

698th Meeting of Senate

Wednesday, March 23, 2022 at 3 p.m.

Remote participation MS TEAMS-

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Phone Conference ID: 451 821 517#

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>Research and Scholarship 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>
DISCUSSION ITEMS			
3:45	5.	<u>Report of the Chair</u>	Information
3:55	6.	<u>Report of the President and Vice-Chancellor</u>	Information/ <u>DECISION</u>
	7.	Report of the Provost and Vice-President, Academic (<i>see President's report</i>)	Information
4:10		***** SENATE BREAK*****	
4:20	8.	<u>Report of the Vice-President, Research</u>	Information
4:30	9.	<u>Two Row Council - oral update</u>	Information
4:35	10.	Generative Discussion - <u>Human Rights Considerations and International Agreements</u>	Discussion
4:50	11.	Other Business	
Approx. 4:55	12.	Adjournment	
CONSENT ITEMS			
	13.	Minutes	
	13.1	<u>697 Meeting of Senate held on February 9, 2022</u>	Approval
	13.2	<u>Special Meeting of Senate held on March 9, 2022</u>	Approval
	14.	<u>Report of the Academic Colleague</u>	Information
	15.	<u>Report of the Actions of the Board of Trustees</u>	Information
	16.	Reports of Standing Committees	
	16.1	<u>Academic Review Committee</u>	<u>DECISION</u>
	16.2	<u>Graduate Studies Committee</u>	<u>DECISION</u>
	16.3	<u>Undergraduate Program Committee</u>	<u>DECISION</u>
	16.4	<u>Information, Technology and Infrastructure Committee</u>	Information

- | | | |
|------|---|------------------------|
| 16.5 | <u>Planning, Priorities and Budget Advisory Committee</u> | Information |
| 16.6 | <u>Teaching and Learning Policy Committee</u> | Information |
| 17. | <u>Early Diploma Release</u> | <u>DECISION</u> |

*Denotes on the Senate SharePoint site



To: Chabriol Colebatch, University
Secretary & General Counsel, Brock
University

From: Michael Ashton
Chair, Research and Scholarship
Policy Committee

Date: March 11, 2022

Report to Senate 698, March 23, 2022

ACTION ITEMS

1. Amendment to FHB III:C: 2.2.2

MOVED (Ashton/)

THAT Senate approve the changes to FHB III:C: 2.2.2 as outlined (strikeouts indicate deletion, highlights indicate addition):

2.2.2 Responsibilities of the Vice-President, Research
The responsibility for upholding the TCPS is entrusted on behalf of the university to the Office of the Vice-President, Research (VPR). The VPR is responsible for the implementation of this policy through the ~~Bioscience Research Ethics Board (BREB)~~ **Health Science Research Ethics Board (HREB)** and the Social Science Research Ethics Board (SREB), hereafter referred to as the REBs. The VPR shall provide sufficient, on-going financial, human, and administrative resources for ethics review and for educating the university community about human ethics.

Senate 641

Rationale: The change is submitted to update the Faculty Handbook to reflect that the former Bioscience Research Ethics Board (BREB) is now called the Health Science Research Ethics Board (HREB).

2. Appointments to the Health Science Research Ethics Board (HREB)

MOVED (Ashton/)

THAT Senate approve the appointments of Connie Schumacher and Michelle Vine to the Health Science Research Ethics Board.

Confidential C.V's have been uploaded to [SharePoint](#).

CONSENT ITEMS - INFORMATION

3. The Committee is currently considering a draft revised application form for renewal of the term of approval for existing Research Centres and Institutes.
4. The Committee is currently considering revisions to the Faculty Handbook sections on postdoctoral fellows.



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

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

DATE: March 17, 2022

REPORT TO SENATE 698, March 23, 2022

ACTION ITEMS - FOR APPROVAL

1. *Faculty Handbook III. A: 3.4.7 - Concurrent Secondary School/University Enrolment* revision

MOVED (DUN/)

THAT Senate **APPROVE** the amendment of the *Faculty Handbook III.A:3.4.7 - Concurrent Secondary School/University Enrolment* as outlined below:

3.4.7 - Concurrent Secondary School/University Enrolment

Students enrolled for less than a full-time load of six Grade 12 U or M courses, may be permitted to register concurrently in one credit, subject to the following provisions:

- a) They must be registered in a sufficient number of Grade 12 U or M courses to complete the requirements for an Ontario Secondary School Diploma (OSSD) which meets normal University admission requirements.
- b) They must have at least a **90** ~~75~~ percent in the previous high school year in an advanced level program, be recommended by their school **or (for home-based learners) their main educator** and be approved by the Brock department concerned
- c) Credit will be granted upon successful completion of the course and fulfillment of Brock's admission requirements
- d) Consideration under this regulation may also be given for students formally approved through the Brock Mentorship Program, Faculty of Mathematics and Science

Submission Rationale: As head start requires high school students to have a high level of autonomy and independence to balance high school and university learning simultaneously, increasing the average will reflect past and present head start recommendations and ensure students come equipped with a strong academic foundation for success. Student recommendations must come from secondary school guidance counsellors for Brock's head start program; all past participants had admit averages above 90%. The current policy does not include home-based learners. Recommendation suggests removing this exclusion, so home-based learners can also be considered (**See Appendix 1**).

2. Faculty Handbook III.A. 3.5 - Proof of Proficiency in English

MOVED (Dun/)

THAT Senate APPROVE the following exemption be added to the Faculty Handbook:

Faculty Handbook III.A.

3.5 PROOF OF PROFICIENCY IN ENGLISH

D. CCES Certificate: All applicants to the post-graduate certificate Canadian Culture in Education Studies (CCES) whose first language is not English must provide evidence of proficiency in English as demonstrated through one of the following:

- 1) IELTS Academic (International English Language Testing System) with a minimum score of 6.0 (no band below 5.5);
- 2) TOEFL IBT (Internet-based Test of English as a Foreign Language) with a minimum score of 70 (no sub scores below 18);
- 3) Duolingo English Test with a minimum score of 100;
- 4) CAEL (Canadian Academic English Language) with a minimum score of 50, no band below 40;
- 5) PTE Academic (Pearson test of English Academic) with a minimum score of 55;
- 6) Brock's IELP Program, Level 4;
- 7) CAE (Cambridge Assessment English) A1 Advanced score of 169;
- 8) CPE (Cambridge Proficiency English) C2 Proficiency score of 169;
- 9) A minimum of two previous years of full-time study (non-ESL) where the primary language of instruction and evaluation was English;
- 10) ESC (Language School Pathway): UCTP Prep Program or Level 8
- 11) ILAC (Language School Pathway): Level 10
- 12) ILSC (Language School Pathway): Intermediate I-4

Submission Rationale: CCES was formerly the Masters Preparation Certificate in Education (MPCE), a change which was approved by Senate on January 19, 2022. The original MPCE maintained an IELTS admission score of 6.0 (or equivalent) since 2018, which the proposed change continues for the new CCES. This program has and will continue to prepare international students for participation in advanced post-secondary as related to the field of Education. As part of the program, students learn the foundations of educational theory, pedagogy, and practice (outside of K-12 system) and enhance their English language proficiencies. Pre- and post-program tests by students from 2015 to 2018 demonstrate the program's success at improving English. Items #1-9 of the list above reflect the tests accepted by the Undergraduate Admissions Office, while items #10-12 of the list above have been previously accepted by MPCE.

(See Appendix 2)

3. Scholarships - Entrance Awards

MOVED (Dun/)

THAT Senate APPROVE the proposed amendments to the Brock Scholars program for students entering after the 2022/23 academic year as follows:

- I. The top academic tier be increased from 93% to 95%
- II. The monetary award of each tier be reduced by \$600 for entrance and renewals

Submission Rationale: Whereas Brock has committed to maintaining funding for undergraduates to keep pace with inflation and enrolment, the percentage of that funding locked into entrance awards has grown sharply during the pandemic. Thus, less money has been available for other payments to students (e.g., needs-based assistance with tuition). The proposed changes correct this problem, rebalancing the budget. (See details in Appendix 3.)

CONSENT ITEMS - FOR INFORMATION

At the February 7th, 2022 USAC meeting Madelyn Law, Associate Vice-Provost, Teaching & Learning, sought consultation on proposed revisions to the *Faculty Handbook section III.A:9 - Examination*.

Matt Melnyk, Director, Student Recruitment & Acting Director, International Market gave a presentation on International Recruitment to the committee for information.

At the March 17th, 2022 USAC meeting, the committee voted to recommend to the chair of senate a trimester format generative discussion.

Memo

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

FROM: Christina Bosilo, Director, Admissions

RE: **FHB, Section 3.4.7 - Concurrent Secondary School/University Enrolment**

The attached are suggested language updates for 3.4.7 Concurrent Secondary School/University Enrolment. Suggested changes will update the FHB to reflect that:

a) As head start requires high school students to have a high level of autonomy and independence to balance high school and university learning simultaneously, increasing the average will reflect past and present head start recommendations and ensure students come equipped with a strong academic foundation for success.

b) Student recommendations must come from secondary school guidance counsellors for Brock's head start program; all past participants had admit averages above 90%.

b) The current policy does not include home-based learners. Our recommendation suggests removing this exclusion, so home-based learners can also be considered.

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

MOVED (/) The updated language for FHB, 3.4.7 be approved as submitted.

January 31, 2022

CB

Attach.

Current FHB Language:

(Track changes have been employed)

3.4.7 – Concurrent Secondary School/University Enrolment

Students enrolled for less than a full-time load of six Grade 12 U or M courses, may be permitted to register concurrently in one credit, subject to the following provisions:

- a) They must be registered in a sufficient number of Grade 12 U or M courses to complete the requirements for an Ontario Secondary School Diploma (OSSD) which meets normal University admission requirements.
- b) They must have at least a 90 percent ~~75 percent~~ in the previous high school year in an advanced level program, be recommended by their school or (for home-based learners) their main educator and be approved by the Brock department concerned
- c) Credit will be granted upon successful completion of the course and fulfillment of Brock's admission requirements
- d) Consideration under this regulation may also be given for students formally approved through the Brock Mentorship Program, Faculty of Mathematics and Science

Senate 277, 308, 352, 485

Memo

TO: Tim Dun, Chair, Undergraduate Student Affairs Committee
FROM: Vera Woloshyn, Director of Global Education Program Committee (Faculty of Education)
RE: Canadian Culture in Education Studies (CCES) English Proficiency Admission Requirement
DATE: March 11, 2022

This request is to have added to the Faculty Handbook an additional section that stipulates the English proficiency admission requirements for the Canadian Culture in Education Studies (CCES) certificate.

Briefly:

- 1) CCES was formerly the Masters Preparation Certificate in Education (MPCE). The change in name was approved by Senate on January 19, 2022.
- 2) Since 2018, the MPCE maintained an IELTS admission score of 6.0 (or equivalent). The MPCE was approved by UPC and published in the Undergraduate Calendar.
- 3) In February 2022, it was brought to our attention during the operationalization of the CCES admissions process that the IELTS score of 6.0 (or equivalent) should be included in the Faculty Handbook.
- 4) In part, the MPCE (now CCES), is structured to prepare international students for participation in advanced post-secondary as related to the broad field of Education. As part of the program, students are introduced to the foundations of educational theory, pedagogy and practice (outside of K-12 system) and enhanced their English language proficiencies through authentic academic study. The success of latter objective is demonstrated by data collected from 2015 to 2018.
- 5) Items #1-9 of the list below reflect the tests accepted by the Undergraduate Admissions Office.
- 6) Items #10-14 of the list below have been previously accepted by MPCE.

As the FOE launched the CCES, we would like to continue past practice as related to English-language proficiency admission requirements and therefore propose the following motion for consideration. This motion mirrors the current language used in the Handbook (3.5 PROOF OF PROFICIENCY IN ENGLISH, Subsection C).

Motion: That USAC recommend to Senate that the following exemption be added to the Faculty Handbook:

Section 3.5 PROOF OF PROFICIENCY IN ENGLISH

D. CCES Certificate: All applicants to the post-graduate certificate Canadian Culture in Education Studies (CCES) whose first language is not English must provide evidence of proficiency in English as demonstrated through one of the following:

- 1) IELTS Academic (International English Language Testing System) with a minimum score of 6.0 (no band below 5.5);
- 2) TOEFL IBT (Internet-based Test of English as a Foreign Language) with a minimum score of 70 (no sub scores below 18);
- 3) Duolingo English Test with a minimum score of 100;
- 4) CAEL (Canadian Academic English Language) with a minimum score of 50, no band below 40;
- 5) PTE Academic (Pearson test of English Academic) with a minimum score of 55;
- 6) Brock's IELP Program, Level 4;

- 7) CAE (Cambridge Assessment English) A1 Advanced score of 169;
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- 9) A minimum of two previous years of full-time study (non-ESL) where the primary language of instruction and evaluation was English;
- 10) ESC (Language School Pathway): UCTP Prep Program or Level 8
- 11) ILAC (Language School Pathway): Level 10
- 12) ILSC (Language School Pathway): Intermediate I-4

*Brock University Undergraduate
Student Awards and Financial Aid -
Entrance Awards*

For:

Brock University Senate Undergraduate
Student Affairs Committee

Consultation

- Initial presentation to USAC of 2022-23 Scholarship budget and proposal of scenarios for entrance award changes
 - ✓ October 28, 2021
- Discussions with PPBAC regarding scholarship budget and changes to Brock entrance awards
 - ✓ October 6, 2021
 - ✓ November 3, 2021
 - ✓ December 1, 2021

2022-23 Fiscal Framework - Targeted Guidance

- Grow the scholarships, fellowships, bursaries and awards budget by the rate of inflation plus the rate of enrolment growth. ✘
 - The University has been unable to maintain this guidance through the pandemic due to grade inflation >> see appendix
- Provide funding for scholarships, fellowships, bursaries and awards consistent with the top 50 per cent of comprehensive universities as identified in the annual Maclean's ranking. ✔
 - Prior to the establishment of the Fiscal Framework the University was ranked 11th out of 15 Universities in the 2014 Maclean's ranking in the Scholarships and Bursaries category.
 - Since the guidance was introduced, we have moved up in the placements and in 2021 we are currently 7th out of 15.

