students' concerns regarding, but not limited to, health implications of gathering in classes.

A comprehensive discussion ensued during which Senators expressed their views to the Interim President regarding the planned reopening on January 31 and potential

alternative approaches that could be implemented. During the discussion, Dr. Wells received feedback regarding implications for both students and faculty, responded to questions raised, and expanded on the rationale for the reopening plan and the mitigation measures that will be in place to assist in providing protection against the spread of the new variant. Dr. Wells thanked Senators and guests for the input and feedback.

a) Academic Grading Under Disruption

MOVED (Wells/Krowchuk)

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.

In response to a concern raised regarding potential consequences of decisions made by students to replace numeric grades on their transcript with respect to future academic aspirations such as entrance into a graduate school or a professional program, the Registrar/Associate VP Enrolment Services expanded on the information provided to students to assist them with their decision to request an academic grade alternative.

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 January 11, 2022 had been posted with the meeting materials.]

The Vice-President, Research presented the Report and expanded on several items for the information of Senate. Of note, Dr. Kenyon was pleased to refer Senators to the Canada Research Chair appointments/reappointment as outlined in the Report.

9. Two Row Council

On behalf of the Two Row Council, Senator Mitchell provided an oral update on activities from the meeting held on January 11, 2022. Included in the update was information regarding the Council's development of a draft letter of support for the proposed Black Faculty Cluster hire, and a presentation provided to the Council by a graduate student regarding research on the decolonization of experiential education.

10. Planning, Priorities and Budget Advisory Committee

[The Report of the Planning, Priorities and Budget Advisory Committee dated January 12, 2022 had been posted with the meeting materials.]

The Chair noted that this item had been lifted from the consent portion of the Agenda. The Interim President and the Vice-President, Research clarified questions raised regarding certain information contained in the appended slide presentation related to draft mitigation measures to be considered and net historical budgets by leader.

11. Generative Discussion

[An introduction to the Generative Discussion “Campus of the Future and New Normal” dated January 12, 2022 had been posted with the meeting materials.]

Given time constraints, the Chair confirmed with Senate that there were no objections to defer consideration of the generative discussion to the next meeting of Senate on February 9, 2022.

12. Other Business - None

13. Adjournment

The meeting adjourned at 4:58 p.m.

CONSENT ITEMS

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

14. Minutes of Previous Meeting

[The Minutes of the 695th meeting of Senate held on December 15, 2021 had been posted with the meeting materials.]

The Minutes of the 695th meeting of Senate held on December 15, 2021 were approved by consent.

15. Report of the Academic Colleague - N/A

16. Report of the Actions of the Board of Trustees - N/A

17. Reports of Standing Committees

17.1 Academic Review Committee

[The Report of the Academic Review Committee dated January 10, 2022 had been posted with the meeting materials.]

Senate approved the following motions by consent:

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.

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

Science, be approved.

17.2 Graduate Studies Committee

[The Report of the Graduate Studies Committee dated January 19, 2022 had been posted with the meeting materials.]

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

17.3 Undergraduate Program Committee

[The Report of the Undergraduate Program Committee dated January 7, 2022 had been posted with the meeting materials.]

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

17.4 Undergraduate Student Affairs Committee

[The Report of the Undergraduate Student Affairs Committee dated December 17, 2021 had been posted with the meeting materials.]

Senate received the Report for information by consent.

17.5 Teaching and Learning Policy Committee

[The Report of the Teaching and Learning Policy Committee dated January 12, 2022 had been posted with the meeting materials.]

Senate received the Report for information by consent.



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

FROM: Professor Drew Dane
Chair, Senate Undergraduate Program Committee

DATE: February 1, 2022

REPORT TO SENATE 697, February 9, 2022

CONSENT ITEMS - FOR APPROVAL

MOVED (DANE/)

THAT Senate approve the revisions of the Department of Engineering 2022-2023 Undergraduate calendar as outlined in **Appendix 1**.

Submission Rationale: 2022-2023 proposed revisions to the Department of Engineering calendar submission. See **Appendix 1**.

MOVED (DANE/)

THAT Senate approve the revisions of COSC 2P03 to reflect revised course format as outlined in **Appendix 2**.

Submission Rationale: To reflect updated course format. See **Appendix 2**.

MOVED (DANE/)

THAT Senate approve the addition of a new program note in the Department of Nursing 2021-2022 undergraduate calendar as outlined in the submission. See **Appendix 3**.

Submission Rationale: Reminds students that they are subject to the requirements of the placement provider and informs students about data being collected by placement providers (This was as per suggestion by Brock Legal Counsel). See **Appendix 3**.

MOVED (DANE/)

THAT Senate approve the revision of BIOL 2Q04 course description in the 2022-2023 undergraduate calendar for approval as outlined in the submission. See **Appendix 4**.

Submission Rationale: The third year course will cover ecosystem ecology so the description for BIOL 2Q04 requires revision. See **Appendix 4**.

MOVED (DANE/)

THAT Senate approve the revision of SPAN 1F00, 1F90, 2P11, 2P19, 2P20, 3F80 in the 2022-2023 undergraduate calendar for approval as outlined in the submission. See **Appendix 5**.

Submission Rationale: This structured approach and redesigning of SPAN 1F00 responds to and assists with budgetary concerns as expressed by the Dean of Humanities as reflected in the corresponding word document. The remaining course revisions are updated to reflect format. See **Appendix 5**.

MOVED (DANE/)

THAT Senate approve the Concurrent Bachelor of Nursing/Master of Nursing (BNMN) 2022-2023 calendar entry as outlined in the report pending approval from the Senate Graduate Studies Committee. See **Appendix 6**.

Submission Rationale: The Concurrent Bachelor of Nursing/Master of Nursing (BNMN) program received Ministry approval and the calendar entry has been prepared for inclusion in the undergraduate and graduate calendar.

CONSENT ITEMS - FOR INFORMATION

1. At the January 18th, 2022 meeting the committee passed a motion to accept the developed form and process for the Program Viability Review process.

MOVED (Murphy/Harroun) to **APPROVE** the program viability report forms as developed by the Program Viability Subcommittee.

2. At the February 1st, 2022 meeting the committee reviewed and provided feedback on the Data Sciences and Analytics (DASA) draft calendar submission in anticipation of Ministry approval.
3. At the February 1st, 2022 meeting the committee reviewed the Terms of Reference and passed the following motion:

MOVED (Power/Lawrance)

THAT UPC **RECOMMEND** to the Governance Committee the amendment to the Undergraduate Program Committee Terms of Reference FHB II:9.9 as outlined below:

9.9 UNDERGRADUATE PROGRAM COMMITTEE

9.9.1 Terms of Reference

The Senate Undergraduate Program Committee oversees and makes recommendations on all undergraduate academic programs and policies relating thereto. In all areas in which it recommends, the Undergraduate Program Committee considers and pursues policy initiatives which will enhance the academic programs, well-being and reputation of the University.

The Senate Undergraduate Program Committee recommends regarding:

- a) the academic philosophy of Brock University in relation to the consideration of new undergraduate programs and the criteria for the evaluation of such programs, including consideration of the resource base they require;
- b) the establishment of undergraduate program priorities, and relationships between existing or proposed programs of study;

c) the introduction of new undergraduate departments, schools, colleges and/or institutes, and undergraduate program articulation agreements in accordance with FHB III:C.16; [Senate 683]

~~d. oversees, monitors and reports on~~ the Program Viability Review process at the undergraduate level in accordance with FHB III:C.15.1

d) the undergraduate course offerings proposed for any academic year; including identification of curricular changes leading to duplication;

e) changes in the Undergraduate Course Bank (including additions, deletions and changes in designation), changes in major or combined undergraduate major program requirements;

f) improvements in the format and organization of the Undergraduate Calendar;

g) plans for future academic development of the University; and

h) prepares, for Senate approval and for subsequent circulation to all faculty, an annual report summarizing the current and the long-term undergraduate academic policy of the University.

Academic Program Calendar Submission #2022-3198

Department/Centre: Engineering

Program(s): Engineering

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 section be added.**
- 2. General Information section be added.**
- 3. Program Notes be added - relocated from Physics calendar.**
- 4. Minor in Engineering Program Requirements be added - relocated from Physics calendar.**
- 5. ENGS courses be re-added to the calendar under Engineering - previously listed in Physics.**

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 Department**
- 2. new Department**
- 3. New Department - previously this information was listed under Physics calendar. Has been relocated to Department of Engineering.**
- 4. New Department - previously this information was listed under Physics calendar. Has been relocated to Department of Engineering.**
- 5. New Department - previously this information was listed under Physics calendar. Has been relocated to Department of Engineering.**

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.

Engineering

Chair

Beatrice M. Ombuki-Berman

Associate Professor

Shengrong Bu

Assistant Professors

Glaucio Carvalho, Jasneet Kaur

General Information

Administrative Assistant

Josie Zhao

905-688-5550, extension 3239

Cairns Buildings 517A

yzhao6@brocku.ca

Minor in Engineering Science

The Minor in Engineering Science is open to all registered undergraduate Brock students who have completed at least five credits in post-secondary education with a 70 percent average or higher. Students who transfer to Brock from another institution with at least five equivalent credits accepted by a departmental review will also be considered.

Students wishing to minor in Engineering Science are required to complete a change of major request (see Office of the Registrar).

The Minor in Engineering Science is a limited enrolment program. ENGS courses beyond the 100 level will be restricted to students accepted into the Minor.

Students wishing to obtain the minor must complete FMSC 1P00 if they do not otherwise have any previous MATH credit.

To complete a Minor in Engineering Science students must complete four full credits. Among the credits chosen, at least two credits must be from ENGS courses and at least two credits of the total must be from courses offered from the Faculty of Mathematics and Science.

Students must satisfy the following requirements with a minimum 70 percent average:

- ENGS 1P01
- At least one and one-half credits from ENGS 2P02, 3P12, 3P21, 3P22, 3P41, 3P42.
- At least one and one-half credits from APCO 1P00, 1P93, 2P11, BIOL 2Q04, 4P25, BTEC 2P09, CHEM 2P12, 2P42, 2P63, ENGS 3P12, 3P21, 3P22, GEOG 2P07, ERSC 2P61, 3P95, FMSC 1P00, MATH 1P05, 1P06, 1P20, 1P70, 1P98, 1F92, PHYS 1P21, 1P22, 2P02, 2P30.
- Remaining credits can be from ENSU 2P01, 2P02, ENTR 2P51, IASC 2P03, KINE 4P01.

For more information visit <http://www.physics.brocku.ca/>.

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.

ENGS 1P01

The Humanist Engineer

Engineering design and construction problems, solutions, and new challenges.

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.

ENGS 2P02

Invitational Education Theory for Engineers

Exploration of teaching, learning, and practice of engineering from the perspectives of Self, Others, Knowledge, Organizations and Societal Good.

On-line delivery.

Restriction: open to students in the Minor of Engineering Science.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

ENGS 3P12

Feeding the World: Restorative Engineering

Engineering techniques to protect and remediate the environment. Topics include site remediation (brownfields, agricultural land, greenhouse, fish treatment plant, etc.), ecosystem restoration, and waste management. Analysis of biocommodity production from the treatment of different waste streams through the concept of circular economy.

Seminar, laboratories, 5 hours per week.

Restriction: open to students in the Minor of Engineering Science.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

ENGS 3P21

Shaping the Future: New Automation

Human and non-human interactions, based on the notion of metaphorical software robots and artificial intelligence for processing transactions, managing data, triggering responses and communicating with digital systems.

Seminar, laboratories, 5 hours per week.

Restriction: open to students in the Minor of Engineering Science.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

ENGS 3P22

Shaping the Future: Energy Frontiers

Exploration of frontiers of energy generation and consumption, their intersections with industry, environment and society. Examination of energy demand and its determinants, energy usage effectiveness and efficiency, policy dimension of energy and climate change, and potential impacts on ecosystems.