2022-23 Fiscal Framework - Targeted Guidance

- **NEW:** Maintain sufficient flexibility within the budget to fund financial aid as well as merit-based awards. **X**
 - The undergraduate Brock Scholars program has increased from **53** per cent of the undergraduate scholarships, fellowships, bursaries and awards budget in 2017-18 to **73** per cent of the 2022-23 draft budget which has reduced funding flexibility for other student needs.

2022-23 Fiscal Framework

- To determine the value of savings required for 2023-24 budget:
 - Undergraduate scholarship, bursary and student award funding per student as set out in the pre-pandemic 2020-21 budget was **\$798/student**
 - Growing at 2% each year this represents **\$848/student for 2023-24**
 - Based on the forecasted number of UG students in 2023-24 (15,113) the total Undergraduate scholarship, bursary and student award funding should be **\$12.81 million**.
 - This represents a reduction of **\$4.34 million** as compared to the funding provided for in the 2022-23 draft budget.
 - This reduction would result in the Brock Scholars program representing approximately 63% of the budget, which is a first step in improving program flexibility.

Recommended changes to UG Entrance Awards

Need to identify savings of \$4.34 million in the undergraduate entrance awards (based on forecast in the approved 2022-23 Fiscal Framework). The following are the recommendations:

Change highest tier from 93.0%+ to 95%+

<i>Year 1 savings</i> <i>(\$)</i>	<i>Savings by year 4</i> <i>(\$)</i>
357,000	1,142,400

AND \$600 reduction per year each tier (Entrance & Renewal)

<i>Tier / New 4 Year Value</i>	<i>Year 1 savings</i> <i>(\$)</i>	<i>Savings by year 4</i> <i>(\$)</i>
80%-84.9% / \$1,600	487,800	682,920
85%-89.9% / \$3,600	510,600	970,140
90%-94.9% / \$7,600	440,400	1,200,960
95%+ / \$13,600	139,800	447,360
Total	1,578,600	3,301,380

Total estimated savings with these recommendations is \$4.44 million.

Note: Any additional savings realized above required levels will be re-invested into the student awards budget, for example strategic recruitment awards ie. “counter offers” budget.

Recommended changes to UG Entrance Awards

Advantages of proposed recommendations include:

- Highest tier of 95% is consistent with other Universities award structures that offer these awards.
- Not too complex to build into the current student system.
- These options still allow for competitive calculative values, especially at the highest tier - potential total value of \$13,600 over a 4-year degree.
- Reduction of award value is consistent across all tiers.
- Maintaining renewals based on entrance averages of students avoids additional lobbying for grades (apart from the current 80% requirement) identified as a concern.

Motion

THAT the Undergraduate Student Affairs Committee recommend to Senate that the Brock Scholars program be amended for students entering after the 2022/23 academic year as follows

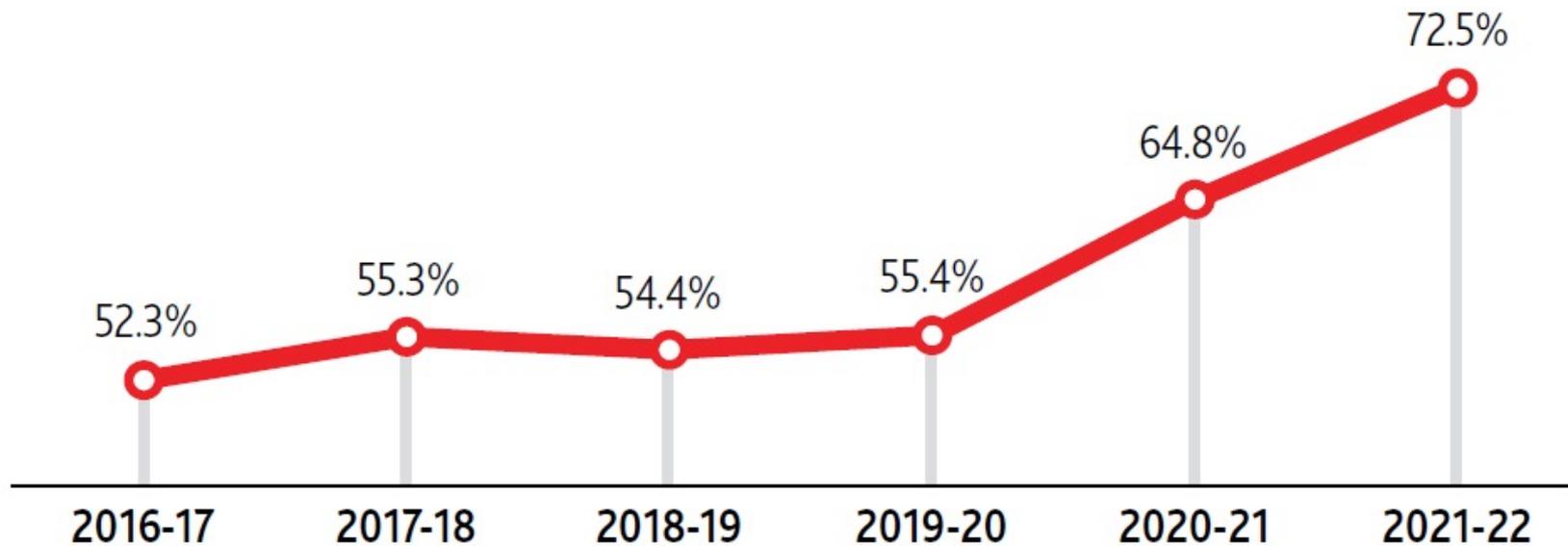
- I. The top academic tier be increased from 93% to 95%***
- II. The monetary award of each tier be reduced by \$600 for entrance and renewals***

Questions/Comments



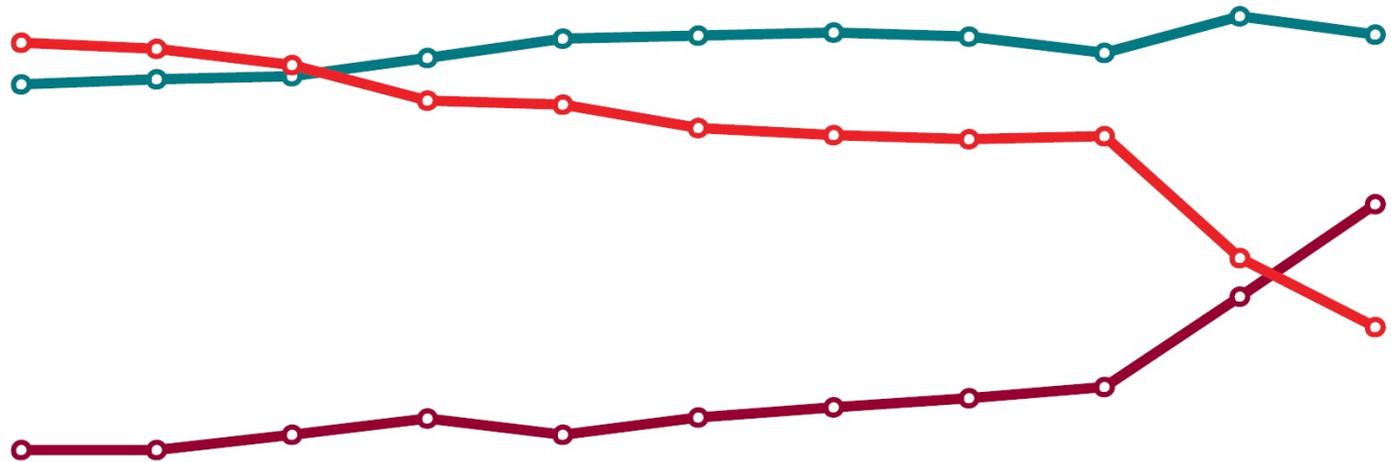
Appendices

Proportion of undergraduate first year students qualified for entrance awards



Source: Admissions BI dashboard (as at Aug. 12, 2021).

Mean admit averages of new 101 students registered by year



	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
<80%	48%	47%	46%	42%	42%	39%	39%	38%	39%	27%	20%
80-89%	44%	44%	44%	46%	48%	48%	49%	48%	47%	50%	49%
90%+	8%	8%	9%	11%	9%	11%	12%	13%	14%	23%	32%

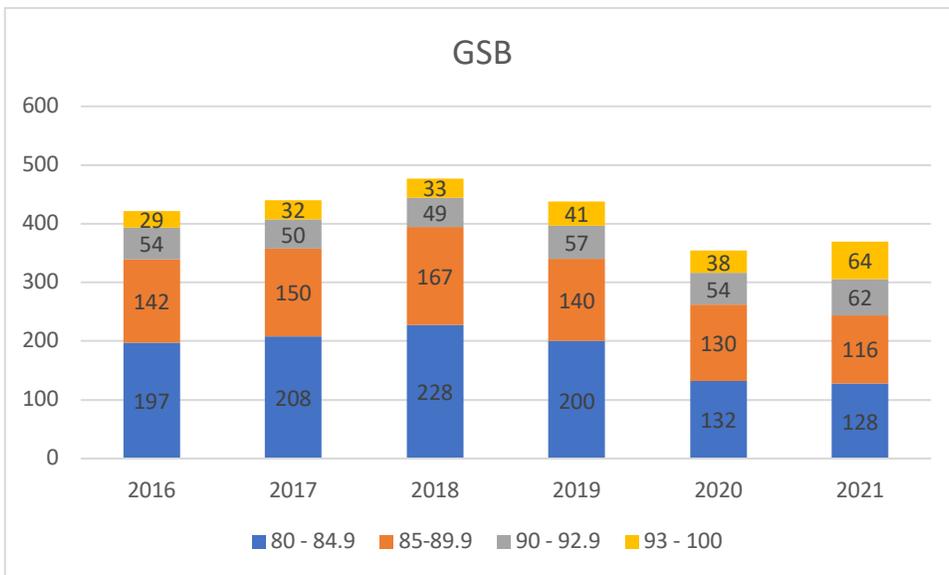
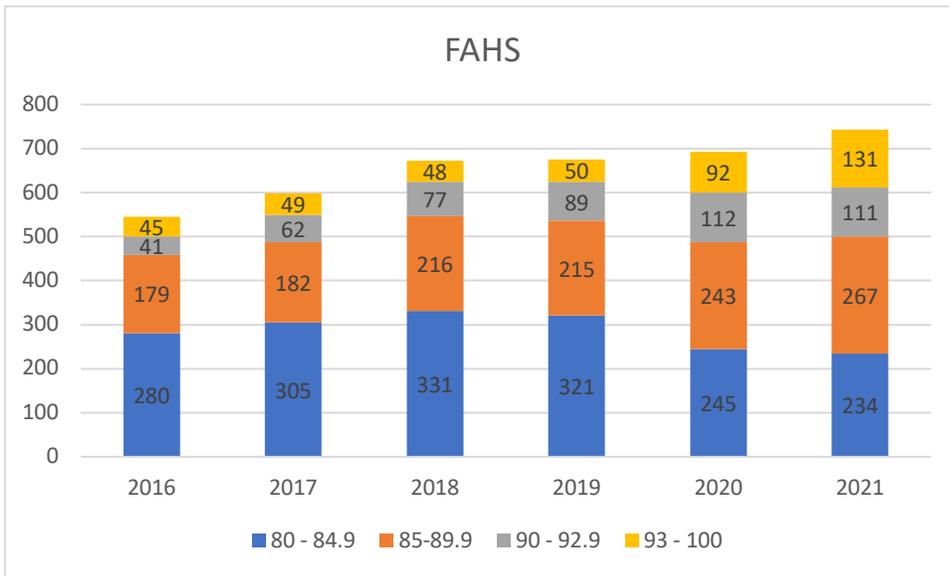
Existing Tiers Reference

93.0% and above	\$16,000 (\$4,000 each year)
90.0% to 92.9%	\$10,000 (\$2,500 each year)
85.0% to 89.9%	\$6,000 (\$1,500 each year)
80.0% to 84.9%	\$4,000 (\$1,000 each year)

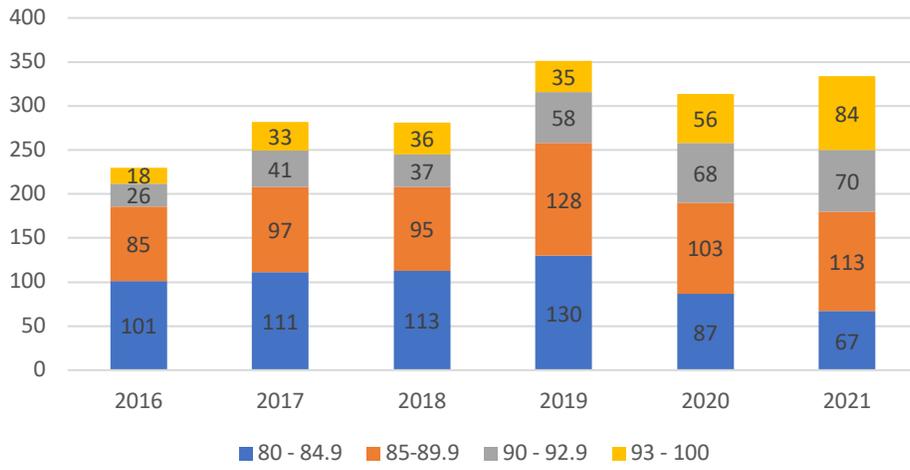
BROCK SCHOLARS AWARD - Entrance Averages to Qualify for Award (admission)

The following tables illustrate the total number of applicants who were awarded Brock Scholars entrance scholarships and ultimately registered in year 1 over the last 5 years. The data is based on the Admissions “AppsDetails” report. Overall averages have been grouped based on the existing Brock Scholars award thresholds:

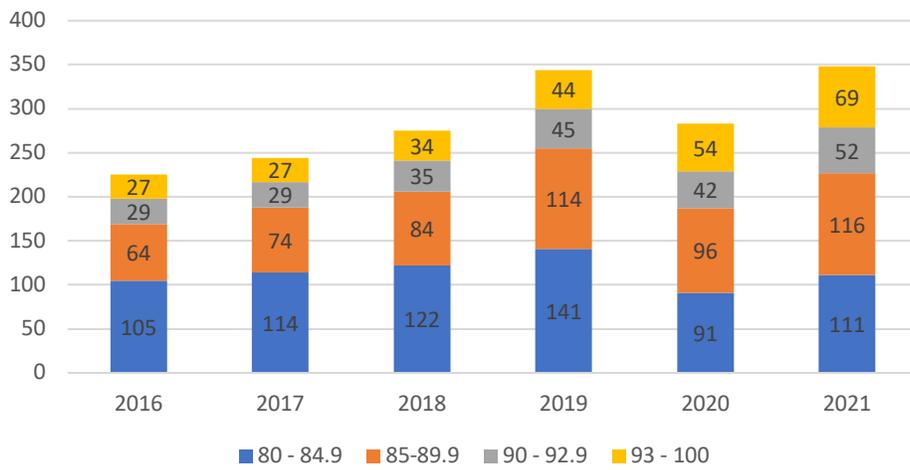
- 80 - 84.9
- 85 - 89.9
- 90 - 92.9
- 93 and above

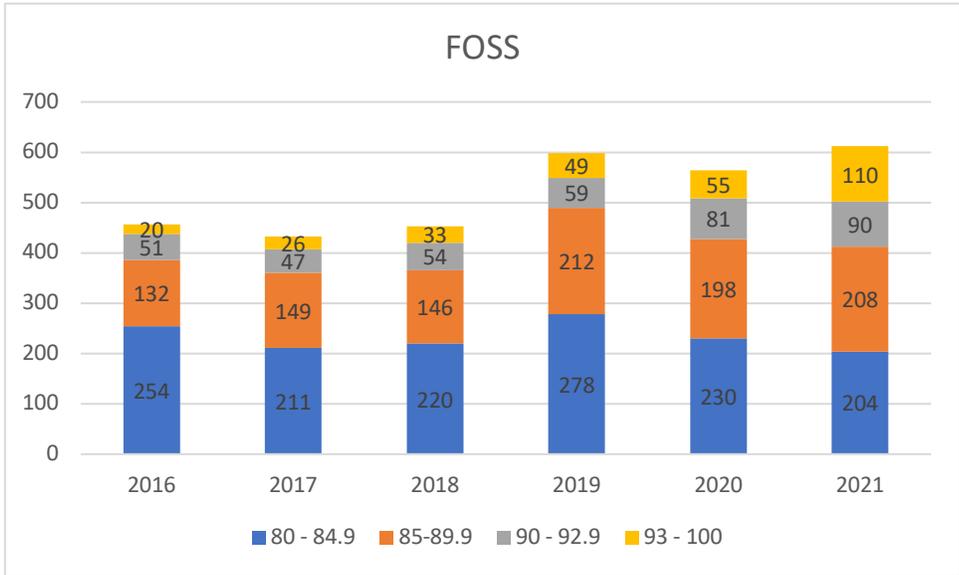


FHUM



FMS





IN-PROGRESS STUDENTS ACADEMIC AVERAGES

The following two tables represent the number of students with averages 80 or higher for the past 5 years. These numbers do not necessarily include those with entrance scholarships, this reflects all UG students registered with overall averages at 80 or higher. The data is based on November 1 snapshot. Overall averages have been grouped based on the existing Brock Scholars award thresholds:

- 80 - 84.9
- 85 - 89.9
- 90 - 92.9
- 93 and above

The second table illustrates percentage totals, taking into account the overall Faculty enrolment as of Nov. 1, for example FAHS in 2016 had a total of 3548 students, 19.5% (692) had averages 80 or higher; of this group, 66.6% had averages between 80 and 84.9.

Number of Students	Academic Year				
	2016	2017	2018	2019	2020
Overall Average					
Applied Health Sciences Nov. 1 total	3548	3669	3888	3890	4074
Applied Health Sciences	692	759	871	1020	1513
80 to 84.9	461	513	581	675	932
85 to 89.9	179	197	240	284	443

90 to 92.9	41	39	36	48	86
93 and above	11	10	14	13	52
Goodman School of Business Nov. 1 total	2912	2940	2962	2920	2770
Goodman School of Business	703	719	715	791	980
80 to 84.9	453	450	452	503	607
85 to 89.9	199	211	213	223	289
90 to 92.9	35	35	34	50	71
93 and above	16	23	16	15	13
Education Nov 1. total	1451	1399	1396	1411	1582
Education	281	236	226	190	210
80 to 84.9	139	108	122	111	100
85 to 89.9	110	94	85	65	86
90 to 92.9	23	25	12	10	18
93 and above	9	9	7	4	6
Humanities Nov 1. total	1772	1802	1642	1816	1819
Humanities	356	414	469	596	759
80 to 84.9	263	293	315	400	450
85 to 89.9	83	108	134	169	253
90 to 92.9	8	10	13	20	43
93 and above	2	3	7	7	13
Mathematics & Science Nov. 1 total	1922	2037	2031	2279	2280
Mathematics & Science	369	410	431	524	689
80 to 84.9	205	201	213	269	344
85 to 89.9	116	154	154	179	243
90 to 92.9	30	27	34	52	72
93 and above	18	28	30	24	30

Social Sciences Nov. 1 total	4670	4551	4189	5206	5034
Social Sciences	565	585	621	804	1107
80 to 84.9	400	409	443	537	709
85 to 89.9	140	145	148	227	329
90 to 92.9	18	21	24	33	50
93 and above	7	10	6	7	19

Number of Students	Academic Year				
	2016	2017	2018	2019	2020
Overall Average					
Applied Health Sciences Nov. 1 total	3548	3669	3888	3890	4074
Applied Health Sciences	19.5%	20.7%	22.4%	26.2%	37.1%
80 to 84.9	66.6%	67.6%	66.7%	66.2%	61.6%
85 to 89.9	25.9%	26.0%	27.6%	27.8%	29.3%
90 to 92.9	5.9%	5.1%	4.1%	4.7%	5.7%
93 and above	1.6%	1.3%	1.6%	1.3%	3.4%
Goodman School of Business Nov. 1 total	2912	2940	2962	2920	2770
Goodman School of Business	24.1%	24.5%	24.1%	27.1%	35.4%
80 to 84.9	64.4%	62.6%	63.2%	63.6%	61.9%
85 to 89.9	28.3%	29.3%	29.8%	28.2%	29.5%
90 to 92.9	5.0%	4.9%	4.8%	6.3%	7.2%
93 and above	2.3%	3.2%	2.2%	1.9%	1.3%
Education Nov 1. total	1451	1399	1396	1411	1582
Education	19.4%	16.9%	16.2%	13.5%	13.3%
80 to 84.9	49.5%	45.8%	54.0%	58.4%	47.6%
85 to 89.9	39.1%	39.8%	37.6%	34.2%	41.0%
90 to 92.9	8.2%	10.6%	5.3%	5.3%	8.6%

93 and above	3.2%	3.8%	3.1%	2.1%	2.9%
Humanities Nov 1. total	1772	1802	1642	1816	1819
Humanities	20.1%	23.0%	28.6%	32.8%	41.7%
80 to 84.9	73.9%	70.8%	67.2%	67.1%	59.3%
85 to 89.9	23.3%	26.1%	28.6%	28.4%	33.3%
90 to 92.9	2.2%	2.4%	2.8%	3.4%	5.7%
93 and above	0.6%	0.7%	1.5%	1.2%	1.7%
Mathematics & Science Nov. 1 total	1922	2037	2031	2279	2280
Mathematics & Science	19.20%	20.13%	21.22%	22.99%	30.22%
80 to 84.9	55.56%	49.02%	49.42%	51.34%	49.93%
85 to 89.9	31.44%	37.56%	35.73%	34.16%	35.27%
90 to 92.9	8.13%	6.59%	7.89%	9.92%	10.45%
93 and above	4.88%	6.83%	6.96%	4.58%	4.35%
Social Sciences Nov. 1 total	4670	4551	4189	5206	5034
Social Sciences	12.1%	12.9%	14.8%	15.4%	22.0%
80 to 84.9	70.8%	69.9%	71.3%	66.8%	64.0%
85 to 89.9	24.8%	24.8%	23.8%	28.2%	29.7%
90 to 92.9	3.2%	3.6%	3.9%	4.1%	4.5%
93 and above	1.2%	1.7%	1.0%	0.9%	1.7%

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

FROM: Rosemary Condillac
Chair, Senate Graduate Studies Committee

DATE: March 23, 2022

REPORT TO SENATE 698, March 23, 2022

ACTION ITEMS

1. Amendments to FHB 3.B.6.7: English Language Proficiency and FHB 3.B.6.3: Exceptional Admission

MOVED (Condillac/)

THAT Senate approve the proposed amendments to FHB 3.B.6.7: English Language Proficiency and 3.B.6.3: Exceptional Admission as follows (highlights indicate addition, strikethrough indicates deletion):

6.7 English Language Proficiency

A. English is the language of instruction for graduate programs at Brock University. Therefore, strong English language ability is necessary for full participation in academic life at the University. Successful graduate work requires solid proficiency in all four English language skills: speaking, listening, reading and writing.

B. Master's applicants who have not completed three or more years of post- secondary study and doctoral applicants who have not completed two or more years of post-secondary study at a Canadian institution or at an institution at which English was the primary language of instruction will be required to provide certification of English language proficiency through one of the accepted program/examinations listed below:

i) Successful completion of Level 5 of the Brock Intensive English Language program; or

ii) A minimum TOEFL PBT (Paper based) score of 550 plus 4.0 minimum for the TWE (Test of Written English), or TOEFL iBT (Internet based) minimum overall score of **88** 80, with no sub- test score under **21** 19; or Senate 595

iii) A minimum score of 6.5 on the International English Language Testing System (IELTS), with no section under **6.0** ~~5.5~~; or

iv) Deleted

(Senate 629)

v) Achievement of an overall Band Score of **70** ~~60~~, with ~~60~~ in writing, and no other under **60** ~~50~~ on the Canadian Academic English Language Assessment (CAEL); or

vi) An average of at least 4.5 with no band score lower than 4.0 on the Can Test (Canadian Test of English for Scholars and Trainees); or

vii) A minimum overall score of 60 and a minimum score of 60 in each individual component on the Pearson Test of English Academic (PTE-A); or

Senate 617, 629

viii) Completion of the Cambridge Assessment English: C1 Advanced or C2 Proficiency with A Cambridge English score of 176 or higher.

C. International Graduate Cohort Programs

Students applying to International Graduate Cohort programs will adhere to the same English Language Proficiency requirements as those students applying to the domestic graduate programs.

All International Graduate Cohort programs must include as part of their program requirements an English Language bridging program and ongoing English language support services. These will be described in the program's graduate calendar entry.

D. Graduate programs may require English Proficiency scores that are higher than the University minimums for admission to specific graduate programs.

Senate 517, 550, 629,641

6.3 CATEGORIES OF ADMISSION

D. Exceptional Admission

The Dean of Graduate Studies (or designate) may approve admission for an applicant who does not meet minimum admission requirements if requested by the graduate program and if they are satisfied that the program's rationale for admission is sound and the applicant has a reasonable chance of success. Exceptional circumstances may include the lack of a four-year honours Bachelor's degree or equivalent, lower than minimum admission averages, **lower than minimum English Proficiency Test score**, or fewer reference letters than normally expected (with the understanding that a minimum of one completed academic letter must be in evidence).

Normally conditions related to early performance in the program are attached to exceptional admissions. Applicants with four-year Bachelor degrees from Colleges of Applied Arts & Technology, accredited by AUCC, will be considered on a case-by-case basis.

Senate 578, 649

KEY BACKGROUND

- At its meeting held on March 4th, the Graduate Studies Committee received a Report from its Policy Subcommittee that included proposed revisions to FHB 3.B.6.7 and 3.B.6.3. for review and recommendation to Senate.
- These amendments are now brought to Senate for approval.

RATIONALE

- The changes are being proposed to align graduate and undergraduate requirements, as graduate requirements for some tests are currently lower than undergraduate requirements.
- The changes are also proposed to allow for the inclusion of the Cambridge Test as an acceptable evaluation, as this is a test widely used in areas such as South America. This test is also accepted at most other Canadian universities.

CONSENT ITEMS - FOR APPROVAL

1. 2022-23 Graduate Academic Calendar Submissions

MOVED (Condillac/)

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

MOVED (Condillac/)

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

MOVED (Condillac/)

That Senate approve the 2022-2023 Graduate Calendar entries for Applied Disability Studies as outlined in Appendix 3, pending consultation documentation from CPI and ITS.

BACKGROUND

- On February 25th the Calendar subcommittee met to review revised calendar entries from three programs as well as new course submissions from two programs. These submissions are now presented to Senate for final approval.

CONSENT ITEMS - FOR INFORMATION

1. **Medical Self-Declaration Forms**

The Committee received an update on the changes to the Medical Self-Declaration forms being presented to Senate for approval.

2. **Senate Generative Discussion Topics**

The Chair invited members to consider potential graduate-related Generative Discussion topics for recommendation to the Senate Chair for future consideration. Graduate Council will also be invited to consider proposed topics.

APPENDICES

Appendix 1 - [APC Graduate Calendar Entry for Applied Health Sciences](#)

Appendix 2 - [APC Graduate Calendar Entry for Critical Sociology](#)

Appendix 3 - [APC Graduate Calendar Entry for Applied Disability Studies](#)

Appendix 1

Academic Program Calendar Submission #2022-3258

Department/Centre: Applied Health Sciences

Program(s): Applied Health Sciences

Program Additions/Terminations

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

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

List all new/terminated major/minor/concentration/certificate programs, to be implemented/terminated.

Please state the proposal(s) in the form of a motion or series of motions. e.g., "Major in XXXX, be introduced"; "Major in XXXX be terminated"

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

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

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

3. Required Documentation/Information

If a new or specialization is being proposed, the following documentation must be submitted:

Program Changes

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

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

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

- 1. Add course AHSC 5P52.**
- 2. Add course AHSC 5P92.**
- 3. Add course AHSC 5P97.**
- 4. Updating Faculty Information.**
- 5. Delete Fields of Specialization MA/MSc.**
- 6. Delete Thesis MA/MSc.**

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. Addition**
- 2. Addition**
- 3. Addition**
- 4. New Hires and status changes.**
- 5. Information found under Program Description MA/MSc**
- 6. Information found under Program Description MA/MSc**

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 Health Sciences

Dean

Peter Tiidus

Faculty of Applied Health Sciences

Associate Dean Research and Graduate Studies

Deborah O'Leary

Faculty of Applied Health Sciences

Administrative Graduate Coordinator

Joanne Kremble

905-688-5550, extension 4797

ahsgradstudies@brocku.ca

South Block 439

<https://brocku.ca/applied-health-sciences>

Doctor of Philosophy in Applied Health Sciences

Field(s) of Specialization

Health Biosciences

Behavioural and Population Health

Social and Cultural Health Studies

Master of Arts in Applied Health Sciences

Field(s) of Specialization

Community Health
Health and Physical Education
Leisure Studies
Nursing
Sport Management

Master of Science in Applied Health Sciences

Field(s) of Specialization

Health Sciences
Kinesiology

PhD in Applied Health Sciences

Behaviourial and Population Health

Core Faculty

Professors

Anthony Bogaert (Health Sciences), Brent E. Faught (Health Sciences), Jian (Jason) Liu (Health Sciences), Diane Mack (Kinesiology), Dawn Prentice (Nursing), Philip Sullivan (Kinesiology/~~Chair~~), Terrance Wade (Health Sciences), Philip Wilson (Kinesiology)

Associate Professors

Kimberley Gammage (Kinesiology), Kelli-an Lawrance (Health Sciences), William Pickett (Health Sciences)

Assistant Professors

Corliss Bean (Recreation and Leisure Studies), Antony Wai Ho Chum (Health Sciences), Karen Patte (Health Sciences)

Professors Emeriti

John Hay (Health Sciences), Martin Tammemagi (Health Sciences)

Health Biosciences

Core Faculty

Professors

Allan Adkin (Kinesiology), Stephen Cheung (Kinesiology), Jens Coorssen (Health Sciences), **David Ditor (Kinesiology)**, Bareket Falk (Kinesiology), David Gabriel (Kinesiology), Panagiota Klentrou (Kinesiology/**Chair**), Paul LeBlanc (Health Sciences/**Chair**), Deborah O'Leary (Health Sciences/Associate Dean Research and Graduate Studies), Brian Roy (Kinesiology/Associate Dean, Faculty of Graduate Studies), Ana Sanchez (Health Sciences), Craig Tokuno (Kinesiology), Evangelia Tsiani (Health Sciences), Rene Vandenboom (Kinesiology), Wendy Ward (Kinesiology/~~CRC~~)

Associate Professors

Michael Holmes (Kinesiology/CRC), **Kelly Lockwood (Kinesiology)**, Adam MacNeil (Health Sciences), **Rebecca MacPherson (Health Sciences)**, Hui Di Wang (Health Sciences)

Assistant Professors

Shawn Beaudette (Kinesiology), Val Andrew Fajardo (Kinesiology/CRC), ~~Rebecca MacPherson (Health Sciences)~~

Professors Emeriti

Sandra Peters (Kinesiology), Michael J. Plyley (Kinesiology)

Social and Cultural Health Studies

Core Faculty

Professors

Maureen Connolly (Kinesiology), Colleen Hood (Recreation & Leisure Studies), Ken Lodewyk (Kinesiology), Lynn McCleary (Nursing), Tim O'Connell (Recreation & Leisure Studies), Cathy van Ingen (Kinesiology)

Associate Professors

Jarold Cosby (Kinesiology), Timothy Fletcher (Kinesiology), Curtis Fogel (Sport Management), Shannon Kerwin (Sport Management), Lisa Kikulis (Sport Management), Brad Millington (Sport Management), Erin Sharpe (Recreation and Leisure Studies/~~Chair~~), Julie Stevens (Sport Management), Dawn Trussell (Sport Management), Colleen Whyte (Recreation & Leisure Studies)

Assistant Professor

~~Arne Stinchcombe (Recreation & Leisure Studies)~~

Master of Arts in Applied Health Sciences**Community Health****Core Faculty***Professors*

Anthony Bogaert (Health Sciences), **Dan Malleck (Health Sciences)**, Lynn McCleary (Nursing), Terrance Wade (Health Sciences)

Associate Professors

Joanne Crawford (Nursing), Pauli Gardner (Health Sciences), Madelyn Law (Health Sciences/Associate Vice-Provost, Teaching & Learning), Kelli-an Lawrance (Health Sciences), ~~Dan Malleck (Health Sciences)~~, Miya Narushima (Health Sciences)

Assistant Professors

Alisa Grigorovich (Recreation & Leisure Studies), Valerie Michaelson (Health Sciences)

Participating Faculty

Sue Arai (University of Waterloo), John Cairney (University of Queensland)

Health and Physical Education**Core Faculty***Professors*

Maureen Connolly (Kinesiology), Anna Lathrop (Kinesiology/Vice-Provost & Associate VP, Students), Ken Lodewyk (Kinesiology), Philip Sullivan (Kinesiology/~~Chair~~), Cathy van Ingen (Kinesiology), Philip Wilson (Kinesiology)

Associate Professors

Jarold Cosby (Kinesiology), Timothy Fletcher (Kinesiology), Ian Ritchie (Kinesiology), Danny Rosenberg (Kinesiology)

Assistant Professor

Rob Millington (Kinesiology)

Participating Faculty

Chunlei Lu (Education)

Professor Emeritus

Nancy Francis (Kinesiology)

Leisure Studies**Core Faculty***Professors*

Colleen Hood (Recreation & Leisure Studies), Tim O'Connell (Recreation & Leisure Studies), Shalini Singh (Recreation & Leisure Studies)

Associate Professors

Martha Barnes (Recreation & Leisure Studies), Sanghee Chun (Recreation & Leisure Studies), Scott Forrester (Recreation & Leisure Studies), Garrett Hutson (Recreation & Leisure Studies), Erin Sharpe (Recreation & Leisure Studies/~~Chair~~), Colleen Whyte (Recreation & Leisure Studies)

Assistant Professors

Corliss Bean (Recreation & Leisure Studies), **Alisa Grigorovich (Recreation & Leisure Studies)**, Pei-Chun Hsieh (Recreation & Leisure Studies), ~~Arne Stinchcombe (Recreation & Leisure Studies)~~

Participating Faculty

Bob Henderson (McMaster University), Glenn Stalker (York University)