Seminar, laboratories, 5 hours per week

Restriction: open to students in the Minor of Engineering Science.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

ENGS 3P41

Creating Healthy Communities: Human Mechanics

Invention of assistive devices for human augmentation (bionic technology, robotics and exoskeletons) to prolong and enhance lives. Assistive solutions for recovery from injury, improvement of sport mechanics, assistance for the elderly, and optimization of human performance for occupational workers.

Seminar, laboratories, 5 hours per week.

Restriction: open to students in the Minor of Engineering Science.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

ENGS 3P42

Creating Healthy Communities: Inclusive Cities

Smart cities and navigation of the urban environment. Adaptation to climate change, sustainable methods of transportation, reducing, reusing, and recycling waste, and making urban centers more compassionate. Consideration of local needs of St. Catharines and neighboring cities.

Seminar, laboratories, 5 hours per week.

Restriction: open to students in the Minor of Engineering Science.

Note: this 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 Tricia MacDonald on January 6, 2022 at 03:48:45 PM

Submitted by Beatrice Ombuki on January 6, 2022 at 03:50:29 PM

Submitted by Shyamal Bose on January 7, 2022 at 09:29:59 AM

Submitted by Tricia MacDonald on January 7, 2022 at 10:53:29 AM

Edited by Tricia MacDonald (on behalf of Tricia MacDonald) on January 7, 2022 at 03:34:07 PM
Minor in Engineering Science: formatting

Edited by Tricia MacDonald (on behalf of Tricia MacDonald) on January 7, 2022 at 03:35:10 PM
Program Notes: formatting

Edited by Tricia MacDonald (on behalf of Tricia MacDonald) on January 18, 2022 at 12:10:20 PM
Minor in Engineering Science: remove reference to program note as per UPC Jan 18, 2022.

CalendarRevisionSubmission

Form C-3 –CourseRevisions

Form C-3 is to be completed when there is a revision to a course in the course bank. One complete submission for each course. If multiple revisions are being made only one Consultation and Approval section required. Cross-listed course revisions are to be submitted by the home/primary Department/Centre and revisions will be matched in the cross-listed course.

Please upload a Word file with the details of the course revision where new additions are to be highlighted and deletion to have a ~~strike through~~.

Course code:

Crosslisting code(s):

Course title:

1. Proposal for this course revision:

2. Explanation for this course revision:

3. Is this course listed as a context credit (Dean approval required)?

No Yes, approval by the Dean has been received to revise the context credit and will be uploaded with this submission.

4. Is this course cross-listed?

No Yes, as the Primary/Home Department (financially responsible for the course) a Verification of Consultation form will be uploaded with this submission.

5. Does the revisions result in additional expenses to be borne by the student (e.g. field trip, materials fees, practicum fees, etc)?

No Yes, fees align with current Provincial Ministry guidelines/regulations. A description of the fees and intended proposal will be uploaded.

6. Does this revision affect program requirements in your department?

No Yes, a Calendar Submission - Form B- Calendar Revisions will also be uploaded.

7. Does this revision affect program requirements in other departments?

No Yes, a Verification of Consultation form will be uploaded with this submission.

8. Does this revision have any impact on future admission requirements to Brock?

No Yes, record of the approval from Academic Review Committee will be uploaded.

9. Will this revision result in the course being delivered on-line? Is this a new modality (i.e. formerly delivered face to face)?

No Yes, a ITS/CPI Support Form will be uploaded with this submission.

10. Does this course revision result from the splitting or joining of course(s) in the course bank?

No Yes (split) Yes (joined) Identify the course code(s) below:

11. Does this course revision result from the renumbering of another course?

No Yes Identify the course code below:

Consultation and Approvals

Academic Consultation and Results

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

IT/ET Consultation

Please upload a 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 upload a 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

Departmental Designate for Questions

Ext

Brock E-Mail Address

Chair (Print Name)

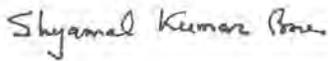


Chair (Signature)

Date

Shyamal Bose

Dean or Designate (Print Name)



Dean or Designate (Signature)

Date

Verification of Consultation

Does this proposed revision to the calendar impact another Faculty/ Department/ Centre?

No

Yes. Please complete the [Verification of Consultation form](#) and upload with submission.

COSC 2P03

Advanced Data Structures

Implementation and use of advanced data structures including trees, graphs, hash tables and advanced list structures, sorting and searching, recursion and traversals. Analysis of algorithms.

Lectures, 3 hours per week; ~~lab, 2 hours per week~~; tutorial, 1 hour per week.

Restriction: open to COSC (single or combined), BCB, CAST, CNET, GAMP and NEUR Neurocomputing stream majors.

Prerequisite(s): COSC 1P03 (minimum 60 percent), MATH 1P66 and 1P67.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Calendar Revision Submission

Form B - Program Changes

Form B to be completed when there is a revision to Officers of Instruction, General Information, Program Notes, and/or Program Requirements.

Upload a Word document that includes:

1. A detailed **Proposal** and **Explanation** of the proposed revision to the Program. Provide details if this program impacts other Departments or Admissions requirements.
2. If this is a *Major Modification*, upload verification of approval through ARC and Senate.
3. Provide the proposed revisions to the calendar by copying the existing web calendar content and **highlight** new additions and **strikethrough** deletions.

Program name:

Brief description of proposed revision(s):

Consultation and Approvals

Departmental Designate for Questions

Chair (Print Name)



Chair (Signature)

Dean or Designate(Print Name)



Dean or Designate (Signature)

Brock E-Mail

Date

Date

Verification of Consultation

Does this proposed revision to the calendar impact another Faculty/ Department/ Centre?

No

Yes. Please complete the [Verification of Consultation form](#) and upload with submission.

UPC Calendar Change Nursing

Proposal: Program Note 12 be added

Explanation: Reminds students that they are subject to the requirements of the placement provider and informs students about data being collected by placement providers (This was as per suggestion by Brock Legal Counsel)

Calendar Copy

Program Notes

1. In order to proceed to year 2 as a Nursing major, a student must pass all year 1 courses and achieve a minimum 65 percent overall average in year 1 courses. This will be determined at the end of the Winter term.
2. Failure to succeed in any two practicum courses will result in dismissal from the program.
3. Clinical courses are graded Pass/Fail.
4. It is the responsibility of all nursing students to adhere to the Nursing Department's Ethical and Professional Code of Conduct which is in conjunction with Brock University's Code of Student Conduct.
5. Students require current CPR (BCLS, Level C or HCP) certification and annual re-certification as well as N-95 mask fit testing every two years. Both certificates must be valid throughout the clinical placement and submitted to Synergy Employment Services Inc. by June 1 each year. Failure to comply with due date will result in student not being permitted to register in clinical courses for the current academic year. New incoming students are exempt from this deadline.
6. Proof of Immunizations is due prior to registration for clinical courses and must be submitted to Synergy Employment Services Inc. by June 1 each year. Failure to comply with due date will result in student not being permitted to register in clinical courses for current academic year. New incoming students have a deadline of the first day of Fall term. Immunization screening required: Measles, Mumps, Rubella; Varicella (Chicken Pox); Hepatitis B; Tetanus/Diphtheria/Pertussis; Tuberculosis. Annual TB Skin Testing is also required. Positive TB tests require chest Xrays every two years.

7. Police record check, with a vulnerable sector screening may be required by clinical agencies. It is the student's responsibility to ensure the process is complete - at their own expense. In some cases, the student may not be allowed to attend clinical if these requirements are not met.
8. Students have six years to complete degree requirements.
9. Students who have not registered for one nursing course in each calendar year will be removed from the program unless they have been granted a leave of absence by the Chair.
10. A student who has not successfully completed a clinical course for one year or longer will be required to pass a practical exam prior to registering for the next clinical course. The exam will be videotaped. The student will be charged a clinical skills exam fee. If the student fails the exam, the student must repeat a previous clinical course at the discretion of the Chair.
11. Students will not be permitted to register for clinical courses less than two weeks prior to the start of term.
12. Please note your placement provider now requires that any students or Faculty members coming on the placement provider's premise is either fully vaccinated or has an approved exemption. Students are required to follow the requirements of placement providers while on placement. To assist with the above requirement and help determine if you meet the eligibility criteria set by the placement provider, Brock will be tracking your COVID-19 information (including COVID-19 vaccine status and rapid antigen testing information) and may share your COVID-19 information with your placement provider. If you have any questions, please contact [insert Brock placement key contact]. Brock University protects your personal privacy. The personal information you provide as part of Brock's mandatory COVID-19 vaccination program (including the rapid antigen screening program) is collected under the authority of The Brock University Act, 1964, and in accordance with the Freedom of Information and Protection of Privacy Act ("FIPPA"). Please note that should your placement provider specifically require your COVID-19 vaccination status, further coordination and information may be requested from you.
- ~~12.~~ 13. In order to progress to NUSC 4F96 and NUSC 4F98 a student must have completed all other nursing program requirements.

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.

CalendarRevisionSubmission

Form C-3 –CourseRevisions

Form C-3 is to be completed when there is a revision to a course in the course bank. One complete submission for each course. If multiple revisions are being made only one Consultation and Approval section required. Cross-listed course revisions are to be submitted by the home/primary Department/Centre and revisions will be matched in the cross-listed course.!

Please upload a Word file with the details of the course revision where new additions are to be and deletion to have a ~~strike through~~.

Course code: Crosslisting code(s):

Course title:

1. Proposal for this course revision:

2. Explanation for this course revision:

3. Is this course listed as a context credit (Dean approval required)?

- No Yes, approval by the Dean has been received to revise the context credit and will be uploaded with this submission.

4. Is this course cross-listed?

- No Yes, as the Primary/Home Department (financially responsible for the course) a Verification of Consultation form will be uploaded with this submission.

5. Does the revisions result in additional expenses to be borne by the student (e.g. field trip, materials fees, practicum fees, etc)?

- No Yes, fees align with current Provincial Ministry guidelines/regulations. A description of the fees and intended proposal will be uploaded.

6. Does this revision affect program requirements in your department?

- No Yes, a Calendar Submission - Form B- Calendar Revisions will also be uploaded.

7. Does this revision affect program requirements in other departments?

- No Yes, a Verification of Consultation form will be uploaded with this submission.

8. Does this revision have any impact on future admission requirements to Brock?

- No Yes, record of the approval from Academic Review Committee will be uploaded.

9. Will this revision result in the course being delivered on-line? Is this a new modality (i.e. formerly delivered face to face)?

- No Yes, a ITS/CPI Support Form will be uploaded with this submission.

10. Does this course revision result from the splitting or joining of course(s) in the course bank?

- No Yes (split) Yes (joined) Identify the course code(s) below:

11. Does this course revision result from the renumbering of another course?

- No Yes Identify the course code below:

Consultation and Approvals

Academic Consultation and Results

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

IT/ET Consultation

Please upload a 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 upload a 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

Departmental Designate for Questions

Ext

Brock E-Mail Address

Jeff Stuart

Chair (Print Name)



Chair (Signature)

January 19, 2022

Date

Shyamal Bose

Dean or Designate (Print Name)



Dean or Designate (Signature)

January 19, 2022

Date

Verification of Consultation

Does this proposed revision to the calendar impact another Faculty/ Department/ Centre?

No

Yes. Please complete the [Verification of Consultation form](#) and upload with submission.

BIOL 2Q04
Principles of Ecology

Ecological processes at the population, community and ecosystem levels of biological organization; Core principles of ecology including the planet and its climate, environmental processes, mathematical models of population growth, predation, disease, and competition; factors influencing community structure and energy flow, behavioural and evolutionary ecology, landscapes, biodiversity and ecosystems.

Lectures, 3 hours per week; lab, 3 hours per week.

Restriction: students must have a minimum of 3.0 overall credits.

Prerequisite(s): [BIOL 1P91](#), [1P92](#) (1F90) and [BIOL 1P96](#).

Note: materials fee required. [MATH/STAT 1F92](#) or [MATH/STAT 1P98](#) may be taken in place of [BIOL 1P96](#) (with 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.