Nursing**Core Faculty***Professors*

~~~~Lynn McCleary (Nursing), Dawn Prentice (Nursing)~~~~

Associate Professors

Joanne Crawford (Nursing), Jane Moore (Nursing), Sheila O'Keefe-McCarthy (Nursing), Zaida Rahaman (Nursing/~~Chair~~), ~~~~Jennine Salfi (Nursing), ~~~~Karyn Taplay (Nursing/**Chair**)

Assistant Professor

Constance Schumacher (Nursing)

Participating Faculty

Joyce Engel (Nursing), Cindy Ko (Niagara College)

Sport Management**Core Faculty***Associate Professors*

Chris Chard (Sport Management/Chair), Laura Cousens (Sport Management), Curtis Fogel (Sport Management), Craig Hyatt (Sport Management), Shannon Kerwin (Sport Management), Lisa Kikulis (Sport Management), Cheryl Mallen (Sport Management), Brad Millington (Sport Management), ~~~~Kevin Mongeon (Sport Management), ~~~~Kirsty Spence (Sport Management/Associate Dean, Undergraduate Studies), Julie Stevens (Sport Management), Dawn Trussell (Sport Management)

Assistant Professors

Nicholas Burton (Sport Management), Michele Donnelly (Sport Management), **Michael Naraine (Sport Management)**, Olan Scott (Sport Management), **Michael Van Bussel (Sport Management)**

Master of Science in Applied Health Sciences**Health Sciences****Core Faculty***Professors*

Jens Coorssen (Health Sciences), Brent E. Faught (Health Sciences), Paul LeBlanc (Health Sciences/Chair), Jian (Jason) Liu (Health Sciences), Deborah O'Leary (Health Sciences/Associate Dean, Research and Graduate Studies), Ana Sanchez (Health Sciences), **Newman Siu Kwan Sze (Health Sciences/CRC)**, Evangelia Tsiani (Health Sciences), Wendy Ward (Kinesiology/~~CRC~~)

Associate Professors

Adam MacNeil (Health Sciences), **Rebecca MacPherson (Health Sciences)**,~~~~ ~~~~William Pickett (Health Sciences), Hui Di Wang (Health Sciences)~~~~

Assistant Professors

Antony Wai Ho Chum (Health Sciences), Asif Khowaja (Health Sciences), ~~Rebecca MacPherson (Health Sciences)~~, Karen Patte (Health Sciences)

Participating Faculty

Theodoros Tsakiridis (McMaster Medical Centre), Sarah Pennisi (Director of Health Services)

Professor Emeritus

Martin Tammemagi (Health Sciences)

Kinesiology

Core Faculty

Professors

Allan Adkin (Kinesiology), Stephen Cheung (Kinesiology), *David Ditor (Kinesiology), *Bareket Falk (Kinesiology), David Gabriel (Kinesiology), Panagiota Klentrou (Kinesiology/**Chair**), Diane Mack (Kinesiology), Brian Roy (Kinesiology/Associate Dean, Faculty of Graduate Studies), Philip Sullivan (Kinesiology/**Chair**), Peter Tiidus (Kinesiology/Dean), Craig Tokuno (Kinesiology), *Rene Vandenboom (Kinesiology), *Wendy Ward (Kinesiology/**CRC**), Philip Wilson (Kinesiology)

Associate Professors

~~Gail Frost (Kinesiology)~~, Kimberley Gammage (Kinesiology), Nathan Hall (Kinesiology), Michael Holmes (Kinesiology/CRC), Kelly Lockwood (Kinesiology), Jae Patterson (Kinesiology)

Assistant Professors

Shawn Beaudette (Kinesiology), Val Andrew Fajardo (Kinesiology/CRC), William Gittings (Kinesiology), **Stephen Klassen (Kinesiology)**, Sean Locke (Kinesiology)

Participating Faculty

Peter Fritz (~~Niagara Health System~~), ~~Brian Timmons (McMaster University)~~, **Brian Timmons (McMaster University)**, Russ Tupling (University of Waterloo)

Professors Emeriti

Sandra Peters (Kinesiology), Michael J. Plyley (Kinesiology)

Program Description - PhD

The PhD program **focuses on** ~~is centered in~~ the development of knowledge through the systematic evaluation of evidence related to the health and well-being of individuals and groups. The overall goals of the program are to develop well-trained individuals who think creatively, are able to evaluate critically both their own work and that of others, and are capable of conducting research and scholarship at the forefront of their chosen field. The PhD candidate strives to demonstrate the ability to conduct research independently, and to develop a program of research that is both original and capable of making a significant contribution to the candidate's field.

The program offers the student the opportunity to participate in an individualized program of study, including mentorship-style learning and concentrated inquiry in an area of interest. Course work emphasizes a broad approach to the subject area, with particular attention to research techniques and the application of research methodology, current paradigms, and related conceptual, philosophical, and theoretical issues in health science research.

Success in achieving the program goals is evaluated through: a) a formal thesis proposal defence to the Advisory Committee; b) a comprehensive examination (including both written and oral components) of a defined area of knowledge within the first 15-18 months of enrollment in the program; c) a Faculty oral defence conducted by the Advisory Committee; and d) a final Faculty of Graduate Studies oral defence, which includes both an Internal and an External Examiner.

Admissions Requirements - PhD

To be eligible for admission, applicants must have completed a thesis oriented Master's degree or equivalent with at least a B+

standing from a recognized university in a discipline appropriate to the intended field of doctoral study.

Applicants whose primary language is not English, or who have not completed three or more years of post-secondary work at a Canadian institution, at which English is the primary language of instruction, must provide certification of English language proficiency.

The Faculty of Applied Health Sciences normally accepts only full-time degree students.

Degree Requirements - PhD

The PhD program is designed as a 4-year program involving a combination of course work, a comprehensive examination, an original research program, and the writing and subsequent defence of a thesis.

Students must take two required half-courses and two optional half-courses. The courses will be chosen in consultation with the candidate's advisor, but will normally include AHSC 7P01; one of AHSC 7P17 or AHSC 7P27; and two half-credit course electives. Students may choose Selected Research Topic or Directed Study courses, or graduate level courses (number 5(alpha)00 or above) from any graduate program in the University, to fulfill their two elective course requirements.

Students In addition, the student must also complete a comprehensive examination that includes both an oral and written component, and a formal defence of a thesis proposal. Once the research is complete and the thesis written, the student must defend the thesis in both an internal Faculty oral defence and a formal University oral defence.

Program Description - MA/MSc

The Master's program in Applied Health Sciences offers Master's of Arts degrees with the fields of Community Health, Health and Physical Education, Leisure Studies, Nursing, and Sport Management, and Master's of Science degrees with the fields of Health Sciences and Kinesiology. Students receive a unique educational experience which combines mentorship of the student by a faculty supervisor and extensive small group work with fellow students and faculty from each of the five academic departments represented in the program: ~~Community~~ Health Sciences, Nursing, Kinesiology, Recreation and Leisure Studies and Sport Management. Students will gain in-depth training, knowledge and research experience through their thesis work while also benefiting from the broad, cross-disciplinary approach followed in the course work. The advanced course work and strong research experience are intended to prepare students to continue their graduate training at the doctoral level. Students will also be prepared to pursue the wide variety of career possibilities in health, kinesiology, recreation, and sport management.

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.

Admission Requirements MA/MSc

Successful completion of a four year Bachelor's degree, or equivalent, from an accredited university in a relevant discipline (For example, Health Studies, Nursing, Recreation and Leisure Studies, Kinesiology or Sport Management), with an average of not less than 75% (mid-B) over the last two years of full-time undergraduate study. Students with a Bachelor's degree in such related fields as Psychology, Planning, Sociology, Gerontology, Social Work, Biology and Business may also be eligible, although additional course work may be required. Applicants must have undergraduate preparation in research methods in either quantitative or qualitative data analysis. Applicants who do not have an undergraduate research methods course and/or an undergraduate data analysis course may be admitted to the program as a conditional student. These students, however, must successfully complete, at the undergraduate level, the research methods and/or data analysis course within the first two terms in order to continue in the program. Agreement from a faculty advisor to supervise the student is also required for admission to the program.

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

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

Graduate Program Director.

Degree Requirements - MA/MSc

Basic degree requirements include the successful completion of at least four half course credits and a research project that culminates in a thesis (AHSC 5F90). The research project for the thesis will be chosen in consultation with the student's advisor.

The courses will be chosen in consultation with the **student candidate's** advisor, but normally will include: a minimum of one of the following: AHSC 5P07, AHSC 5P17, AHSC 5P27, AHSC 5P37, AHSC 5P38, AHSC 5P47, AHSC 5P57 or AHSC 5P77; and three half-credit course electives. Students in the Leisure Studies, Nursing and Sport Management fields are required to take AHSC 5P30, AHSC 5P10 and AHSC 5P08, respectively, as one of the three half-credit electives. Students may choose a Selected Research Topic or Directed Study course, or a graduate level course (number 5(alpha)00 or above) from any graduate department in the University; to fulfill their three elective course requirements. **Students must also register and complete AHSC 5N01 in the first year of study. Students are expected to complete their course requirements within the first three terms of study, and conclude all requirements within six academic terms (two years).**

~~Students must also register and complete AHSC 5N01 in the first year of study. Students are expected to complete their course requirements within the first three terms of study, and conclude all requirements within six academic terms (two years).~~

A thesis proposal will be required of all MA/MSc students in the program. The proposal should contain a detailed statement of the research problem and significance in terms of its contribution to knowledge and/or practice, a precise account of the methodology or research techniques to be employed, plus an outline of the proposed data analysis procedures to be used. The student will be required to present and defend this proposal before the student's thesis advisory committee. The final thesis based on the completed research must also be successfully defended to satisfy the thesis requirement.

Thesis MA/MSc

~~**Delete section**A thesis proposal will be required of all MA/MSc students in the program. The proposal should contain a detailed statement of the research problem and significance in terms of its contribution to knowledge and/or practice, a precise account of the methodology or research techniques to be employed, plus an outline of the proposed data analysis procedures to be used. The student will be required to present and defend this proposal before the student's thesis advisory committee. The final thesis based on the completed research must also be successfully defended to satisfy the thesis requirement.~~

Fields of Specialization MA/MSc

~~**Delete section**Students will pursue their studies with an emphasis in one of the seven fields within the graduate program (Community Health, Health and Physical Education, Health Sciences, Kinesiology, Leisure Studies, Nursing, Sport Management). The nature and topic of the research project undertaken by the student will determine the choice of faculty advisor and the subsequent degree specification.~~

Facilities

The Faculty has over twenty labs including behavioural/observation labs, "dry" biophysical labs, "wet" biophysical labs, functional assessment labs and anatomy/physiology teaching labs. **A number of** ~~Dedicated study space for the MPK students is available in the Cairns Family Health and Bioscience Research Complex 400 level.~~ **Additional** graduate student areas are available ~~in the Walker Complex with desktop computers connected to the network~~ for use by FAHS graduate students. Students have access to a variety of software programs, including SPSS, SAS, and other discipline-specific software. Also available is a large format printer for printing posters, and various scanners, cameras, and devices for digital analysis.

Course Descriptions

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

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

AHSC 5F90

MA/MSc Research and Thesis

A research project involving the preparation and defence of a thesis proposal and a final thesis report which demonstrate a capacity for independent work. The thesis shall be carried out under the supervision of a faculty member and both the proposal and final thesis shall be defended at an oral examination.

AHSC 5N01

Current Issues in Applied Health Sciences Research

This non-credit course provides students an overview of evidence-based thinking via research conducted with an applied health science focus. Students will be exposed to a range of methodological and paradigmatic issues characterizing the multidisciplinary nature of research in applied health sciences. Students will also have the opportunity to develop their knowledge mobilization skills pertaining to disseminating research ideas.

Note: Student must register and complete AHSC 5N01 in the first year of study.

AHSC 5P02

Sport and the Environment

Examination of the symbiotic relationship between sport and the natural environment (i.e., sport ecology). Topics include sport's impacts on the environment, implications of climate change for sport participation and facilities, sustainability and sport organizations, corporate environmentalism, environmental policy, social movements, and sustainable development.

AHSC 5P03

Organizational Analysis of Sport

An introduction to selected topics in organizational theory and to discuss how these can be used to understand and conduct research on the different types of sport organizations.

AHSC 5P04

Leadership and Organizational Behaviour in Leisure, Sport, and Community Based Organization

Understanding and effectively managing human behaviour is critical for leaders in sport, recreation, health and educational organizations. Content will relate to theory, current research, and the practical application of the behaviour of people in organizations and how that behaviour interfaces with management.

AHSC 5P05

Social Responsibility for Sports, Recreation and Health

Examination of the role of social responsibility for sport, recreation and health with focus on organizational and individual orientations of social responsibility and global citizenship. Topics include social responsibility, business ethics, employee relations community-related development, corporate citizenship, social marketing, fundraising and awareness, giving.

AHSC 5P06

International Relations and Globalization of Sport

Global issues affecting sport. Topics include governance of international sport; United Nations, international sport federations, corruption and cheating in international sport; global labour issues; sport media complex; use of sport and sport events for international relations, and trade; athlete rights/human rights; different models of sport delivery and unequal distribution of resources in global sport.

AHSC 5P07

Qualitative Approaches, Theories & Methods

This course provides an introduction to the philosophical foundations that guide qualitative inquiry. Students will develop an introductory understanding of onto-epistemological underpinnings, theoretical perspectives, methodological approaches, methods, ethical issues, and paradigmatic criterion for high quality qualitative inquiry.

AHSC 5P08

Critical Analysis of Sport Management Research

An examination of the nature of research used in sport management and the problems this research aims to address. Research themes may include: organizational theory, organizational behaviour, human resource management, sport policy, sport marketing, sport law, and sport economics.

AHSC 5P09

Power, Politics and Policy for Applied Health Sciences

Examines the relationships between power, politics, and policy in sport, physical activity, health, and leisure, including theories of policy making and political theory, content and scope of policy, struggle for power within and between organizations, the role of non-governmental organizations, community development, advocacy, public participation, citizen engagement, and deliberative democracy.

AHSC 5P10

Basis of Nursing Practice and Inquiry

An inquiry into the philosophical, historical 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.

Note: Course is required for Nursing stream students.

AHSC 5P11

Theory and Practice of Health Program Planning and Evaluation

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.

AHSC 5P17

Qualitative Data Analysis and Interpretation

Examines and applies a variety of qualitative data analysis strategies and techniques including the use of computer software programs in qualitative data analysis. Emphasis is placed on the interpretation, representation, and implications of empirical qualitative research in the field.

Prerequisite(s): AHSC 5P07 or permission of the instructor.

AHSC 5P18

Marketing Communications for Health, Sport and Recreation Service Organizations

An exploration of the integrated role of communications in the marketing management function for health, sport and recreation service organizations. Special attention will be directed to the nature and methods of communication and marketing strategies, teamwork and collaboration with regard to the marketing team and client groups, and corporate and social responsibility theories.

AHSC 5P23

Sport, Social Justice, and Human Rights

A critical examination of power, privilege, oppression, and exclusion in the context of sport, as well as the transformative potential of sport for fostering equality, justice, and peace.

AHSC 5P27

Biostatistics in Applied Health Science Research

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

AHSC 5P30

Foundations of Leisure Studies

An examination of contemporary variations in the meaning of leisure and the origins and trajectories of those meanings, including the historical, political, economic, and social foundations of leisure as an idea, and the practical concerns and issues that surround the interpretation of leisure, leisure behaviour, and the leisure services in contemporary society.

AHSC 5P31

Recreation Behaviour in Natural Environments

An examination of the philosophical and theoretical perspectives utilized in understanding people's recreation and leisure behaviours in an outdoor context. Emphasis is placed on using contemporary research to explore foundational concepts that describe outdoor recreation and leisure behaviours, particularly from a Canadian viewpoint.

AHSC 5P35

Positive Leisure Science: Individual and Community Well-being

The intersection between positive psychology and leisure behaviour; the role of leisure in supporting positive emotion and experience; the enhancement of individual, family and community strength; and overall health and well-being. Contemporary research contributions and limitations for leisure practice and research.

AHSC 5P36

Youth Culture, Leisure and Sport Engagement

Critical examination of youth cultures, alternative lifestyles, power, and politics within leisure and sport experiences, including discussion on major issues of representation and difference such as gender, race, and social class. Emphasis on research design complexities (in the social sciences) when working with youth.

AHSC 5P37

Quantitative Data Analysis and Interpretation: ANOVA Designs

Examines and applies a variety of ANOVA-based statistical analysis techniques in research in applied health sciences. Emphasis is placed on the interpretation and implications of empirical quantitative research in the field.

AHSC 5P38

Research Design for Social Research

Critical examination of theoretical, methodological and practical issues of effective research design in Applied Health Sciences. Major topics of discussion include the conceptualization of research problems, strategies in reviewing relevant literature, ethical considerations and techniques for verifying the existence of primary and secondary data (quantitative and qualitative) that bear upon the research problem.

AHSC 5P39

Strengths-Based Facilitation Techniques

This course is designed to examine a variety of strengths-based approaches to supporting behaviour change. Many health professionals work towards supporting personal change in participants, either through increasing physical activity, changing health related behaviour, or enhancing leisure engagement. This course will provide the opportunity to critically examine and apply a variety of facilitation techniques, including affective, cognitive, behavioural and eclectic approaches.

AHSC 5P40

Interventions in Physical Activity and Health

Health promotion strategies, with a focus on physical activity as a means to promote health across the lifespan and for various health conditions such as cardiovascular disease, diabetes, osteoporosis.

AHSC 5P41

Foundations of Physical Education Research

A critical analysis of the theoretical, historical, philosophical, socio-cultural, pedagogical, and political foundations within the discipline of physical education.

AHSC 5P47

Quantitative Data Analysis and Interpretation: Regression Designs

Examines and applies a variety of regression-based statistical analysis techniques in research in applied health sciences. Emphasis is placed on the interpretation and implications of empirical quantitative research in the field.

AHSC 5P50

Modern Epidemiology

Concepts, principles and biostatistical tools of epidemiological analysis required to conduct research studies. Critical evaluation of papers, protocols, and grants involving population studies of human health.

AHSC 5P51

Health Ethics

An examination of selected topics in health ethics. An overview of the history, principles and applications of health ethics in research, clinical and institutional settings, incorporating both theoretical and applied perspectives and experiences.

AHSC 5P52

Knowledge Mobilization for Health Researchers

Development of a knowledge mobilization plan will be a focus. Deliverables with different formats will be created to develop strategies and skills for effective translation of research findings to knowledge users.

Restriction: open to thesis-based AHSC graduate students only.

AHSC 5P57

Quantitative Research Analysis

Major quantitative research methods used in health research including topics such as study design, sampling and measurement are examined with a focus on their epistemological, theoretical and statistical linkages.

AHSC 5P60

Directed Study

Directed individual project in a substantive area to be chosen in consultation with a faculty advisor.

AHSC 5P61

Directed Reading

Directed individual or group reading in an area of applied health sciences.

AHSC 5P70

Sociology of the Modern Olympic Games

Social and political issues including historical trends in the Olympic Movement, power and organizational structure of the International Olympic Committee, media integration, gender equity, substance use, athletes' rights, and the role of the Olympic Games in globalization and international development.

AHSC 5P77

Biological Research Design

Structuring research methodology for hypothesis testing in biological systems from humans to model organisms, tissues, cells, and molecules in consideration of sample type and size, statistical power and analysis, and appreciation of study limitations.

AHSC 5P80

Adaptations to Habitual Activity

Systematic examination of recent advances in our understanding of the physiological function and the adaptive responses to various types of habitual activity (endurance, high intensity interval, and resistance training), in terms of health, performance, fatigue, and alterations in whole body and cellular function, and the pathways leading to adaptation/maladaptation.

AHSC 5P81

Research Topics in Cardiovascular Regulation and Adaptation

Cardiovascular physiology, pharmacology, epidemiology, rehabilitation/prevention exercise cardiology and related topics. An in-depth examination of concise and current topics in the area of cardiovascular physiology.

AHSC 5P85

Body-Related Concerns in Health and Physical Activity Settings

Examination of topics related to body image and other body-related concerns and how they are related to health and physical activity. Students will have the opportunity to increase their understanding of the theoretical basis of body-related concerns, read and critique the research literature, and understand how research can be used to reduce body-related concerns in a variety of populations.

AHSC 5P86

Applied Sport Psychology Interventions

Theory and applied practice of sport psychology consulting with individual and team sports at various levels of performance.

Note: Previous coursework in Sport and Exercise Psychology and approval of the instructor is required. Includes an experiential learning component of at least 20 hours of work placement.

AHSC 5P89

Current Topics in Infection and Immunity

Discussions of landmark and current research from the field, with select topics from infectious diseases, allergic inflammation, cancer immunology, immunogenetics, molecular immunology, and emerging challenges and strategies in vaccination and immunotherapy, presented in a journal club-inspired format.

Prerequisite(s): Permission of the instructor.

AHSC 5P90

Skeletal Muscle Physiology

Physiological approach to understand the structure and function of muscle tissue under different conditions and in various pathological states. An examination and critical review of historical and current research in muscle physiology.

AHSC 5P91

Physiological Responses to Adverse Environments

An exploration of the field of thermoregulation across a wide spectrum of species, including humans. Using a multi-disciplinary and systems-based perspective the broad spectrum of environmental stress effects on the physiological responses of both humans and other animal species will be examined.

AHSC 5P92

Human Integrative Neurocirculatory Regulation

Investigation of the integrative regulation of the human cardiovascular system for homeostatic maintenance during physiological stressors (e.g., physical exercise and the upright posture). Emphasis will be placed on the neural mechanisms governing circulatory homeostasis, scientific communication, and questioning fundamental knowledge.

AHSC 5P93

Neural Control of Posture, Balance, and Gait

An examination of the organization and processes underlying the control of human movement. Cognitive, affective, and behavioural influences are addressed in the context of normal development and aging and pathology models.

AHSC 5P94

Measurement Issues in Applied Health Science Research

An overview of measurement issues central to applied health science research. Key measurement concepts and issues such as reliability, validity, psychometrics, instrument development and evaluation, item content relevance, and representation and construct validation.

AHSC 5P95

Pediatric Exercise Science

An examination of the physiological responses to exercise and training among healthy children and the effect that growth may have on these responses, and of the potential benefits of physical activity and exercise among children with chronic illnesses. Prerequisite(s): KINE 2P90, or KINE 2P97 and 3P90, or equivalent.

AHSC 5P96

Cell Signaling Pathways in Health and Disease

An overview of the fundamental insights and concepts in cellular signaling. Discussions on current knowledge of major signaling pathways involved in normal cell function and understanding their dysfunction that leads to diseases.

AHSC 5P97

From Drug Target Discovery to Diagnostics and Therapy

Theory and experimental methods of contemporary drug (with special focus on therapeutic antibody) discovery and development. The course covers the entire workflow from drug target discovery using systems biology to antibody development for diagnostics, and therapeutic / prophylactic interventions of human disease.

Restriction: open to MSc and PhD students.

AHSC 5P98

Functional Assessment of the Neuromuscular System

Examination of muscle electrical activity during voluntary contractions and by peripheral nerve stimulation for the life sciences. Techniques for measuring, analyzing, and interpreting muscle electrical activity for both clinical and kinesiological applications. Note: Course taught in conjunction with KINE 4P98.

AHSC 5P99

Psychological Approaches to Health Behaviour Change

An overview of the field of health behaviour change from a psychological perspective. The complexities involved in health behaviour change and the utility of psychological theories in planning, conducting, and evaluating health behaviour change interventions.

AHSC 5V20-5V29

Selected Research Topics

Focuses on a specific research problem or issue. Topic(s) to be negotiated on a small group basis reflecting the research interests of faculty members.

AHSC 7F90

PhD Research and Thesis

A research project involving the preparation and defence of a thesis proposal and a final thesis report which demonstrate a capacity for independent work. The thesis shall be carried out under the supervision of a faculty member and both the proposal and final thesis shall be defended at an oral examination.

AHSC 7P01

PhD Seminar in Applied Health Sciences

An open discussion/debate of current theories, methods, and issues as they apply to the various fields of applied health science research with visiting faculty and AHS faculty and students from the various areas within the Faculty of Applied Health Sciences.

AHSC 7P10

Research Methods in Biomechanics

This course develops a comprehensive understanding of methods and analysis related to research in biomechanics and neuroscience. Critical evaluation and application of basic signal to noise processing, electromyography and kinematic approaches to quantify movement. The course uses labs, assignments, and critical review of primary literature articles to develop a strong scientific communication and numerical research skills.

AHSC 7P17

Advanced Qualitative Analysis

A critical examination of philosophical issues, current paradigms, and research methodology related to the conduct of research. Discussion of published and ongoing research from various perspectives will be explored. Topics will vary with respect to the current research and expertise of the instructor.

Prerequisite(s): AHSC 5P17 or equivalent or the permission of the instructor.

AHSC 7P27

Advanced Biostatistics in Applied Health Science Research

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

Prerequisite(s): AHSC 5P27 or equivalent or the permission of the instructor.

AHSC 7P60

Directed Study

Directed individual project in a substantive area to be chosen in consultation with a faculty advisor.

AHSC 7P61

Directed Reading

Directed individual or group reading in an area of applied health sciences.

AHSC 7P70

Social Theories of Sport and Physical Activity

An examination of major theories in sociology and cultural studies as they apply to sport and physical activity. Building on both classical and contemporary theory, the course considers major issues of representation, difference, governance, and agency.

AHSC 7P92

Optimizing Health Through Nutrition

How nutritional strategies optimize health throughout the lifespan. The role of nutrition in the prevention and management of chronic diseases that most commonly afflict Canadians. Emerging research in nutritional sciences and health.

Prerequisite(s): One of HLSC 3P93, PEKN 4P08, 4P90, 4P97 or permission of the instructor.

AHSC 7P96

Top-down Proteomics

Key analytical methodology in current and future biomedical research with focus on the two-dimensional gel electrophoresis (2DE). Advantages and disadvantages of bottom-up approaches will be evaluated.

Restriction: open to MSc and PhD students

AHSC 7P97

Advanced Regulation of Fuel Metabolism

Physiological approach to understanding the regulation of metabolism and dysregulation in disease states in a variety of tissues, organs and organ systems. Examination and critical review of the current research in human metabolic regulation.

Note: Student should have an advanced understanding of metabolic pathways.

AHSC 7V20-7V29

Selected Research Topics

Focuses on a specific research problem or issue. Topic(s) to be negotiated on a small group basis reflecting the research interests of faculty members.

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):

AHSC 5P52 - Knowledge Mobilization for Health Researchers

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

AHSC 5P92 - Human Integrative Neurocirculatory Regulation

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

AHSC 5P97 - From Drug Target Discovery to Diagnostics and Therapy

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

2. Course Deletions

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

None

3. Course Revisions

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

None

Consultations and Approvals

Academic Consultation and Results

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

IT/ET Consultation

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

Library Consultation

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

Approvals

Please ensure that a printed copy of this submission is sent to your Dean for collection on **October 31, 2021**.

Submitted by Joanne Kremble on October 14, 2021 at 09:08:28 AM

Rejected by Deborah O'Leary on October 14, 2021 at 11:54:48 AM
change Alisa's home department under the MA of Community Health section.

Submitted by Joanne Kremble on October 14, 2021 at 12:00:52 PM

Submitted by Deborah O'Leary on October 14, 2021 at 12:02:05 PM

Submitted by Deborah O'Leary on October 14, 2021 at 01:34:51 PM

Submitted by Edlira (Christina) Zahaj on October 18, 2021 at 04:44:46 PM

Rejected by Jasmine Stasiuk Riddell on January 7, 2022 at 10:44:38 AM

The main issue that remains unclear in reading this calendar entry is the degree to which major modifications are currently in place (i.e., implemented as a contract with next year's students)... it seems that specializations are being deleted as part of a large-scale revision of the program, but this is not entirely clear. Provide rationale- possibly need separate calendar entries in a subsequent calendar entry but modify this entry to be accurate for July 2022 without anticipating changes not yet fully developed

Also, several minor issues with 'calendarese':

AHSC 5P92 – rogue indefinite article- delete unnecessary 'An' in both sentences

AHSC 5P97- addition of 'Drug' (suggested earlier by subcommittee) was accepted in email but not added to calendar entry; also TIGHTEN entry: "Theory and"

Per email from subcommittee on 2022-01-07 10:39 AM

Submitted by Joanne Kremble on January 7, 2022 at 03:00:16 PM

Submitted by Deborah O'Leary on January 10, 2022 at 11:41:03 AM

Submitted by Deborah O'Leary on January 10, 2022 at 01:17:44 PM

Submitted by Jasmine Stasiuk Riddell on January 10, 2022 at 01:40:39 PM

Submitted by Jasmine Stasiuk Riddell on January 10, 2022 at 02:26:03 PM

Rejected by Amanda DiFonzo on January 10, 2022 at 03:36:23 PM

as per Grad Studies request

Rejected by Jasmine Stasiuk Riddell on January 26, 2022 at 10:44:39 AM

Per email from subcommittee on January 25, 2022

- 5P52 course description needs to be split into at least 2 sentences for clarity/grammar and should be more direct as to the goals of the course
- 5P92 description is grammatically incorrect – what does subject of sentence refer? We suggest taking out 'such as physical

exercise or upright posture) OR put that in parentheses after stressors (e.g., physical exercise or upright posture)

- For the sections titled 'Thesis MA/MSc' and 'Fields of Specialization' – as written, 'delete section' will appear in the calendar. Please just cross out entire sections including headings and 'delete section'.

 Please Note – you may need to contact Chande about deleting the headings

- For next year (given substantial changes to calendar entry expected as a result of the program restructuring), please edit all the course descriptions to take out all articles, verbs, overview etc. and tighten language throughout (e.g., bottom page 8 'students much check to ensure perquisites are met' – delete 'check to' (this should be done for entire calendar entry)

Submitted by Joanne Kremble on January 28, 2022 at 12:36:52 PM

Submitted by Deborah O'Leary on January 28, 2022 at 12:38:52 PM

Submitted by Deborah O'Leary on January 28, 2022 at 12:39:14 PM

Submitted by Jasmine Stasiuk Riddell on February 7, 2022 at 02:41:41 PM



James A. Gibson Library
Library Support for New
Courses Form

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

To be completed by the Academic Program

Undergraduate Program Committee Graduate Studies Committee

Academic Unit: Applied Health Sciences Course Number: AHSC 5P52

Course Title: Knowledge Mobilization for Health Researchers

Proposed Calendar Description: Designing a knowledge mobilization plan along with the development of a variety of strategies
and skills for effective translation of research findings to appropriate knowledge users will be learned through the creation of deliverables that employ different formats.

To be completed by the Liaison Librarian

Assessment of existing collection (print & online) in areas relevant to this course:

- Strong, no budgetary implications
- Adequate, minimal budgetary implications beyond current funding allocations
- Inadequate, requires additional one time only and/or ongoing additional funding

Comments: The Library's collection of books, journals, databases and other information resources on this topic appears adequate to support
teaching and learning on this topic. However, there is a lack of materials focusing on knowledge mobilization in the field of health research. Additional materials
on this topic can be acquired upon request if budget permits.

Budget implications of this proposed course:

- Books, e-books, monographic collections, etc.
- Reference resources, handbooks, encyclopedias, dictionaries, etc.
- Journals, newspapers, serials, databases, etc.
- Geospatial maps, data, statistics, GIS, etc.
- Special collections, primary resources, etc.

Comments: _____

- The Library can support this proposed course with current funding
- The Library can support this proposed course with additional funding
- The Library can't support this proposed course

Elizabeth Yates
Liaison Librarian

Elizabeth Yates
Signature

Dec. 7, 2021
Date

Debbie O'Leary
Academic Program
Library Representative,
Chair or Director

Debbie O'Leary
Signature

Dec 8, 2021
Date



James A. Gibson Library Library Support for New Courses Form

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

To be completed by the Academic Program

Undergraduate Program Committee Graduate Studies Committee

Academic Unit: Applied Health Sciences Course Number: AHSC 5P92

Course Title: Human Integrative Neurocirculatory Regulation

Proposed Calendar Description: An investigation of the integrative regulation of the human cardiovascular system for homeostatic maintenance during physiological stressors such as physical exercise and the upright posture. An emphasis will be placed on the neural mechanisms governing circulatory homeostasis, scientific communication, and questioning fundamental knowledge.

To be completed by the Liaison Librarian

Assessment of existing collection (print & online) in areas relevant to this course:

- Strong, no budgetary implications
- Adequate, minimal budgetary implications beyond current funding allocations
- Inadequate, requires additional one time only and/or ongoing additional funding

Comments: The Library's collection of books, journals, databases and other information resources appears adequate to support this course. Additional materials to support teaching and learning in this course can be added as needed if the Library budget permits.

Budget implications of this proposed course:

- Books, e-books, monographic collections, etc.
- Reference resources, handbooks, encyclopedias, dictionaries, etc.
- Journals, newspapers, serials, databases, etc.
- Geospatial maps, data, statistics, GIS, etc.
- Special collections, primary resources, etc.

Comments: _____

- The Library can support this proposed course with current funding
- The Library can support this proposed course with additional funding
- The Library can't support this proposed course

Elizabeth Yates
Liaison Librarian

Signature

Dec. 7, 2021
Date

Debbie O'Leary
Academic Program
Library Representative,
Chair or Director

Signature

Dec 8, 2021
Date



James A. Gibson Library Library Support for New Courses Form

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

To be completed by the Academic Program

Undergraduate Program Committee Graduate Studies Committee

Academic Unit: Applied Health Sciences Course Number: AHSC 5P97

Course Title: From Target Discovery to Diagnostics and Therapy

Proposed Calendar Description: Students will learn the theory and experimental methods of contemporary drug (with special focus on therapeutic antibody) discovery and development. The course covers the entire workflow from drug target discovery using systems biology to antibody development for diagnostics, and therapeutic/prophylactic interventions of human disease.

To be completed by the Liaison Librarian

Assessment of existing collection (print & online) in areas relevant to this course:

- Strong, no budgetary implications
- Adequate, minimal budgetary implications beyond current funding allocations
- Inadequate, requires additional one time only and/or ongoing additional funding

Comments: The Library's current collection of books, journals and other information resources related to this topic appears adequate. Requests to purchase specific titles are welcome and will be accommodated as budget permits.

Budget implications of this proposed course:

- Books, e-books, monographic collections, etc.
- Reference resources, handbooks, encyclopedias, dictionaries, etc.
- Journals, newspapers, serials, databases, etc.
- Geospatial maps, data, statistics, GIS, etc.
- Special collections, primary resources, etc.

Comments: _____

- The Library can support this proposed course with current funding
- The Library can support this proposed course with additional funding
- The Library can't support this proposed course

Elizabeth Yates
Liaison Librarian

Elizabeth Yates
Signature

Dec. 7, 2021
Date

Debbie O'Leary
Academic Program
Library Representative,
Chair or Director

Debbie O'Leary
Signature

Dec 8, 2021
Date

Calendar Revision Submission

Form C-1 – Course Additions

Form C-1 is to be completed when there is an addition to the course bank. One complete submission for each course. Cross-listed courses are to be submitted by the home/primary Department/Centre.

Course code:

Cross-listed course codes (if applicable):

Course title:

Course description:

Format/Contact hours:

Restriction:

Pre-requisites:

Co-requisites:

Note:

Exclusion:

Please provide responses to the questions below:

1. Proposal for this course addition:

2. Explanation for this course addition:

3. Is this course listed as a context credit?

No Yes, a Form A - Program Additions/Terminations will be uploaded with the 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. Are 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. Course fee submission template has been submitted and approved by Finance.

6. Does this addition affect program requirements in your department?

No Yes, a Calendar Submission - Form B- Calendar Revisions will also be uploaded with this submission.

7. Does this addition affect program requirements in other departments?

No Yes, a Verification of Consultation form will be uploaded with this submission.

8. Does this addition have any impact on future admission requirements to Brock?

No Yes, record of the approval from Academic Review Committee will be uploaded with the submission.

9. Will this course be delivered on-line? Is this a new modality (i.e. formerly delivered face to face)?

No Yes, an ITS and CPI Support Forms will be uploaded with this submission

10. Does this course result from the splitting or joining of course(s) in the course bank?

No Yes (split) Yes (joined) Identify the course code(s) of the split or joined course(s) below:

11. Does this course result from the renumbering of another (current or previously offered) course?

No Yes (please identify the course code of the current or previously offered that is being renumbered 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.

ITS/CPI Consultation

Please upload a copy of the ITS and CPI [forms](#) 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)

Debbie O'Leary

October 13, 2021

Chair (Signature)

Date

Peter Tiidus

Course fee submission template
has been submitted and
approved by Finance

Dean or Designate (Print Name)

Peter Tiidus

October 14, 2021

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.

Information Technology Services
TECHNOLOGY SUPPORT CONSIDERATION

Information Technology Services Support for Course Additions

All UPC submissions are asked to have this form completed upon submission for review by Information Technology Services (ITS).

ACADEMIC UNIT: Applied Health Sciences

COURSE NUMBER:
AHSC 5P52

COURSE TITLE: Knowledge Mobilization for Health Researchers

PROJECTED
ENROLLMENT: 12

PROPOSED CALENDAR DESCRIPTION: Designing a knowledge mobilization plan along with the development of a variety of strategies and skills for effective translation of research findings to appropriate knowledge users will be learned through the creation of deliverables that employ different formats.

INSTRUCTOR (if
applicable): Wendy
Ward

Chair/Director: *Debbie O'Leary*

Date: *October 13, 2021*

Dean: 

Date: October 14, 2021

Information Technology Services
TECHNOLOGY SUPPORT CONSIDERATION

Please approximate the distribution between online delivery and other types of delivery:

Measures might be in the form of percentage, ratios, time, etc.

According to the following descriptions, based on the Ministry of Colleges and Universities' categorizations, what type of course is this?

a **Face-to-Face 100%**

This type of course can be considered a conventional or classical course at Brock University. Typically these courses have physical space associated with the delivery of the course where instructors and students meet two or more hours a week.

b **Directed reading**

Research course with directed study and regular meetings with a faculty member on or offline. Pre-allocated physical space is typically not associated with the delivery of this type of course, meetings are coordinated between the student(s) and the instructor.

c **Blended Learning Course**

This is a course where face-to-face teaching time is reduced, but not eliminated, to allow students more time for online study. This model comes in a number of formats; however **the online component is typically 50%-80% of the total course delivery**. In this case, a blended learning course may have components delivered via traditional face-to-face; however, over half the course delivery should be online.

d **On-Line: Synchronous Conferencing Course**

This describes a course delivered through audio and video conferencing to provide synchronous communications (i.e., at the same time) between an instructor at one site and students at other sites. **A course is considered to be offered via synchronous conferencing if 80% or more of the content is delivered this way**. For example, a synchronous conferencing course may have occasional face-to-face meetings, a proctored exam, etc. with the remainder of the content delivered through audio and video conferencing.

e **On-Line: Fully Online Learning (asynchronous) Course**

This is a form of distance learning delivered to individuals with access to the Internet, either at home, work or through an access centre. Although courses may have a set start date and set due dates for assignments, students can otherwise access and participate in courses at times and places of their own choosing. **The online component is typically over 80% of the total delivery**. For example, a fully online course may include occasional face-to-face meetings, a proctored exam, etc. with the remainder of the content delivered online.

Information Technology Services
TECHNOLOGY SUPPORT CONSIDERATION

- 1 Are there any required technologies that differ from what Brock University currently provides? See list of provided Educational Technologies here(<https://brocku.ca/pedagogical-innovation/teaching-tools/supported-tools/>)

No

- 2 Will the course have scheduled classes in any of the ITS managed computer labs?

No

- 3 Will students require access to software in the ITS managed computer labs?

No

- 4 Will exams be written in one of the ITS managed computer labs?

No

- 5 Please indicate the approximate frequency and duration of each scheduled meeting. *For example: 2 times a week for an hour.*

1 time a week for 3 hours

4. Will there be non-text-based forms of instruction such as video, audio or large computer files and what services will be used to distribute these files? *For example: A weekly video produced by the instructor or from other sources that is posted on Echo 360, LMS, YouTube as an unlisted video...*

There may be resources made available to students that involve video or audio files.

5. Will there be non-text-based forms of assessment such as video, audio or large computer files and what services will be used to collect these files? *For example: Video submitted to the Isaak/Sakai Assignments tool or posted on a public video site such as YouTube.*

Yes, assignments will be submitted through Sakai.

Assignments may include a podcast recording and/or video will be submitted to Sakai.

Information Technology Services
TECHNOLOGY SUPPORT CONSIDERATION

ITS has no concerns with the technological requirements of this course.

ITS has concerns with the technological requirements of this course and makes the following recommendations:



Zaher Elahi
Director, Client Services
Brock University | Information Technology Services
Niagara Region | 1812 Sir Isaac Brock Way | St. Catharines, ON L2S 3A1
brocku.ca | T 905 688 5550 x 3102

Centre for Pedagogical Innovation

Support for Course Additions

This form should be completed for all new courses submitted to UPC. The form will be reviewed by a member of the Centre for Pedagogical Innovation Team.

ACADEMIC UNIT: Applied Health Sciences

COURSE NUMBER: AHSC 5P52

Part 1: Course Type

1. Please check the delivery mode for this course. You can find the definitions of these types outlined in the Academic Calendar at the following link:

<https://brocku.ca/webcal/2021/undergrad/CRSE.html>.

Please note: It is understood that the structure of this course may change over time due to instructor pedagogical preferences. Please complete this based on the first offering.

Course options are:

- Lecture X**
- Seminar
- Lab
- Fully online; asynchronous
- Fully Online: synchronous
- Blended
- Experience Education - [Link here](#) and describe the type of EE this course aligns.
 - Field Course
 - International Field Course
 - Service Learning
 - Project Course
 - Clinical Course
 - Internship Experience
 - Other (*Please elaborate*): _____
- Other - If your course structure is different than the options above please elaborate: _____

Part 2: Teaching Considerations

- 1 Will you, or anyone involved in this course, be sharing any information about Brock University students with a third party as part of the delivery of this course? (I.e., outside vendors such as Turnitin, TopHat, etc.) If so, please confirm that a Privacy Impact Assessment has been obtained. To determine if Brock holds a Privacy Agreement with the vendor related to Educational Technologies, please contact CPI at edtech@brocku.ca

No.

- 2 For those courses with an experiential education component in an off-campus environment, please describe the student consent and waiver process? (Please consult with your Experiential Education Coordinator if required).

Not applicable.

- 3 Please outline what materials will be distributed electronically through your course and describe how they align with one of the following:

a Owned by Brock University (Library) or yourself;

I will share materials that I have developed for the course. I will also share links to resources available on the web.

b Covered by a license from the copyright holder; or

c Out of copyright (i.e., the copyright has expired);

CPI Recommendations

M.C. CPI has no concerns with the proposed course in relation to the teaching and learning approach.

CPI has concerns with the proposed course in relation to the teaching and learning approach and makes the following recommendations:

*Recommendations will be sent directly to UPC Administrative Support

Part 3: Course Alignment * *optional content.*

This section is to engage faculty in thoughtful development of courses. You are welcome to provide as much information as you deem appropriate and a member of CPI will connect with you to provide further support and consultation if requested.

1. Please consider how the proposed course aligns to your Department’s Program Learning Outcomes. These Program Learning Outcomes can be found in Department documents related to the Institutional Quality Assurance Process (IQAP). This document can be accessed through your Department Chair.

2. Please consider how this course aligns to the overall strategic plan of Brock as appropriate. Please link here to the Brock strategic plan. <https://brocku.ca/strategic-plan/>

Brock Strategic Pillars	Check <input type="checkbox"/>	Please Explain
Offer a transformational and accessible academic and university experience.	No <input type="checkbox"/> Yes <input type="checkbox"/>	
Build research capacity across the University	No <input type="checkbox"/> Yes <input type="checkbox"/>	
Enhance the life and vitality of our local region and beyond.	No <input type="checkbox"/> Yes <input type="checkbox"/>	
Foster a culture of inclusivity, accessibility, reconciliation and decolonization	No <input type="checkbox"/> Yes <input type="checkbox"/>	

Calendar Revision Submission

Form C-1 – Course Additions

Form C-1 is to be completed when there is an addition to the course bank. One complete submission for each course. Cross-listed courses are to be submitted by the home/primary Department/Centre.

Course code:

Cross-listed course codes (if applicable):

Course title:

Course description:

Format/Contact hours:

Restriction:

Pre-requisites:

Co-requisites:

Note:

Exclusion:

Please provide responses to the questions below:

1. Proposal for this course addition:

2. Explanation for this course addition:

3. Is this course listed as a context credit?

No Yes, a Form A - Program Additions/Terminations will be uploaded with the 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. Are 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. Course fee submission template has been submitted and approved by Finance.

6. Does this addition affect program requirements in your department?

No Yes, a Calendar Submission - Form B- Calendar Revisions will also be uploaded with this submission.

7. Does this addition affect program requirements in other departments?

No Yes, a Verification of Consultation form will be uploaded with this submission.

8. Does this addition have any impact on future admission requirements to Brock?

No Yes, record of the approval from Academic Review Committee will be uploaded with the submission.

9. Will this course be delivered on-line? Is this a new modality (i.e. formerly delivered face to face)?

No Yes, an ITS and CPI Support Forms will be uploaded with this submission

10. Does this course result from the splitting or joining of course(s) in the course bank?

No Yes (split) Yes (joined) Identify the course code(s) of the split or joined course(s) below:

11. Does this course result from the renumbering of another (current or previously offered) course?

No Yes (please identify the course code of the current or previously offered that is being renumbered 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.

ITS/CPI Consultation

Please upload a copy of the ITS and CPI [forms](#) 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)

Debbie O'Leary

October 13, 2021

Chair (Signature)

Date

Peter Tiidus

Course fee submission template
has been submitted and
approved by Finance

Dean or Designate (Print Name)

Peter Tiidus

October 14, 2021

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.

Information Technology Services Support for Course Additions

All UPC submissions are asked to have this form completed upon submission for review by Information Technology Services (ITS).

ACADEMIC UNIT: **Applied Health Sciences**

COURSE NUMBER:
AHSC 5P92

COURSE TITLE: **Human Integrative Neurocirculatory Regulation**

PROJECTED
ENROLLMENT: **~12**

PROPOSED CALENDAR DESCRIPTION: **An investigation of the integrative regulation of the human cardiovascular system for homeostatic maintenance during physiological stressors such as physical exercise and the upright posture. An emphasis will be placed on the neural mechanisms governing circulatory homeostasis, scientific communication, and questioning fundamental knowledge.**

INSTRUCTOR (if applicable): **Stephen Klassen**

Chair/Director: *Debbie O'Leary* Date: *October 13, 2021*
Dean: *[Signature]* Date: *October 14, 2021*

Information Technology Services
TECHNOLOGY SUPPORT CONSIDERATION

Please approximate the distribution between online delivery and other types of delivery:

This course will be delivered 95% face-to-face, 5% online asynchronous (for student review of syllabus and other requisite materials).

Measures might be in the form of percentage, ratios, time, etc.

According to the following descriptions, based on the Ministry of Colleges and Universities' categorizations, what type of course is this?

a Face-to-Face - SELECTION

This type of course can be considered a conventional or classical course at Brock University. Typically these courses have physical space associated with the delivery of the course where instructors and students meet two or more hours a week.

b Directed reading

Research course with directed study and regular meetings with a faculty member on or offline. Pre-allocated physical space is typically not associated with the delivery of this type of course, meetings are coordinated between the student(s) and the instructor.

c Blended Learning Course

This is a course where face-to-face teaching time is reduced, but not eliminated, to allow students more time for online study. This model comes in a number of formats; however **the online component is typically 50%-80% of the total course delivery.** In this case, a blended learning course may have components delivered via traditional face-to-face; however, over half the course delivery should be online.

d On-Line: Synchronous Conferencing Course

This describes a course delivered through audio and video conferencing to provide synchronous communications (i.e., at the same time) between an instructor at one site and students at other sites. **A course is considered to be offered via synchronous conferencing if 80% or more of the content is delivered this way.** For example, a synchronous conferencing course may have occasional face-to-face meetings, a proctored exam, etc. with the remainder of the content delivered through audio and video conferencing.

e On-Line: Fully Online Learning (asynchronous) Course