Calendar Revision Submission

Form C-3 – Course Revisions

Form C-3 is to be completed when there is a revision to a course in the course bank. One complete submission for each course. If multiple revisions are being made only one Consultation and Approval section required. Cross-listed course revisions are to be submitted by the home/primary Department/Centre and revisions will be matched in the cross-listed course.!

Please upload a Word file with the details of the course revision where new additions are to be and deletion to have a ~~strike through~~.

Course code: Crosslisting code(s):

Course title:

1. Proposal for this course revision:

2. Explanation for this course revision:

3. Is this course listed as a context credit (Dean approval required)?

- No Yes, approval by the Dean has been received to revise the context credit and will be uploaded with this submission.

4. Is this course cross-listed?

- No Yes, as the Primary/Home Department (financially responsible for the course) a Verification of Consultation form will be uploaded with this submission.

5. Does the revisions result in additional expenses to be borne by the student (e.g. field trip, materials fees, practicum fees, etc)?

- No Yes, fees align with current Provincial Ministry guidelines/regulations. A description of the fees and intended proposal will be uploaded.

6. Does this revision affect program requirements in your department?

- No Yes, a Calendar Submission - Form B- Calendar Revisions will also be uploaded.

7. Does this revision affect program requirements in other departments?

- No Yes, a Verification of Consultation form will be uploaded with this submission.

8. Does this revision have any impact on future admission requirements to Brock?

- No Yes, record of the approval from Academic Review Committee will be uploaded.

9. Will this revision result in the course being delivered on-line? Is this a new modality (i.e. formerly delivered face to face)?

- No Yes, a ITS/CPI Support Form will be uploaded with this submission.

10. Does this course revision result from the splitting or joining of course(s) in the course bank?

- No Yes (split) Yes (joined) Identify the course code(s) below:

11. Does this course revision result from the renumbering of another course?

- No Yes Identify the course code below:

Consultation and Approvals

Academic Consultation and Results

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

IT/ET Consultation

Please upload a 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

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Approvals

Violetta Clitheroe

Departmental Designate for Questions

Ext

moderns@brocku.ca

Brock E-Mail Address

RENÉE-CLAUDE BREITENSTEIN

Chair (Print Name)

R. Breitenstein

Chair (Signature)

25 January 2022

Date

Neta Gordon

Dean or Designate (Print Name)

Dean or Designate (Signature)

25 January 2022

Date

Verification of Consultation

Does this proposed revision to the calendar impact another Faculty/ Department/ Centre?



No



Yes. Please complete the [Verification of Consultation form](#) and upload with submission.

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~~ 2 hours lecture, in addition to 1 hour asynchronous online component.

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.

Rationale: This structured approach and redesigning of SPAN 1F00 responds to and assists with budgetary concerns as expressed by the Dean of Humanities.

CalendarRevisionSubmission

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Note: ~~Edit clerical error to include "may be offered as a blended format"~~.

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Consultation and Approvals

Academic Consultation and Results

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Approvals

Violetta Clitheroe

Departmental Designate for Questions

Ext

moderns@brocku.ca

Brock E-Mail Address

RENÉE-CLAUDE BREITENSTEIN

Chair (Print Name)

R. Breitenstein

Chair (Signature)

25 January 2022

Date

Neta Gordon

Dean or Designate (Print Name)

Dean or Designate (Signature)

25 January 2022

Date

Verification of Consultation

Does this proposed revision to the calendar impact another Faculty/ Department/ Centre?

No

Yes. Please complete the [Verification of Consultation form](#) and upload with submission.

MLLC CURRICULUM COMMITTEE – JANUARY 2022

**TO BE SUBMITTED TO Tricia MacDonald,
(Coordinator, Curriculum Management, Policy & Outreach
Brock University | Office of the Registrar
Ug Calendar <ugcalendar@brocku.ca>
FOR INCLUSION IN UNDERGRADUATE CALENDAR 2022-2023**

The following changes, proposed in the APC submission by the HLAS Section for the Undergraduate Academic Calendar 2021-2022, were approved by MLLC. However, a clerical error seems to have occurred when the “pandemic note” was added to all courses, and the changes (highlighted in yellow below) were omitted. Please have these HLAS courses appear with their original course description for the Calendar entry 2022-2023, as follows:

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: 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 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. **Offered online.** 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: **may be 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.

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: **may be 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. Experiential opportunities and Community Service Learning component for interested students.

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: **may be offered as a blended format**. 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.

Concurrent Bachelor of Nursing / Master of Nursing

Dean

Peter Tiidus
Faculty of Applied Health Sciences

Associate Dean, Research and Graduate Studies

Deborah O'Leary
Faculty of Applied Health Sciences

Associate Dean, Teaching and Undergraduate Studies

Kirsty Spence,
Faculty of Applied Health Sciences

Chair

Karyn Taplay

Professors

Lynn McCleary, Dawn Prentice

Associate Professors

Joanne Crawford, Jane Moore, Sheila O'Keefe-McCarthy, Zaida Rahaman, Jenn Salfi, Karyn Taplay

Assistant Professor

Farhana Madhani, Elizabeth Orr, Connie Schumacher, Vanessa Silva e Silva

Nursing Clinical Co-ordinator

Sandra Micsinszki

Nursing Simulation Lab

Shelley Wills, Kerry Shoalts, Melissa Knoops, Rebecca Larocca, Kristina Hunter, Katie Roebuck

Adjunct Professors

Joyce Engel, Lynn Rempel

Academic Advisor

Tammy Woodhouse-Gilby
Jackie Bean

Graduate Program Director

TBC

Administrative Assistant

Jennifer Ritchie
Caron Staff
905-688-5550, extension 4660
East Academic 303
brocku.ca/nursing

Program Description

This full-time, May-start program runs over five continuous terms and includes 20 mandatory courses. The integration of relational, research, and practice skills and knowledge equips graduates of this program to lead in the translation and integration of research into front line practice to positively influence health and healing and thoughtfully impact processes and policies that affect care.

The objectives of the program are: a) to foster students' ability to do high quality, scientifically rigorous research in their discipline; b) to expand their understanding of concepts, theories and practices in their discipline such that they can successfully advance to doctoral studies; c) to provide the knowledge base and skills to analyze and evaluate programs, policies, environmental issues, and organizational structures related to applied health sciences; d) to enhance students' abilities to apply and disseminate new knowledge and practices to colleagues, practitioners, policy makers/analysts, and other professionals in applied health sciences.

Terms are clustered into three undergraduate and two graduate terms which include lectures, seminars, technology assisted instruction and learning, skills labs, simulation, and clinical practica. Students are normally expected to successfully complete the program within four years of first registration in a course.

In terms 1 to 4, students will have the advantage of both blocked (continuous) clinical experiences as well as non-blocked experiences that occur concurrently with classroom learning. Non-blocked clinical may occur over weekdays, weekends, or evenings; blocked clinical will occur over various shifts at the end of each term. In term 5, students will be in practice areas continuously for the duration of the term.

Upon completion of the program, graduates will be prepared to achieve the entry to practice competencies for registered nurses, as identified by the College of Nurses of Ontario (CNO), and will be able to write the National Council Licensure Examination RN (NCLEX-RN) and jurisprudence exams, which are required for licensure as a registered nurse.

The BN/MN program adheres to ethics and other practice standards established by the College of Nurses of Ontario. Students whose behaviour is unprofessional, or whose performance jeopardizes the safety of patients or others may be asked to leave the lab or clinical areas immediately and may receive a failing grade in that course. Students who receive a failing grade in more than one course with a clinical or lab component will be asked to withdraw from the program.

Program Notes

- 1. Admission to part-time study is not available.*
- 2. Admission to the BN/MN program is not available for the four-year collaborative nursing degree students at Brock.*
- 3. Qualified Indigenous applicants will be given priority in admission.*
- 4. An admission interview may be required.*
- 5. Students are advised to consult the Undergraduate calendar for Academic Regulations and University Policies for all 400 level courses.*
- 6. Students are advised to consult the Graduate calendar for Academic Regulations and University Policies for all 500 level courses.*
- 7. A degree cannot be awarded unless all courses in the program are successfully completed.*

8. Please note your placement provider now requires that any students or Faculty members coming on the placement provider's premise is either fully vaccinated or has an approved exemption. Students are required to follow the requirements of placement providers while on placement. To assist with the above requirement and help determine if you meet the eligibility criteria set by the placement provider, Brock will be tracking your COVID-19 information (including COVID-19 vaccine status and rapid antigen testing information) and may share your COVID-19 information with your placement provider. If you have any questions, please contact nursing@brocku.ca. Brock University protects your personal privacy. The personal information you provide as part of Brock's mandatory COVID-19 vaccination program (including the rapid antigen screening program) is collected under the authority of The Brock University Act, 1964, and in accordance with the Freedom of Information and Protection of Privacy Act ("FIPPA"). Please note that should your placement provider specifically require your COVID-19 vaccination status, further coordination and information may be requested from you.

Admission Requirements

Successful completion of a non-nursing Honours Bachelor degree from an accredited university, or equivalent, with a minimum average of 75% in the last two years of study. Applicants should have 80% (grade B) or higher in the following courses:

- Introductory psychology (full course equivalent)
- Developmental psychology (half course equivalent)
- Anatomy and Physiology (full course equivalent)
- Microbiology (half course equivalent)
- Statistics course (half course equivalent)
- Research methods course (half course equivalent).

Applicants who have existing graduate preparation will need to provide evidence of meeting the specific course requirements and the minimum undergraduate grade requirements for admission.

For students who are required to provide proof of English Language Proficiency, a IELTS score of 7.0 (with no section under 6.5) or equivalent score on other tests of ELP accepted by Brock University is required. For full listing of accepted tests see: brocku.ca/nextstep/international-students/english-language-proficiency/.

Admission to part-time study is not available.

Degree Requirements

Basic degree requirements include the successful completion of 20 required courses (18.5 credits) over five continuous terms. Terms are clustered into three undergraduate terms with 13 required courses (11 total credits) and two graduate terms with seven required courses (7.5 total credits).

Term 1

- NURS 4L01, 4P02, 4P07, 4P15 and 4P20

Term 2

- NURS 4L03, 4P08, 4P16, and 4P21

Term 3

- NURS 4L04, 4P09, 4P17 and 4P22

Term 4

- NURS 5L05, 5P18 and 5P23
- AHSC 5P10

Term 5

- NURS 5L07, 5D19 and 5P24

Students must normally complete all courses in one term to progress to courses in the next term, except by permission of the Graduate Program Director. Students must achieve a minimum of a B grade in all courses and complete all assessments in a course. In courses that include lab and clinical components, students must achieve a PASS to receive a grade in the course.

Students are responsible for ensuring that they are aware of all requirements for clinical practica prior to clinical experiences to avoid start delays or possible de-registration in courses that include lab and clinical components. These requirements include:

- CPR (level C or BCLS) certification is valid throughout the program. Note that re-certification is required annually.
- N-95 mask fit testing. Note that mask fit testing is valid for two years and must be renewed as necessary.
- Proof of immunization for measles, mumps, rubella, varicella (chicken pox), hepatitis B, tetanus/diphtheria/pertussis, tuberculosis, COVID-19. Annual TB skin testing is also required. If TB skin testing occurs, students will require chest x rays every two years.
- CPR certification, N-95 mask fit testing certification records, and immunization records are to be submitted to Synergy Employment Inc. at least two months prior to the commencement of Term 1.
- Recent police record check and vulnerable sector screening, at the student's expense. This can take several weeks, so students are advised to begin this process early.

Course Descriptions

NURS 4LO1

Nursing Foundations: Care of Adults and Older Adults

Introduction to person-centred care of adults and older adults within Canadian contexts of primary health care, provincial nursing standards and guidelines, and indigenous health. Introduction to Kantian ethics and bioethics, current nursing evidences, and common nursing interventions. Includes intensive lab practice in all basic technical skills as well as clinical practice in medical-surgical settings.

Lectures, 3 hours per week

Lab, 44 hours (Weeks 1-3)

Clinical, 16 hours per week for 9 weeks (2 days/week); 32 hours per week (4 days/week) -until end of term (weeks 14-16).

Note: Clinical times include days/evenings/weekends.

Restrictions: Open only to students admitted to the BN/MN program

NURS 4P02

Nursing Foundations: Assessment of Adults and Older Adults

Introduction to all basic assessment skills, health and social history interviewing, systems and medications review, lab and other diagnostic assessments, diversity, cultural safety, learning readiness, and nursing practice standards and guidelines. Emphasis is on assessment with older adults and adults.

Lectures, labs, 3 hours per week

Restrictions: Open only to students admitted to the BN/MN program

NURS 4L03

Nursing Foundations: Care of Families and Communities

Nursing of families in various stages of development and transition within the context of community, with particular attention to environment, and impacts of globalization. Includes extensive lab practice with technical and assessment skills involving infants, children, pregnant and laboring women, and families and assessment of communities. Includes exploration of utilitarian ethics in health care decisions and advocacy skills. Practice includes both community and institutional settings.

Lectures, 3 hours per week

Lab, 44 hours (weeks 1-3)

Clinical, 16 hours per week for 8 weeks (2 days/week); 32 hours per week (4 days/week) until end of term.

Note: Clinical times include days/evenings/weekends.

Prerequisite: Successful completion of all Term 1 courses

Restrictions: Open only to students admitted to the BN/MN program

NURS 4L04

Nursing Foundations: Care of Persons with Chronic Health Concerns

Concepts of care for persons experiencing chronic and mental health concerns. Includes extensive lab practice in assessment skills related to mental health and chronicity and in interventions related to persons with chronic and mental health issues. Clinical practice includes settings that emphasize mental health and chronicity.

Lectures, 3 hours per week

Lab, 44 hours (weeks 1-3)

Clinical, 16 hours per week for 8 weeks (2 days/week); 32 hours per week until end of term.

Note: Clinical times include days/evenings/weekends.

Prerequisite: Successful completion of all Term 2 courses

Restrictions: Open only to students admitted to the BN/MN program

NURS 4P07

Pathophysiology and Therapeutics: Common Health Disorders

Introduction to common acute health conditions that affect adults and older adults. Includes discussion of related diagnostic tests, therapeutic interventions, pharmacotherapeutics, informatics, impacts of environment and globalization on disease, and relevant health education and promotion.

Lectures, 3 hours per week

Restrictions: Open only to students admitted to the BN/MN program

NURS 4P08

Pathophysiology and Therapeutics: Health Concerns of Families and Communities

Introduction to common health conditions across the lifespan, with an emphasis on infants, children, adolescents, and women, as well as on disorders and disease prevention at a community or population and global levels. Includes discussion of related diagnostic tests, pharmacologic and other therapeutic interventions, related health education and promotion, and cultural interpretations and competence.

Lectures, 3 hours per week

Restrictions: Open only to students admitted to the BN/MN program

NURS 4P09

Pathophysiology and Therapeutics: Mental Health Disorders

Study of mental health disorders across the lifespan with respect to psychopathology, psychopharmacology, and specific interventions. Includes exploration of interactions between mental health and other disorders, especially those considered to be chronic, marginalization, social justice, and health education and promotion.

Lectures, 3 hours per week

Restrictions: Open only to students admitted to the BN/MN program

NURS 4P15

Relational Care and Leadership: Basic Relational Skills

Introduction to basic skills and strategies in interpersonal communication, including recognition of bias, racism, cultural variations, giving and receiving feedback, and communication with members of intraprofessional and interprofessional teams.

Lectures, 3 hours per week

Restrictions: Open only to students admitted to the BN/MN program

NURS 4P16

Relational Care and Leadership: Promoting Change and Health

Examination of theory and strategies related to teaching and learning, motivational interviewing, coaching, and change within therapeutic and leadership contexts. Explores ways to adapt the message to the audience.

Lectures, 3 hours per week

Restrictions: Open only to students admitted to the BN/MN program

NURS 4P17

Relational Care and Leadership: Working with and Leading Groups

Explores and applies skills and knowledge related to working with and leading therapeutic and work groups. Special emphasis on working within interpersonal, intraprofessional, interprofessional, and intersectoral teams; influencing decisions; managing conflict; and negotiation.

Lectures, 3 hours per week

Restrictions: Open only to students admitted to the BN/MN program

NURS 4P20

Critical Analysis of Evidence for Nursing Practice

Course introduces students to library search strategies, critical analysis, and literature review methodologies. Students will select a nursing topic of interest for ongoing research development in program.

Lectures, 3 hours per week

Restrictions: Open only to students admitted to the BN/MN program

NURS 4P21

Epidemiology in Nursing and Health Care

Introduction to fundamental methodological principles of epidemiology and the place of epidemiology in nursing, disease prevention, and population health within Canadian and global contexts.

Lectures, 3 hours per week

Restrictions: Open only to students admitted to the BN/MN program

NURS 4P22

Qualitative Inquiry and Analysis

Exploration of the theoretical and philosophical bases of qualitative and interpretative inquiry as well as qualitative research designs, methods of data collection and data analysis and interpretation and rigour. Includes introduction to the use of computer software management and presentation of qualitative data.

Lectures, 3 hours per week

Restrictions: Open only to students admitted to the BN/MN program

NURS 5L05

Advancing Nursing Practice: Care of Patients Experiencing Emergent and Critical Illnesses

Care of persons experiencing complex health challenges, in a variety of settings, with an emphasis on those who experience critical or emergent illnesses and end of life decisions and on structures and policies that influence complex decisions. Extensive lab practice includes telemetry and disaster planning exercises.

Lectures, 3 hours per week

Lab, 44 hours (weeks 1-3)

Clinical, 16 hours per week for 8 weeks (2 days/week); 32 hours per week (4 days/week) until end of term

Note: Clinical times include days/evenings/weekends.

Restrictions: Open only to students admitted to the BN/MN program

NURS 5L07

Preparation for Graduate Practice

Extensive clinical experience with a registered nurse preceptor.

Preceptorship hours, 7 weeks for an average of 35 hours/week (245 hours total)

Note: Clinical times include days/evenings/weekends. May involve out of region placement.

Prerequisite: Successful completion of all Term 4 courses.

Restrictions: Open only to students admitted to the BN/MN program

NURS 5P18

Relational Care and Leadership: Understanding the Context

Introduction to funding, economics, policy development, quality improvement, human resource issues, leadership, community development, and advocacy within the context of the Canadian federal and provincial institutional and community health systems and impacts of globalization on health care decisions.

Lectures, 3 hours per week

Restrictions: Open only to students admitted to the BN/MN program

NURS 5D19

Practice of Relational Leadership and Management

Preceptored experience with a health care leader. Emphasis on applying relational leadership concepts and skills in a variety of settings.

Lab, 40 hours

Preceptorship, 96 hours

Prerequisite: Successful completion of NURS 5L07

Restrictions: Open only to students admitted to the BN/MN program

Note: Students must have an overall average of 70 percent before taking this course.

NURS 5P23

Applied Research

Research development and planning with an emphasis on application of research understanding and skills to a practical issue or problem in nursing practice.

Lectures, 3 hours per week

Restrictions: Open only to students admitted to the BN/MN program

NURS 5P24

Translating Research into Practice

Explores strategies to disseminate evidence into practice settings, with an emphasis on how a research project is conducted and implemented in a clinical setting and how research is applied to enhance nursing patient care, quality improvement, advocacy, and change at local and systems levels.

Lectures, 3 hours per week

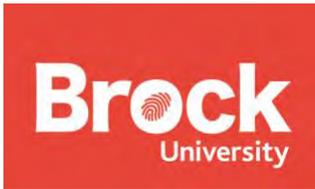
Restrictions: Open only to students admitted to the BN/MN program

#AHSC 5P10

Basis of Nursing Practice and Inquiry

An inquiry into the philosophical, historical, ethical and theoretical foundations of nursing knowledge that influence nursing. Critical analysis of various concepts, theories, paradigms and metaparadigms that influence nursing will also be emphasized.

Lectures, 3 hours per week.



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

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

DATE: February 1, 2022

REPORT TO SENATE 697, February 9, 2022

ACTION ITEMS (N/A)

DISCUSSION ITEMS (N/A)

CONSENT ITEMS - FOR APPROVAL (N/A)

CONSENT ITEMS - FOR INFORMATION

1. Statement of Intent for New Program: Bachelor of Therapeutic Recreation

ARC has approved a Statement of Intent for a Bachelor of Therapeutic Recreation program, to be offered by the Department of Recreation and Leisure Studies (see Appendix A). The proponents for the program have been invited to move to the next step and prepare a Program Proposal Brief.



Statement of Intent for a New Program

Proponent's Contact Information	
New Program Name (degree and discipline):	Bachelor of Therapeutic Recreation (BTR)
Academic Unit Proposing the Program:	Dept. of Recreation and Leisure Studies
Proposed Start Date:	Fall 2022
Submitted by:	Erin Sharpe, Chair
Email:	esharpe@brocku.ca
Date of Submission:	October 25, 2021

The Statement of Intent will reference the evaluation criteria for new programs (IQAP Section 3.5) as appropriate and shall include:

Description of the Proposed Program

Provide a description of the program, clearly stating the purpose, structure and pedagogical rationale, including an explanation of the proposed degree nomenclature.

The proposed Bachelor of Therapeutic Recreation (BTR) program is a 4-year (20 credit) undergraduate degree program that prepares students to work with individuals with disabilities, illnesses and other limiting conditions to support them to achieve independence and full engagement in meaningful life activities through positive leisure involvement. These aims are achieved through client-centred individual and/or group interventions designed to teach skills, improve functional capacities, support psychosocial adaptation and address underlying issues that impact or limit participation in meaningful life activities, particularly leisure.

Therapeutic Recreation (TR) is a growing field of professional practice. These professionals work in a variety of specialty areas such as behavioural health, neurodevelopment, substance use disorders, and geriatrics. To help meet these growing needs, the BTR will allow students to develop core competencies in TR along with skills and knowledge in specialty areas to better prepare them to work in various interdisciplinary settings. Students in the BTR program will also complete 2.0 credits of courses and a placement in one of four specialty areas: adventure-based therapeutic recreation; physical rehabilitation; behavioural health; or gerontology.

As an allied health profession, the field of TR is governed by the National Council on Therapeutic Recreation Certification (NCTRC). Although a Canadian body exists (i.e., Canadian Therapeutic Recreation Association), since 2009 they have endorsed and adopted the NCTRC accreditation process. The NCTRC functions similarly to a regulatory college by advocating for the protection and safety of users of TR services - a large component of which is achieved through credentialing (via an exam). They are a member of the Institute for Credentialing Excellence. However, as an international organization largely operated out of the United States, their program requirements and pre-requisites pose curriculum related challenges related to course planning in interdisciplinary degree programs. The creation of the BTR will allow for a more focused program that will effectively prepare students to achieve certification through the NCTRC.

Importantly, the BTR will build on the history of success and existing strengths of the TR program at Brock. We currently offer a concentration in Therapeutic Recreation within our Bachelor of Recreation and Leisure Studies (BRLS) degree program. The TR concentration is currently our most popular concentration and there has been increased interest in diverse pathways to education through college transfer agreements and the creation of our degree pathway program for working professionals. While not making many changes to the current core Therapeutic Recreation program stream curriculum, development of a BTR. degree allows us to expand our current TR program so that student can graduate with enhanced knowledge in one of four specialty areas. This will better suit the needs of students as they prepare for the workforce and better equip the department to respond to the requirements of the NCTRC. As we have many students who enter the current program as transfer students, the BTR will allow us to better scaffold our curriculum and add value to the degree sought at Brock University. Once the BTR degree is in place, we will eliminate the TR concentration option in the BRLS degree.

Program Outline:

20 full credits, including:

Year 1:
RECL 1P90
RECL 1P95
RECL 1P99
KINE 1P99

PSYC 1F90
One Sciences context credit
One Humanities context credit

Year 2:
RECL 2P02
RECL 2P07
RECL 2P11
RECL 2P52
RECL 2P62
PSYC 2P12
RECL 2P15 or 2P16
One and one-half elective credits

Year 3:
RECL 3P11
RECL 3P32
RECL 3P62
RECL 3Q07
RECL 3Q17
PSYC 2P15 or 3P28
One-half RECL credit numbered 2(alpha)90 or above
One-half credit in specialty area
One elective credit

Year 4:
RECL 4F02
RECL 4F22
RECL 4F07 or 4F27 or RECL 3P95 and RECL 4P77
One of RECL 3Q92, 3Q99, 4P92
One and one-half credits in specialty area

Specialty Areas:

Physical rehabilitation: RECL 3P16, RECL 3Q99, RECL 4P92, HLSC 2P96, KINE 2P44, KINE 2P92, KINE 3P92

Behavioural health: RECL 3Q92, RECL 4P92, HLSC 3P25, PSYC 2P35, PSYC 3P18, PSYC 3P38, PSYC 3P53, PSYC 3P72, PSYC 3P75, PSYC 3P84, PSYC 4P49, PSYC 4P79

Gerontology: RECL 2P80, RECL 3P12, RECL 4P92, HLSC 2P40, KINE 2P44, KINE 3P97, PSYC 2P35, PSYC 3P19, ADED 3P11, KINE 3P99, NUSC 4Q90

Adventure-based therapeutic recreation: RECL 2P16, RECL 2P26, RECL 3P30, RECL 3P16, RECL 3P36, RECL 3P86, RECL 4P16, RECL 4P92

Explain how the proposed program fits with the University's strategic plan.

The BTR will contribute specifically to two strategic priorities identified in the strategic plan:

1. Offer a transformational and accessible academic and university experience Health and wellness of Niagara

As noted above, the BTR will allow us to develop a program and curriculum that will better prepare students for the NCTRC credentialing process. Further, it will allow students the ability to advance their knowledge of one of four specialty areas. These specialty areas will add value to the degree by further distinguishing the degree program curriculum from other (college level) TR programs. Specifically, this will achieve the goal of offering high quality programs that meet the interests of students and support them to achieve their potential.

2. Enhance the health and vitality of the Niagara Region and beyond

The BTR will also allow for students to engage with a wider variety of community partners. By specifically cultivating relationships with partners in the specialty areas identified, our students will have opportunities to learn from and contribute to the work of a broader range of community partners. Should these relationships develop as expected over time, they may be formalized through M.O.U.'s or develop the potential foundation for community-based teaching and/or research centres. These opportunities could be pursued in a variety of organizations and programs (e.g., Alzheimer day program, long-term care facility, NHS outpatient mental health, Pathstone, SNAP, Sunnybrook, outdoor adventure/recreation centres, etc.) Specifically, this will achieve the goal of increasing and enhancing opportunities for students, alumni, faculty and staff to engage with the community.

Details of Resource Implications

Provide details of the existing and new resources (human, physical and budgetary) required to mount the program.

The Recreation and Leisure Studies (RECL) Department has offered Therapeutic Recreation as a program concentration area for more than a decade and the Department currently has the required human, physical, and budgetary resources to offer this degree. Additional resources would allow the program to expand into growing areas of TR such as youth behavioural health and substance use disorders.

The department can operate the BTR program with current faculty complement. However, should we pursue additional specialty areas in the future, additional faculty may be required to support an expanded curriculum. Further, since we have one faculty member who plays a key role in delivering our current TR concentration working towards retirement, we are planning the program with the assumption that this position will be filled.

Additional staff resources to build on our existing community partnerships and collaborations will be necessary should we see increased enrolment in the BTR program. Additional staff to support experiential education opportunities (e.g., experiential education coordinators to coordinate internships for BTR students) will be necessary if the cohort grows in the future. Should relationships with community partners be formalized through some of the methods outlined above, resources and staff will be needed to designate and maintain key community partnerships and to operate community-based teaching or research lab opportunities for students.

Evidence of Consultation with Affected Academic Units

Include the results of any consultation with other units that will be impacted by the proposed program.

Include evidence indicating the extent to which any participating Department(s)/Centre(s) is prepared to contribute to the proposed program.

The current concentration in TR requires students to complete courses offered in Kinesiology (KINE 1P99) and Psychology (PSYC 1F90, 2P12, 2P15/3P28). The addition of the BTR program would continue the existing requirements but is not expected to have any immediate implications for these courses.

In developing curricular requirements for the specialty areas, we look forward to working with other departments to create robust and exciting specialty options for students. Currently, we have the resources and curriculum in place to offer specialty areas in adventure-based therapeutic recreation and gerontology. We have met with PSYC to discuss the course offerings for a behavioural health specialty area and the department has approved the list of course options. We have informed KINE about the specialty in physical rehabilitation. We have also been contacted by the departments of MUSI and DART, which have an interest in discussing specialties in music and creative arts therapies. So, further specialty areas may result through the planning process.

Evidence of Consultation Regarding Space Needs for the Proposed Program

Include the results of any consultation with the Advisory Committee on Space regarding the space needs for the proposed program.

We currently do not have any space needs to launch the BTR program. In the future, consultations may take place with community partners should we seek out the development of community-based teaching and/or research centres.

Evidence of Student Demand, including projected enrollments

The concentration in TR is currently the most popular program offered by the RECL department. Additionally, we have seen increased enrolment (approximately 15 new students per year since 2017) through the creation of our pathway program for working professionals - many of whom are enrolled in the TR concentration. Importantly, the creation of a separate degree program in TR will raise the profile and interest in this program and distinguish it from the current RECL degree. This will significantly aid recruitment efforts and program visibility and profile and further enhance enrollment in the degree.

Further, there has been an expansion of college programs offering TR diplomas and many of these students pursue transfers to degree programs to meet the NCTRC requirements. The BTR will be attractive to potential transfer students while also offering to students in the four-year program the opportunity to deepen skills and knowledge in specialty areas that are growing in the profession.

Evidence of Societal Need
<p>According to the Bureau of Labor Statistics, employment of recreational therapists is projected to grow 8 percent from 2019 to 2029, much faster than the average for all occupations. Additionally, "Recreation therapist" was ranked least likely to be replaced by technology in a 2014 study by Oxford University of 702 job titles. The median income is about \$44,000 a year, and jobs through 2024 are expected to grow 12 percent faster than the average for all occupations. With a growing population of active, retiring baby-boomers, the demand for recreational therapists - particularly those working in geriatrics, behavioural health, and neurocognitive fields - is expected to rise.</p>
<p>Duplicative Similarities Provide evidence that any duplicative similarities to existing programs, internally, provincially or nationally, are justifiable for reasons of public funding.</p>
<p>In Canada, there are only three programs that offer a BTR. These include Douglas College (BC), University of Lethbridge (AB), and Seneca College (ON). Currently, there are no BTR programs offered by universities in any province other than Alberta.</p> <p>In Canada, several universities identify that they prepare student for NCTRC certification. These include Douglas College (BC), University of Lethbridge (AB), University of Regina (SK), Seneca College (ON), University of Waterloo (ON), Dalhousie University (NS), Memorial University (NF).</p> <p>In Ontario, four colleges offer TR diplomas - Confederation, Georgian, Mohawk and Niagara.</p> <p>Internally, we currently have a TR concentration in the Bachelor of Recreation and Leisure Studies degree program. It is our intention that this concentration will be deleted as an option from the BRLS degree when the BTR degree is approved, as the BTR assumes and expands on the content and focus of the concentration.</p> <p>Provincially, the University of Waterloo offers a major in TR within their Recreation and Leisure Studies program and Seneca College offers a BTR program. However, the Seneca program does not reference the NCTRC certification in its program material. Our BTR would therefore be distinct in several ways. It would be the only BTR program in Ontario that prepares students for NCTRC certification and also has specialty areas that allow students to enhance their skills in preparation for a variety of professional contexts (e.g., adventure-based therapeutic recreation, physical rehabilitation, behavioural health, gerontology, and possibly more). Building on this distinction, the BTR would position Brock University to excel as the premier location for TR teaching and practice-oriented research (e.g., through community-based teaching and learning centres) in Ontario.</p>
<p>Decanal Comments Include certification from the relevant Dean(s) that the new degree/major is an appropriate and desirable addition to the academic programs of the University and is in line with the strategic direction of the Faculty. As well a clear commitment that the new program will be appropriately resourced. For undergraduate programs, the relevant Dean(s) shall be the Dean(s) of the Faculty within which the program resides. For graduate programs, the appropriate Deans shall be both the Dean of Graduate Studies and the Dean(s) of the relevant Faculty or Faculties.</p>
<p>See attached letter from Dean of Applied Health Sciences.</p>

October 25, 2021

Bachelor of Therapeutic Recreation SOI, Decanal Comments

I am delighted to support the Department of Recreation and Leisure Studies SOI for development of the Bachelor of Therapeutic Recreation (BTR).

The development of the Bachelor of Therapeutic Recreation program involves the transformation of the current Therapeutic Recreation “stream” in the Bachelor of Recreation and Leisure Studies (BRLS) into an independent degree program. This will involve relatively minor changes to the current Therapeutic Recreation curriculum but will expand the range of options and flexibility of offerings for students who will pursue the new degree program.

The current Therapeutic Recreation “stream” is the most popular stream of study in the current BRLS degree program. The transformation of this “stream” into its own degree program is important in that it will raise the visibility and status of this already popular program option for potential students and result in a significant increase in demand and applications to the new degree program. By uncoupling the degree program from the current BRLS, this new degree offering, will also allow for greater flexibility and range in curriculum development as well as increased partnerships with other programs and course availability which will expand the scope of the program and increase the options available for students.

As noted in the submission, this SOI supports goals of both the FAHS and Brock University strategic plans by enhancing, the development of high quality programs that meet the interests of students and support them to achieve their potential. It will also enhance the health and vitality of the Niagara Region and beyond by allowing for students to engage with a wider variety of health related community partners and ultimately increase the graduation of trained and accredited Therapeutic Recreation specialists who will continue to provide health related therapeutic programming for a wide variety of populations in the Niagara Region and beyond.

As noted in the SOI, since there will be relatively little curricular change from the current Therapeutic Recreation “stream”, with the exception of the

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need to replace retiring a Therapeutic Recreation faculty member, few additional resources, facilities or staffing would be required to run the new degree program at this time. If significant growth in student enrollment does over time result from this positive change, additional resource needs would be assessed and addressed with regular budget planning.

Sincerely



Peter Tiidus, Ph.D.

Dr. Peter Tiidus
Dean

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To: Chabriol Colebatch, University Secretary &
General Legal Counsel, Brock University

From: Tim Ribaric
Chair, Information, Technology, and
Infrastructure Committee

Date: February 1, 2022

Report to: Senate 697, February 9, 2022

CONSENT ITEMS – INFORMATION

The Committee received reports from the following:

Facilities Management (FM)

Information, Technology Services (ITS)

Report to the Information, Technology & Infrastructure (IT&I) Committee

INFORMATION ITEM

TOPIC: Major Capital Projects Update - FM

January 20, 2022

Scott Johnstone, Associate Vice President, Infrastructure and Operations
Randy Poland, Director, Capital Planning and Project Management

EXECUTIVE SUMMARY

1. Purpose of the Report

- This report was presented to the Capital Infrastructure Committee on Dec.8 and provided members with an overview of key Facilities Management and Ancillary Services projects aligned with the University’s strategic priority of *offering a transformational and accessible academic and university experience*.
- These projects, as well as others that FM is working on, all continue to enhance and strengthen the University’s environment and help facilitate the University’s mission of leadership, innovation and excellence in learning, teaching, research, scholarship, and creativity across disciplines.

2. Key Background

- In November 2018, the Board of Trustees approved \$80.5M in debt financing for the Renovation of DeCew Residence Renewal, Reconstruction and Expansion of Village Road and Lot S and new Residence 8. An additional \$7.3M was approved in July 2019 to add a sixth floor to Residence 8.
- In December 2019 this amount was increased to \$101M in debt financing.
- These projects are now in the design, construction phase or complete.

Projects	Budget
New Residence 8	\$53,626,705
Niagara Validating, Prototyping & Manufacturing Institute	\$11,000,000*
DeCew Residence Renewal (complete)	\$32,860,405
Reconstruction and Expansion of Village Road and Lot S (complete)	\$ 5,808,060
Goodman School of Business Renovation, MCA	\$ 2,000,000*
Nursing Lab Renovations, East Academic 3	\$ 1,208,363*

(* not part of debt financing)

Note: Goodman School of Business Renovations is currently in the design stage and the forthcoming tender is expected to close in January 2022. This project will be funded by the Goodman Trust Fund.

- Project details follow in Appendices 1, 2, 3 and 4.
- Response to the COVID-19 pandemic has had an impact on scheduling and costs for all projects.
- Market conditions are having a significant impact on Brock projects, including those identified above.

3. Completed Projects

DeCew Residence Renewal

- The major renovation to the 50 year old DeCew residence is complete with final occupancy received on June 30.
- The project was completed under budget.

Reconstruction and Expansion of Village Road and Lot S

- The expansion loop is complete and has greatly improved the traffic flow and the new Lot S will provide an additional 196 parking spaces.
- The project was completed under budget.

4. Next Steps

- Continue to manage the construction process and to identify and mitigate any potential risks where possible to maintain project budget and schedule.

5. Background Materials

Appendix 1 - Residence 8 (2 pages)

Appendix 2 - Niagara Validating, Prototyping, & Manufacturing Institute (2 pages)

Appendix 3 - Goodman School of Business, MCA Renovation (2 pages)

Appendix 4 - Nursing Lab Renovations, East Academic 3 (1 page)

Appendix 1 - Residence 8 - New

January 20, 2022

Project Status Update

Project Description: In November 2018, the Board of Trustees approved moving forward with the design and construction of Residence 8, which is a new build east of Earp Residence on Residence Road on the main campus at an estimated cost of \$39.5M. An additional \$7.3M was approved in July 2019 to add a sixth floor to Residence 8. The project is proposed to add 308 residence units and approx. 112,000 sq.ft. of space to the University. The project will also include “shelled space” for the construction of a future third dining hall on campus and consolidate Conference Services into one location.

The NEC Development Permit was issued October 2019 and the formal ground-breaking ceremony was held October 28, 2019. The Architect, Tillman, Ruth, Robinson and the contractor Stuart Olson have been retained.

Impact: Students, faculty, staff and Brock community.

Status/Issues: The COVID-19 pandemic has impacted the construction schedule and budget. Delays in the delivery of materials and equipment have resulted in months of delay to the construction schedule as well as an increase in cost. Recently, additional fire stopping protection was requested by the building inspector and water damage to the fire alarm panel has caused further schedule delays pushing the completion date to December 24, 2021.

Budget Issue/Risk: The project cost overrun of \$300,000 (.6% of budget) includes additional costs associated with the additional fire stopping and overtime to accelerate the schedule. Also, there continues to be a potential risk for further cost overruns as Brock authorizes additional overtime payments and changes “without prejudice” but we continue to reserve our rights under the Contract and seek reimbursement of these costs, noting the focus is getting this project completed. We continue to take advise from external legal counsel as we move to completion.

Upcoming Milestones:

Construction is complete, deficiency work in progress
 Occupancy granted by the City was Dec.24, 2021. Move-in date was January 10, 2022

Schedule

	Original	Current
Retain Architect	March 2019	March 2019
Retain Construction Manager	June 2019	June 2019
Construction Commencement	September 2019	October 2019
Occupancy	July 2021	December 24, 2021

Budget: (Board of Trustees approved the revised budget in December 2019)

Budget	\$46,800,000	
Revised Budget	\$53,626,706	
Actuals to Date	\$46,101,876	
Commitments to Date	\$5,991,069	
Forecasted Future Spend	\$1,833,761	
Total Projected Cost	\$53,926,706	
Variance to Revised Budget	-\$300,000	-0.6%

Project Team

Facilities Management	Randy Poland, Director, CPPM
Ancillary Services	Jamie Fleming, Director, Residences
Architect	aTRR
Construction Manager	Stuart Olson Construction Limited

Appendix 2 - Niagara Validating, Prototyping and Manufacturing Institute

January 20, 2022

Project Status Update

Project Description:

To create a single-site resource where businesses in the growing bioproducts, bioscience, bioagriculture and chemical manufacturing sectors have access to scientific expertise and training to scale up and commercialize innovative products, technologies, and services, and to improve competitiveness.

Part 1 Renovation: Renovation of Mackenzie Chown Block H (MCH) research labs rooms H209, H209A, H209B, H209C and H209D for the Brock-Niagara Validating, Prototyping & Manufacturing Institute.

Part 2 Construction: To construct a new 2 storey 7,300 sq.ft VPMI addition to Inniskillin Hall. The new facility will house 2 primary research labs and equipment, office space, 2 classroom and a training lab and a new elevator.

Impact: Students, faculty, staff and the Brock community

Status/Issues:

Part 1 - lab renovations - complete

Part 2 - Inniskillin Hall Addition - Job awarded to Merit Construction.

Foundation walls, site services, elevator block walls and the structural steel framing are now complete. Installation of mechanical & electrical services in basement of MCH are progressing but have been delayed due to contractor's inability to secure welders/trades that are fully vaccinated. Contractor continues to fall behind schedule as a result of the limited number of fully vaccinated trades and the restricted availability of material, contractor currently projecting a March 2022 completion date.

Upcoming Milestones:

Enclose building shell with tarps and provide winter heat to start block wall construction.

Schedule

	Original	Current
Retain Architect - Part 2	January 2020	January 2020
Retain General Contractor	December 2020	February 2021
Construction Commencement	January 2021	March 2021
Substantial Performance and Occupancy	August 2021	March 2022

Budget

Budget	\$11,000,000	
Actuals (construction)	\$1,992,205	
Commitments (construction)	\$3,440,682	
Equipment - Actual/Committed	\$4,463,209	
Forecasted Future Spend	\$1,103,904	
Total Projected Cost	\$11,000,000	
Variance to Revised Budget	\$0	0.0%

Project Team

Facilities Management	Randy Poland, Director CPPM
Research	Geoffrey Waters, Director Research Services
Architect	Part 1: Moon-Matz Part 2: McCallum Sather
General Contractor	Part 1: Stolk Construction Part 2: Merit Construction

Appendix 3 - Goodman School of Business Renovation - MCA

January 20, 2022

Project Status Update

Project Description:

The major renovation and proposed link between the Level 2 in the Mackenzie Chown building A (MCA) and the Goodman School of Business (GSB) includes approximately 5,000 SF (465 m2) of renovation to MCA level 200, and 300 SF (28 m2) of addition, creating an exciting new link between the two buildings. The goal of the project is to better serve the growing student population, with student focused space that offers support for undergraduate, international, and professional development programs.

Impact: Students, faculty, staff, and the Brock community. This project highlights the benefit of using the Revenue and Expense Allocation Model to support space usage decision making. The Faculty of Humanities (FOH) occupied MCA and identified an opportunity to release this space and downsize their space needs by a net 265 square meters which translates into \$100K in space cost savings for FOH. GSB in return gains needed space including 12 offices, a reception area and a collaborative multipurpose area with 6 break out rooms. GSB's additional space is supported by their growing enrolment and overall operating surplus as reported in the Revenue and Expense Allocation Model.

Status/Issues:

McCallum Sather Architects have finalized the construction drawings and specifications. Architects have submitted the Building Permit application.

Upcoming Milestones:

Tender start January 19, 2022.
Construction start-up end of February 2022.

Schedule

	Original	Current
Architect -complete tender drawings and specifications	October 2021	November 2021
Retain General Contractor	January 2022	January 2022
Construction Commencement	February 2022	February 2022
Substantial Performance and Occupancy	September 2022	September 2022

Budget

Budget (estimate)	\$2,000,000	
Actuals (construction)	\$63,950	
Commitments (construction)	\$115,022	
Forecasted Future Spend	\$1,821,028	
Total Projected Cost (estimate)	\$2,000,000	
Variance to Revised Budget	\$0	0.0%

Note: Project currently estimated at \$2,000,000, the final amount will be determined after the tender closing scheduled for the end of January 2022. This project will be funded from the "Goodman Trust Fund".

Project Team

Facilities Management	Randy Poland, Director CPPM
Research	Andrew Gaudes, Dean, Goodman School of Business
Architect	McCallum Sather
General Contractor	TBD

Appendix 4 - Nursing Lab Renovations

January 20, 2022

Project Status Update

Project Description:

This renovation will convert existing space in East Academic Building 3 to a new nursing lab that will include new equipment and outfitting to simulate a hospital environment. The lab and equipment will allow us to train new nurses that will be able to enter the frontlines of the health care sector immediately following graduation.

Impact: This cutting-edge lab and the simulation equipment will aid in the recruitment and training of students into the nursing program that will in turn benefit the local community that is facing a nursing shortage and in high demand of new graduates.

Status/Issues:

General contractor, Serianni Construction has completed the demolition.
 Equipment has been ordered.

Upcoming Milestones:

Contractor is progressing with the construction of the interior walls, mechanical and electrical work progressing.

Schedule

	Original	Current
Architect -complete tender drawings and specifications	October 2021	October 2021
Retain General Contractor	November 2021	November 2021
Construction Commencement	December 2021	December 2021
Substantial Performance and Occupancy	February 2022	

Budget

Budget	\$1,208,363	
Actuals	\$24,253	
Commitments	\$25,612	
Forecasted Future Spend	\$1,158,498	
Total Projected Cost	\$1,208,363	
Variance to Revised Budget	\$0	0.0%

Project Team

Facilities Management Research Architect General Contractor	Randy Poland, Director CPPM, Janet Muenzberger, PM, CPPM Deborah O’Leary, Associate Dean Zeidler Architects TBD
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Report to the Information Technology & Infrastructure Committee

INFORMATION ITEM

TOPIC: Major Projects Update - ITS

January 20, 2022

David Cullum, Associate Vice-President, Information Technology Services

EXECUTIVE SUMMARY

1. Purpose of the Report

- Major IT projects are undertaken to:
 - Align with student / faculty / staff needs and the University's strategic requirements in a cost-effective and compliant manner;
 - Implement new technology, enhancements or improved functionality;
 - Increase student, faculty and staff efficiency and effectiveness.

2. Background

- Technology is constantly changing even as client needs are constantly evolving;
- Technology increases productivity;
- A summary of a key IT major project is provided below along with its status:

Project	Status
Identity and Access Management update (Appendix 1)	Underway

3. Next Steps

- Updates will be provided to IT&I on an on-going basis for key IT major projects.

4. Background Materials

Appendix 1 -Identity and Access Management update (2 pages)

Appendix 1 - Identity and Access Management update

January 12, 2022

Project Status Update

Project Description: The existing identity and access management system (IAM) is currently the dedicated Student Information System (SIS) IAM, which has been modified over the years to incorporate functionality for other systems. The current IAM was never intended to be an enterprise-level IAM, but was subverted for lack of other options. Over 15 years, it has evolved to accommodate many additional institutional requirements and systems. The intent has always been to deploy an enterprise-level IAM, and allow the current IAM to remain dedicated to the SIS.

The focus of this project, therefore, is to assess, with the assistance of a third party, the University's current "as deployed" state, and perform a gap analysis of where we need to be in relation to IAM leading practices and stakeholder needs. The contract for this work was awarded to KeyData to review existing IAM documentation and hold workshop sessions with University stakeholders to gather additional requirements. KeyData's written recommendations will inform Brock's future state IAM environment.

Completed Milestones:

- Project presented to IT&I for support - April 13, 2021
- RFP delivered to potential vendors - May 14, 2021
- Contract for vendor awarded to KeyData
- Interviews with stakeholders led by KeyData - August 2021
- Kickoff Session held and stakeholder meetings - September 13, 2021
- 7 sessions held with stakeholder groups to gather requirements
- Draft user requirements reviewed with ITS - October 13, 2021
- Draft roadmap presented to ITS - October 27, 2021
- Final deliverables provided to ITS - November, 2021

Impact: Students, faculty, and staff

Status/Issues:

Phase 1 - Assessment. ITS engaged a vendor that specializes in identity and access management in higher education institutions to perform a current state assessment. The vendor has met with stakeholders across the University, in both the faculties and administrative areas, to gather information, understand the challenges and evaluate potential opportunities. The vendor has presented the final reports to ITS along with a finalized roadmap of activities.

- **Phase 2 - Design.** ITS reviewed the vendor report and will design a solution that addresses the various requirements identified by the stakeholders. Additional vendor engagement may be required. It is anticipated that the final solution will be a hybrid comprised of off-the-shelf as well as custom in-house developed components. Project summary presentation to be delivered to IT&I January 20, 2022 and to SAC January 31, 2022. As per the vendor recommendation, a steering committee will be formed to ensure the project continues to meet stakeholder needs.
- **Phase 3 - Implementation.** ITS will implement the solution designed in Phase 2. Additional vendor engagement may be required.

Schedule

	Original	Current
Phase 1 - Assessment	FY2021/22 T1 to T2	FY2021/22 T1 to T2
Phase 2 - Design	FY2021/22 T2 to T3	FY2021/22 T2 to T3
Phase 3 - Implementation	FY2022/23	FY2022/23

Project Team

Information Technology Services	Josh Sekel, Project Manager Andreas Paulisch, Team Member Alba Kotyk, Team Member Patti Froese, Team Member
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IDENTITY AND ACCESS MANAGEMENT ASSESSMENT AND ROADMAP

ASSESSMENT SUMMARY

January 2022



Canadian Head Office
214 King Street West, Suite 314
Toronto, ON M5H 3S6
1-416-817-5194

PROJECT BACKGROUND AND OBJECTIVE

Overview



- KeyData was engaged by Brock University to **assess Brock’s Identity and Access Management (IAM) processes, technologies, and governance, and develop an IAM Roadmap** addressing Brock’s priority needs.
- **Roadmap:** The initiatives identified have been prioritized in a multi-phase roadmap as per importance and the organization’s appetite. The roadmap consists of 24 short-, and long-term initiatives to achieve early risk reduction, maintain program momentum, and set clear objectives for IAM and PAM.

Key Activities



- 1) Conducted a high-level assessment of Brock’s current state of IAM technologies, processes, and governance
- 2) Defined Brock’s target-state architecture for IAM, to provide a unified IAM solution for the organization
- 3) Developed an IAM Roadmap that addresses the priority needs of Brock as defined by key stakeholder groups

Objective



The objective of the assessment and roadmap were to help Brock lay functional IAM governance, process, and technologies, and drive the following long-term objectives:



ASSESSMENT SUMMARY

Below is a summary of the key challenges and improvement opportunities for Brock.

KEY FINDINGS

1. IAM lifecycle processes limitations

Brock does not have well-defined IAM lifecycle processes for end-users with multiple affiliations, as well as non-Brock user accounts, requiring unique attention and manual workarounds.

2. Legacy and Homegrown IAM technologies

Brock's technical IAM capability is a disparate ecosystem of legacy and home-grown technologies, and due to these technologies, manual processes and individual business logic exceptions have been adopted to supplement technology shortcomings to operate access management processes and controls, resulting in security risks and poor end-user experience.

3. Limited PAM controls and technology

Brock lacks sufficient controls and technologies to secure and manage privileged accounts, and there is no technology or database to store privileged account information in a standardized manner across the University.

TRANSFORMATION OPPORTUNITIES

- Establish an **IAM Centre of Excellence** to align to the University's IAM vision, and drive policy, architectural, and process-related initiatives for IAM;
- Define **End-User** (students, employees, non-Brock users, etc.,) **standardized IAM lifecycle processes** (on-, off-, cross-boarding, access request, and access certifications);
- Establish a **Role Based Access Control (RBAC) approach** to supplement standardized access request and on-, off-, and cross-boarding processes;
- Perform a **rapid assessment, selection, and implementation of an Identity, Governance, and Administration (IGA) technology** to automate IAM lifecycle processes for students, employees, and non-Brock users, with ongoing application integration; and
- Define **standardized PAM processes** for employee access and use of privileged accounts, **select and implement a PAM solution** to secure privileged accounts.

GOVERNANCE OBSERVATIONS – SUMMARY

1. Lack of formal IAM Governance and Governing Body

- **Limited IAM governance and direction** for supporting execution of, or compliance with IAM policies through processes or technologies.
- For example, applications are often acquired by business areas, and application integration standards are not followed, resulting in limited visibility, segregation of duties, and integration with internal systems.

2. Absent Standardized IAM Lifecycle Business Processes (*On-, Off-, Cross-boarding, access requests, approvals, and certifications*)

- Common IAM business processes end-users are understood by those executing the procedures, however, **common preventive, detective, and corrective access controls are not documented and not well communicated** to others (e.g., cross-boarding users with multiple affiliations).
- As a result, **processes are not executed consistently**, do not meet the needs of end-users, and lack control enforcement.
- Existing technologies have been adapted to **force-fit business needs and aid with partial automation**, which are coupled with manual procedures to apply some degree of control to identity- or access-related lifecycle events.

3. Complex Roles and limited Role Governance

- **Existing roles at Brock are tactically defined, complex, and only have the ability to provide coarse-grained access**, which does not encompass Brock's scenarios for users with multiple affiliations with the University. Roles that create an overlap between two user groups also posed challenges for Brock.
- **RBAC is not applied when individuals change their relationship with the University**. It was noted that access is often granted on an individual basis instead of a role.
- **Role titles and descriptions are not business friendly**, and do **not correctly reflect entitlements contained within the role**. This makes it difficult for reviewers to review access based on roles.

GOVERNANCE RECOMMENDATIONS – SUMMARY

Recommendation #1 – Establish an IAM Centre of Excellence

- IT Security & Governance and select architectural executives should jointly **establish a broader steering committee that drives IAM and PAM policy, architectural, and process-related initiatives.**
- This steering committee or centre of excellence should be empowered to **engage all areas of the organization to solicit feedback and new IAM requirements,** provide architectural decisions and direction, share best practices pertaining to IAM processes, support development of artefacts to implement the practices, and strategically address the organization's IAM needs.

Recommendation #2 – Develop IAM Artefacts and Requirements

- IT Security & Governance should **establish standardized requirements for IAM that new systems development efforts must adhere to.**
- IT Security, Governance, Risk Management, and HR to establish **key access controls guidance to drive consistency for access management processes,** such as standardized username standard that is not reliant on changing attributes.

Recommendation #4 – Establish RBAC Approach

- Brock should **establish an RBAC approach, starting with the definition of birthright roles** for end-users (students, staff, faculty, non-Brock accounts, etc.,) establishing their relationship with the University.
- As part of the RBAC approach, Brock should focus on **Application role and rule definition processes,** e.g., new applications should be subject to defining access roles and corresponding assignment rules.

PROCESS OBSERVATIONS – SUMMARY

8. Access Request: Manual and Disjointed Access Request Process

- There are **challenges provisioning users with access to additional applications / resources** due to current use of Service Access Request Forms (SARFs) and the lack of fine grain processes.
- There are disjointed island applications purchased and managed by business areas that are not requestable through SARFs.
- This SARF system **lacks scalable access request capabilities** and users are also generally unsatisfied with the access request process which makes the IAM lifecycle less seamless for users with several manual interventions required by Brock.

9. Cross-boarding: Access Accumulation during Cross-boarding

- The cross-boarding process is **highly dependent on managers to request access be removed upon their team member transferring roles**, and it was reported that often managers do not initiate a transfer request, which may lead to end-users retaining access that is no longer required.
- At times, there is **inaccurate access provisioning for end-users who have multiple affiliations with the University** due to a lack of a standardized cross-boarding process to accommodate multi-persona.

10. Off-boarding: Access retention during Off-boarding

- BrockDB disables managed accounts immediately during the termination process, however, **accompanying access and entitlements for the user are not entirely removed.**
- Lack of access removal during off boarding or cross boarding has resulted in **inappropriate and excessive access being accumulated.** In addition, this has resulted in a **recurring audit finding and requires some departments to implement compensating controls.**

PROCESS RECOMMENDATIONS – SUMMARY

Recommendation #6 - Define Standardized IAM & PAM Lifecycle Business Processes

- **Update and standardize end-to-end business processes** for all aspects of the **IAM and PAM lifecycle**, including:
 - On-boarding, off-boarding, cross-boarding, access lifecycle, role and rule management processes for all end-users.
 - Privileged account discovery and inventory, provisioning and on-boarding, privileged access requests and fulfilment, certification, monitoring and reporting, and off-boarding.

Recommendation #8 – Streamline and Centralize Access Request Process

- The Access Request process should be **automated and standardized across the University, by centralizing access request through BrockU’s an IT service management (IGA/ITSM) solution** (i.e., SailPoint).

Recommendation #9 – Automate Access Review Process

- **BrockU should automate the Access Certification process** to reduce manual effort, eliminate risks in the current process, and establish consistency for data collection and presentation.
- It is recommended to **leverage an IGA solution for Access Certification automation**. Automated access certification should be a service offered and integrated to all application being on-boarding to the IGA solution.

TECHNOLOGY OBSERVATIONS – SUMMARY

24. Technology Capabilities: Customized Tools Limit Extensibility and Integration Capabilities

- The **IAM technology platforms at Brock today were noted to be highly manual, error prone, and missing key IAM capabilities**. For example:
 - Active Directory structure is different from BrockDB Organizational Unit, which may impact user access.
 - Student accounts are created in one Active Directory bucket, however, employees are attached to their respective department, causing challenges for multi-departmental user types.

15. Lack of a Centralized Identity Governance and Administration Solution

- The **existing IGA tool at Brock is limited and difficult to expand** to other capabilities such as:
 - Automated Access Requests and Provisioning
 - Role-Based Access Control with finer grain entitlements
 - Automated Access Certifications
 - Integration with ITSM to enable a one-stop-shop for all access-related processes

16. No Enterprise Privileged Access Management Solution

- Brock does **not have a PAM solution in place for securing and managing privileged accounts**. There is no central technology or database for storing privileged account information at the University.
- Discovering privileged accounts is currently a manual and cumbersome process
- Functional administrative accounts pose a risk to the University, as the business has administrator access. And there are limited SoDs and visibility for this issue, making it a cause for concern.

TECHNOLOGY RECOMMENDATIONS – SUMMARY

Recommendation #12 – Extend MFA across additional applications

- **Expand MFA across additional prioritized applications at BrockU.** MFA enablement should be prioritized for sensitive and critical applications, as well as commonly used applications (e.g., applications that contain PII, SOX applications, O365, etc.).
- Prior to MFA expansion across applications, it is recommended to **develop a list of prioritized applications, as well as a structured approach to rollout MFA.**

Recommendation #12 - Replace BrockDB (IDM) with a modern IGA Solution

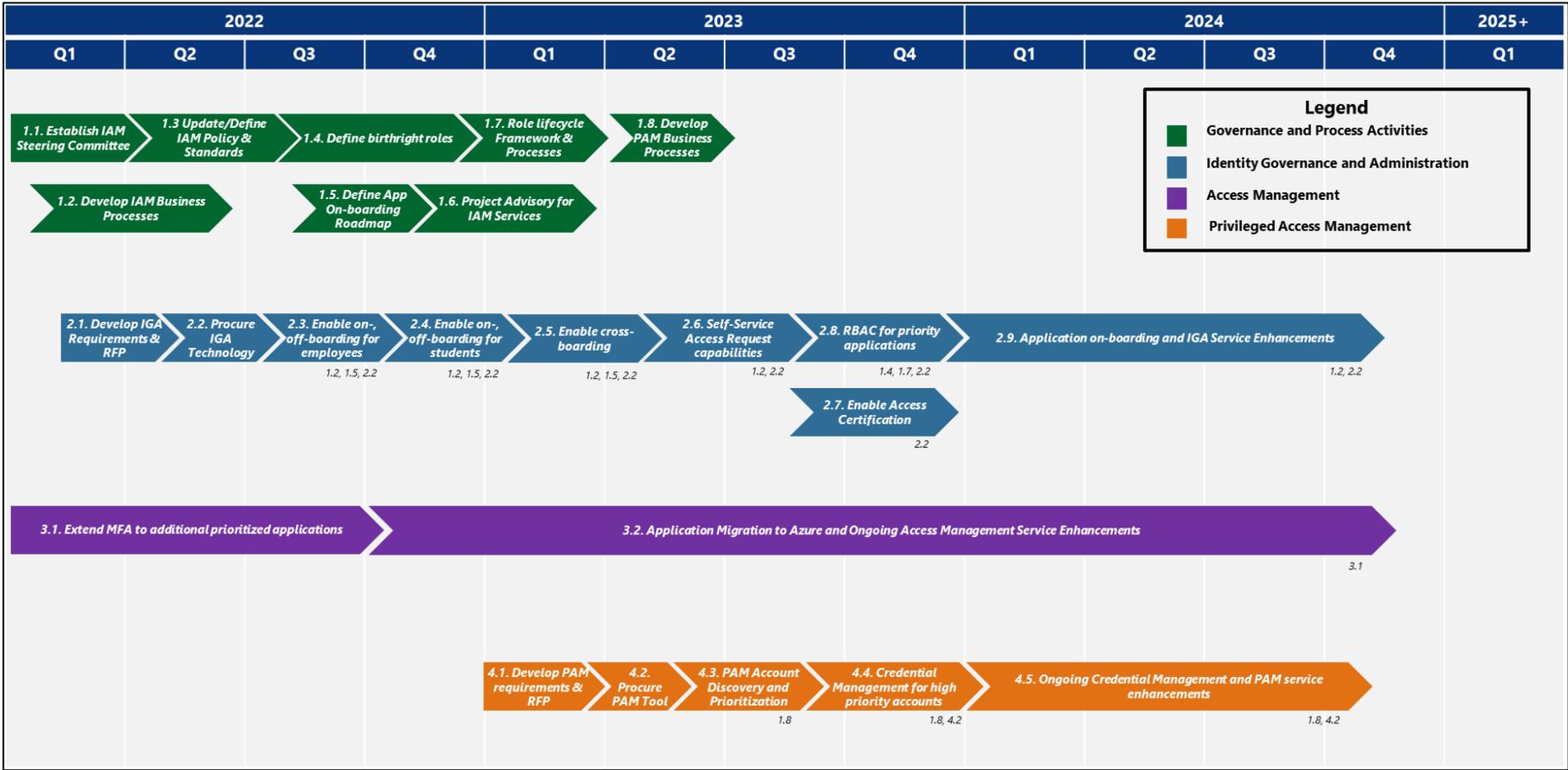
- To support **end-to-end automation** of IAM lifecycle processes and streamlined management of end-users with multiple affiliations, Brock should leverage IAM lifecycle capabilities provided by **modern IGA platforms.**
- Implementing an IGA solution will allow BrockU to **manage and expand on the on-, off-, and cross-boarding, as well as access related and role-related processes** by automating various functions that are currently manual and/or limited.

Recommendation #13 – Secure Privileged Credentials with a PAM solution

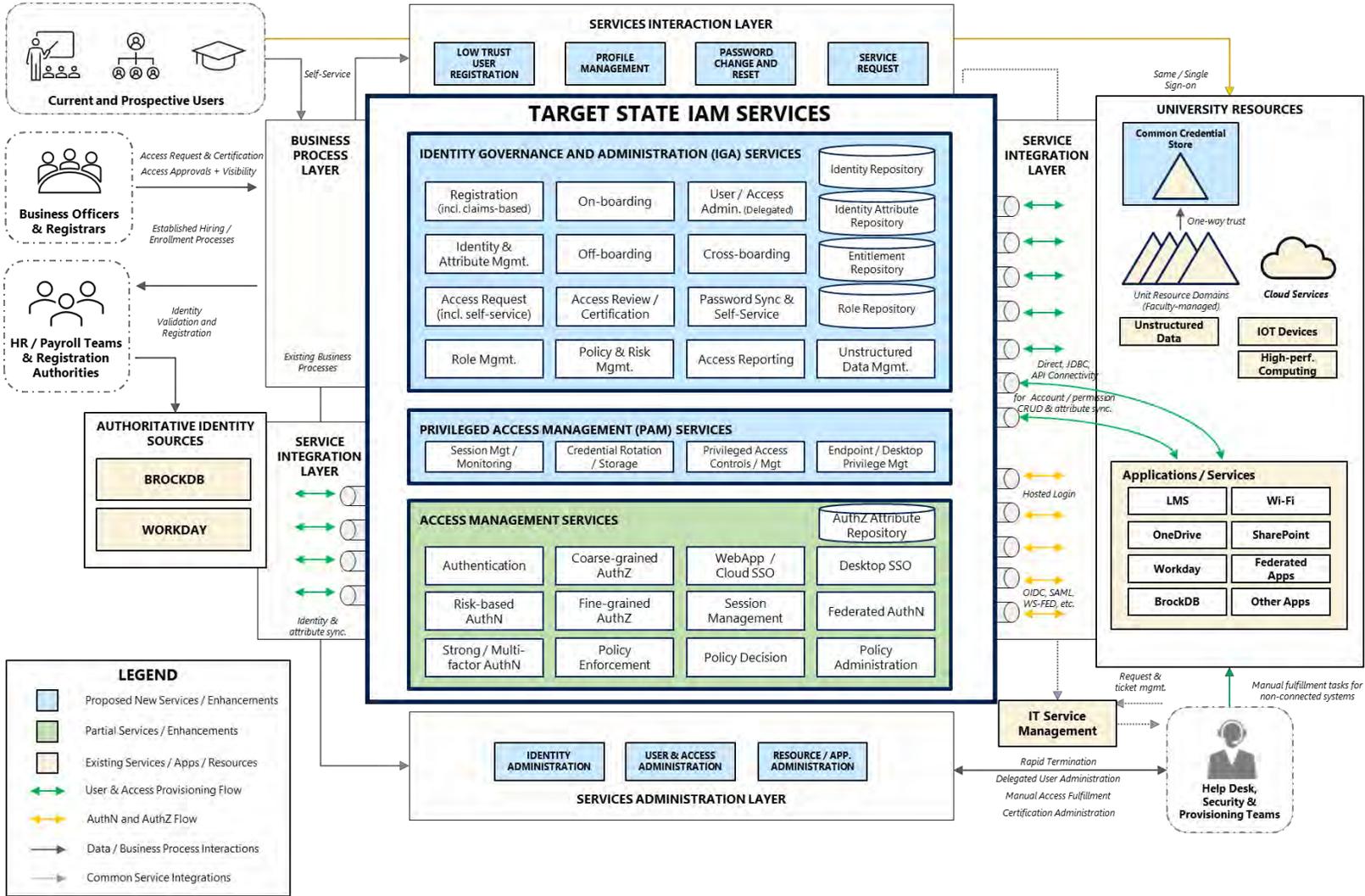
- Brock would strongly benefit from leveraging an **enterprise PAM technology** to assist with enabling automated preventive, detective, and corrective controls for privileged accounts.
- A robust enterprise PAM solution would provide a **centralized platform for secure management and use of privileged accounts across different IT systems.**
- To identify the correct platform that meets BrockU’s PAM requirements, **BrockU should evaluate leading PAM solution providers and select a leading platform** that meets its requirements.

IAM ROADMAP – ACTIVITY SUMMARY

- **Establishing a foundational IAM Centre of Excellence** for users, and **defining end-user standardized IAM & PAM lifecycle processes**
- Use defined IAM processes as input to **rapid IGA technology selection; implement automation for employees, students, and non-Brock users**
- **Enhance Access Management capabilities** by expanding MFA across additional applications and migrating all applications to Azure
- **Select and implement a PAM technology** to secure privileged accounts



TARGET STATE ARCHITECTURE



Report to the Information Technology & Infrastructure Committee

INFORMATION ITEM

TOPIC: Information Security Update

January 20, 2022

David Cullum, Associate Vice-President, Information Technology Services

EXECUTIVE SUMMARY

1. Purpose of the Report

- This report is in response to the IT&I Committee Chair's request that ITS provide an Information Security update;
- From an information technology perspective, underlying each of the University's strategic priorities, (including *Offer a transformational and accessible academic and university experience*, *Foster a culture of inclusivity, accessibility, reconciliation and decolonization*, *Build research capacity across the University* and *Enhance the life and vitality of our local region and beyond*, all with a view to financial sustainability as a bedrock platform), is the provisioning of a technology environment that is secured to a degree where risk is mitigated to a level acceptable to the University's senior leadership;
- The purpose of this report is to provide an overview of key information security activities.

2. Key Background

Security Information and Event Management (SIEM) and Incident Response

The purpose of the University's SIEM program is to centralize logs and events that provide real-time analysis, alerting and management to minimize negative impact by responding to incidents and detecting malicious activities. The alerts generated are processed through an Incident Response platform aimed at processing information security incidents efficiently and in a timely, controlled and documented manner.

The number of events / logs processed has increased, with an average of 380 million daily events processed, with plans to increase further in 2022. The processing of these events typically leads to 4,500 actionable alerts per month that require manual analysis.

Through analysis, alerts are classified as incidents and processed via the incident response plan. Incidents amount to approximately 1,500 per month with Phishing and other types of campaigns being a majority of the incidents processed.

Status/Issues:

An increase in the number of events processed has resulted in performance issues and loss of events. The platform is being upgraded to a cluster setup to allow for an increase in the number of events the platform is able to process.

Upcoming Milestones:

- Implementing new cluster setup to increase servers from 2 to 5, increasing event handling capacity and providing high availability;
- Including new additional log and event sources to SIEM;
- Integrating with CanSSOC threat feed;
- Review of Incident Response Plan.

Cyber Security Awareness Portal

An integral part of the preventative measures taken at Brock is cyber security awareness. For this purpose, a portal has been implemented which provides users with real-time information on on-going attacks, as well as risk insight, training, workshop registration and incident reporting. The portal provides cyber security awareness training through different channels and in a more self-service capacity for users in order to further disseminate content to the Brock community.

The portal is also integrated with the phishing simulation platforms which permit simulation of phishing attacks with the Brock community for real-time scenarios. This allows users to experience real-life situations regarding phishing attacks. The portal helps users check status with this program and also provides web-based training or workshops for users involved in the phishing simulation program.

Status/Issues:

Currently the platform provides training for general cyber security awareness and phishing. Additional training content is needed for other topics.

Upcoming Milestones:

- Implementing ransomware training module;
- Implementing private information handling training module;
- Automating management of Teams meetings for Workshops and auto-invite on user registration.

Risk Management

The University's IT risk management program focuses on activities for efficient identification, analysis, evaluation and addressing of threats. This compliance analysis is based on the Center for Internet Security (CIS) controls, with documentation and management of risk-related activities performed through a Governance, Risk and Compliance(GRC) platform. The GRC platform provides functionality for analysis of risks, controls, compliance postures and governance documentation and reflects controls based on CIS version 8 and a risk register based on EDUCAUSE templates.

Efforts are also underway to increase capacity to better identify and classify devices according to risk. The purpose of this classification is to engage in prioritized risk approaches to allow mitigation of risk with priority on high risk scenarios.

Upcoming Milestones:

- Automated inventory systems review;
- Risk register review;
- Compliance analysis for PCI.