This is a form of distance learning delivered to individuals with access to the Internet, either at home, work or through an access centre. Although courses may have a set start date and set due dates for assignments, students can otherwise access and participate in courses at times and places of their own choosing. **The online component is typically over 80% of the total delivery.** For example, a fully online course may include occasional face-to-face meetings, a proctored exam, etc. with the remainder of the content delivered online.

Information Technology Services
TECHNOLOGY SUPPORT CONSIDERATION

- 1 Are there any required technologies that differ from what Brock University currently provides? See list of provided Educational Technologies here(<https://brocku.ca/pedagogical-innovation/teaching-tools/supported-tools/>)

No

- 2 Will the course have scheduled classes in any of the ITS managed computer labs?

No

- 3 Will students require access to software in the ITS managed computer labs?

No

- 4 Will exams be written in one of the ITS managed computer labs?

No

- 5 Please indicate the approximate frequency and duration of each scheduled meeting. *For example: 2 times a week for an hour.*

1 time a week for 3 hours

4. Will there be non-text-based forms of instruction such as video, audio or large computer files and what services will be used to distribute these files? *For example: A weekly video produced by the instructor or from other sources that is posted on Echo 360, LMS, YouTube as an unlisted video...*

The instructor may transfer information using video that would leverage Echo 360 and Sakai.

5. Will there be non-text-based forms of assessment such as video, audio or large computer files and what services will be used to collect these files? *For example: Video submitted to the Isaak/Sakai Assignments tool or posted on a public video site such as YouTube.*

Assignments may include the use of video that will be submitted using Echo365 and Sakai.

ITS has no concerns with the technological requirements of this course.

ITS has concerns with the technological requirements of this course and makes the following recommendations:



Centre for Pedagogical Innovation

Support for Course Additions

This form should be completed for all new courses submitted to UPC. The form will be reviewed by a member of the Centre for Pedagogical Innovation Team.

ACADEMIC UNIT: **Applied Health Sciences**

COURSE NUMBER: AHSC 5P92

Part 1: Course Type

1. Please check the delivery mode for this course. You can find the definitions of these types outlined in the Academic Calendar at the following link:

<https://brocku.ca/webcal/2021/undergrad/CRSE.html>.

Please note: It is understood that the structure of this course may change over time due to instructor pedagogical preferences. Please complete this based on the first offering.

Course options are:

- Lecture XX
- Seminar
- Lab
- Fully online; asynchronous
- Fully Online: synchronous
- Blended
- Experience Education - [Link here](#) and describe the type of EE this course aligns.
 - Field Course
 - International Field Course
 - Service Learning
 - Project Course
 - Clinical Course
 - Internship Experience
 - Other (*Please elaborate*): _____
- Other - If your course structure is different than the options above please elaborate: _____

Part 2: Teaching Considerations

- 1 Will you, or anyone involved in this course, be sharing any information about Brock University students with a third party as part of the delivery of this course? (I.e., outside vendors such as Turnitin, TopHat, etc.) If so, please confirm that a Privacy Impact Assessment has been obtained. To determine if Brock holds a Privacy Agreement with the vendor related to Educational Technologies, please contact CPI at edtech@brocku.ca

Not applicable.

- 2 For those courses with an experiential education component in an off-campus environment, please describe the student consent and waiver process? (Please consult with your Experiential Education Coordinator if required).

Not applicable.

- 3 Please outline what materials will be distributed electronically through your course and describe how they align with one of the following:
- a Owned by Brock University (Library) or yourself;
 - b Covered by a license from the copyright holder; or
 - c Out of copyright (i.e., the copyright has expired);

In this course I will be sharing with students:

- 1) A course syllabus (aligns with a above)
- 2) Excerpts from, or entire, scientific articles (aligns with b and c above)

CPI Recommendations



CPI has no concerns with the proposed course in relation to the teaching and learning approach.

CPI has concerns with the proposed course in relation to the teaching and learning approach and makes the following recommendations:

*Recommendations will be sent directly to UPC Administrative Support

Part 3: Course Alignment * *optional content.*

This section is to engage faculty in thoughtful development of courses. You are welcome to provide as much information as you deem appropriate and a member of CPI will connect with you to provide further support and consultation if requested.

CPI Form

1. Please consider how the proposed course aligns to your Department’s Program Learning Outcomes. These Program Learning Outcomes can be found in Department documents related to the Institutional Quality Assurance Process (IQAP). This document can be accessed through your Department Chair.

This course strongly aligns with the faculty (AHSC) program learning outcomes. This course will ensure:

1. Depth and breadth of knowledge regarding human integrative cardiovascular regulation by exposing them to leading-edge research and methods in the field.
2. Research skills and scholarship attributes are enhanced by emphasizing the distillation of complex concepts regarding human cardiovascular regulation, assisting students to challenge fundamental knowledge frameworks, helping students practice designing study questions and experiments, and strengthening student’s scientific communication skills. Students will be able to critically appraise existing knowledge to generate a meaningful new scientific question that advances the field conceptually and/or methodologically.
3. The development of key transferable skills that facilitate employment such as intellectual independence, ethical and academic integrity, and awareness of the broader implications of their work. Students will also increase the ability to communicate complex ideas clearly and effectively.
4. Students understand the limits of their work and/or the current field or techniques.

2. Please consider how this course aligns to the overall strategic plan of Brock as appropriate. Please link here to the Brock strategic plan. <https://brocku.ca/strategic-plan/>

Brock Strategic Pillars	Check <input type="checkbox"/>	Please Explain
Offer a transformational and accessible academic and university experience.	No <input type="checkbox"/> Yes <input checked="" type="checkbox"/>	This course will positively transform students’ abilities and understanding to prepare Brock graduate students to be life-long learners and knowledge seekers. This course will provide students with key ‘warm infrastructure’ that will form the platform for diverse occupational success including knowledge gathering skills, challenging core dogmas, conceiving research/study questions, communicating findings, and working collaboratively and respectfully.
Build research capacity across the University	No <input type="checkbox"/> Yes <input checked="" type="checkbox"/>	This course will provide students with warm infrastructure that will enhance research performance including knowledge gathering skills, challenging core dogmas, conceiving

CPI Form

		<p>research/study questions, communicating findings, and working collaboratively and respectfully. This course will also provide discipline-specific knowledge related to integrative human physiology. Students will leverage these skills when applying for competitive internal and external fellowships and when preparing scientific manuscripts/abstracts.</p>
<p>Enhance the life and vitality of our local region and beyond.</p>	<p>No <input type="checkbox"/> Yes <input checked="" type="checkbox"/></p>	<p>The knowledge gained regarding human cardiovascular regulation may be applied in many facets to improve the health of Canadians. Cardiovascular diseases and high blood pressure are the leading causes of death and disease risk, respectively, worldwide. Improving the fundamental knowledge regarding cardiovascular regulation forms a platform for designing new interventions and therapeutics that will mitigate the present cardiovascular disease epidemic.</p>
<p>Foster a culture of inclusivity, accessibility, reconciliation and decolonization</p>	<p>No <input type="checkbox"/> Yes <input checked="" type="checkbox"/></p>	<p>This course will welcome all interested students including students of all identities such as individuals from underrepresented groups and their intersections. This course will emphasize physiological variability influenced by identity variables such as sex, gender, age, race, ethnicity, religion, and mental or physical disability (and their interactions) to grow student appreciation for both diversity and the concept that that biomedical research is not 'one size fits all' and individual cohorts/groups may require special considerations for therapeutic and intervention design. This course will provide flexibility to individuals with caregiver and other responsibilities, and religious and other cultural commitments, that may prevent 100% attendance. Also, this course will celebrate the accomplishments of researchers and other knowledge-creators of diverse backgrounds and identities to</p>

CPI Form

		provide positive role models for individuals of all groups.
--	--	---

Calendar Revision Submission

Form C-1 – Course Additions

Form C-1 is to be completed when there is an addition to the course bank. One complete submission for each course. Cross-listed courses are to be submitted by the home/primary Department/Centre.

Course code:

Cross-listed course codes (if applicable):

Course title:

Course description:

Format/Contact hours:

Restriction:

Pre-requisites:

Co-requisites:

Note:

Exclusion:

Please provide responses to the questions below:

1. Proposal for this course addition:

2. Explanation for this course addition:

3. Is this course listed as a context credit?

No Yes, a Form A - Program Additions/Terminations will be uploaded with the 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. Are 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. Course fee submission template has been submitted and approved by Finance.

6. Does this addition affect program requirements in your department?

No Yes, a Calendar Submission - Form B- Calendar Revisions will also be uploaded with this submission.

7. Does this addition affect program requirements in other departments?

No Yes, a Verification of Consultation form will be uploaded with this submission.

8. Does this addition have any impact on future admission requirements to Brock?

No Yes, record of the approval from Academic Review Committee will be uploaded with the submission.

9. Will this course be delivered on-line? Is this a new modality (i.e. formerly delivered face to face)?

No Yes, an ITS and CPI Support Forms will be uploaded with this submission

10. Does this course result from the splitting or joining of course(s) in the course bank?

No Yes (split) Yes (joined) Identify the course code(s) of the split or joined course(s) below:

11. Does this course result from the renumbering of another (current or previously offered) course?

No Yes (please identify the course code of the current or previously offered that is being renumbered 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.

ITS/CPI Consultation

Please upload a copy of the ITS and CPI [forms](#) 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)

Debbie O'Leary

October 13, 2021

Chair (Signature)

Date

Peter Tiidus

Course fee submission template
has been submitted and
approved by Finance

Dean or Designate (Print Name)



October 14, 2021

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.

Information Technology Services
TECHNOLOGY SUPPORT CONSIDERATION

Information Technology Services Support for Course Additions

All UPC submissions are asked to have this form completed upon submission for review by Information Technology Services (ITS).

ACADEMIC UNIT: Applied Health Sciences

COURSE NUMBER:
AHSC 5P97

COURSE TITLE: From Target Discovery to Diagnostics and Therapy

PROJECTED
ENROLLMENT: 8
students

PROPOSED CALENDAR DESCRIPTION: Students will learn the theory and experimental methods of contemporary drug (with special focus on therapeutic antibody) discovery and development. The course covers the entire workflow from drug target discovery using systems biology to antibody development for diagnostics, and therapeutic / prophylactic interventions of human disease.

INSTRUCTOR (if
applicable):
Newman Sze

Chair/Director: *Debbie O'Leary*

Date: *October 13, 2021*

Dean: *[Signature]*

Date: October 14, 2021

Information Technology Services
TECHNOLOGY SUPPORT CONSIDERATION

Please approximate the distribution between online delivery and other types of delivery:

Class room lecture and laboratory/practical experiment

Measures might be in the form of percentage, ratios, time, etc.

According to the following descriptions, based on the Ministry of Colleges and Universities' categorizations, what type of course is this?

a **Face-to-Face**

This type of course can be considered a conventional or classical course at Brock University. Typically these courses have physical space associated with the delivery of the course where instructors and students meet two or more hours a week.

b **Directed reading**

Research course with directed study and regular meetings with a faculty member on or offline. Pre-allocated physical space is typically not associated with the delivery of this type of course, meetings are coordinated between the student(s) and the instructor.

c **Blended Learning Course**

This is a course where face-to-face teaching time is reduced, but not eliminated, to allow students more time for online study. This model comes in a number of formats; however **the online component is typically 50%-80% of the total course delivery**. In this case, a blended learning course may have components delivered via traditional face-to-face; however, over half the course delivery should be online.

d **On-Line: Synchronous Conferencing Course**

This describes a course delivered through audio and video conferencing to provide synchronous communications (i.e., at the same time) between an instructor at one site and students at other sites. **A course is considered to be offered via synchronous conferencing if 80% or more of the content is delivered this way**. For example, a synchronous conferencing course may have occasional face-to-face meetings, a proctored exam, etc. with the remainder of the content delivered through audio and video conferencing.

e **On-Line: Fully Online Learning (asynchronous) Course**

This is a form of distance learning delivered to individuals with access to the Internet, either at home, work or through an access centre. Although courses may have a set start date and set due dates for assignments, students can otherwise access and participate in courses at times and places of their own choosing. **The online component is typically over 80% of the total delivery**. For example, a fully online course may include occasional face-to-face meetings, a proctored exam, etc. with the remainder of the content delivered online.

Information Technology Services
TECHNOLOGY SUPPORT CONSIDERATION

- 1 Are there any required technologies that differ from what Brock University currently provides? See list of provided Educational Technologies here(<https://brocku.ca/pedagogical-innovation/teaching-tools/supported-tools/>)

No.

- 2 Will the course have scheduled classes in any of the ITS managed computer labs?

No.

- 3 Will students require access to software in the ITS managed computer labs?

No.

- 4 Will exams be written in one of the ITS managed computer labs?

No.

- 5 Please indicate the approximate frequency and duration of each scheduled meeting. *For example: 2 times a week for an hour.*

9am-4pm daily for 5 days from Monday to Friday.

4. Will there be non-text-based forms of instruction such as video, audio or large computer files and what services will be used to distribute these files? *For example: A weekly video produced by the instructor or from other sources that is posted on Echo 360, LMS, YouTube as an unlisted video...*

No.

5. Will there be non-text-based forms of assessment such as video, audio or large computer files and what services will be used to collect these files? *For example: Video submitted to the Isaak/Sakai Assignments tool or posted on a public video site such as YouTube.*

No.

Information Technology Services
TECHNOLOGY SUPPORT CONSIDERATION

ITS has no concerns with the technological requirements of this course.

ITS has concerns with the technological requirements of this course and makes the following recommendations:



Zaher Elahi
Director, Client Services
Brock University | Information Technology Services
Niagara Region | 1812 Sir Isaac Brock Way | St. Catharines, ON L2S 3A1
brocku.ca | T 905 688 5550 x 3102

Centre for Pedagogical Innovation

Support for Course Additions

This form should be completed for all new courses submitted to UPC. The form will be reviewed by a member of the Centre for Pedagogical Innovation Team.

ACADEMIC UNIT: Applied Health Sciences

COURSE NUMBER: AHSC 5P97

Part 1: Course Type

1. Please check the delivery mode for this course. You can find the definitions of these types outlined in the Academic Calendar at the following link:

<https://brocku.ca/webcal/2021/undergrad/CRSE.html>.

Please note: It is understood that the structure of this course may change over time due to instructor pedagogical preferences. Please complete this based on the first offering.

Course options are:

- √ **Lecture**
- Seminar
- √ **Lab**
- Fully online; asynchronous
- Fully Online: synchronous
- Blended
- Experience Education - [Link here](#) and describe the type of EE this course aligns.
 - Field Course
 - International Field Course
 - Service Learning
 - Project Course
 - Clinical Course
 - Internship Experience
 - Other (*Please elaborate*): _____
- Other - If your course structure is different than the options above please elaborate: _____

Part 2: Teaching Considerations

- 1 Will you, or anyone involved in this course, be sharing any information about Brock University students with a third party as part of the delivery of this course? (i.e., outside vendors such as Turnitin, TopHat, etc.) If so, please confirm that a Privacy Impact Assessment has been obtained. To determine if Brock holds a Privacy Agreement with the vendor related to Educational Technologies, please contact CPI at edtech@brocku.ca

No.

- 2 For those courses with an experiential education component in an off-campus environment, please describe the student consent and waiver process? (Please consult with your Experiential Education Coordinator if required).

N.A.

- 3 Please outline what materials will be distributed electronically through your course and describe how they align with one of the following:
- a Owned by Brock University (Library) or yourself;
 - b Covered by a license from the copyright holder; or
 - c Out of copyright (i.e., the copyright has expired);

The course materials including lecture notes and laboratory manuals are prepared and owned by myself. No license or copyright materials will be used in this course.

CPI Recommendations

 CPI has no concerns with the proposed course in relation to the teaching and learning approach.

CPI has concerns with the proposed course in relation to the teaching and learning approach and makes the following recommendations:

*Recommendations will be sent directly to UPC Administrative Support

Part 3: Course Alignment * *optional content.*

This section is to engage faculty in thoughtful development of courses. You are welcome to provide as much information as you deem appropriate and a member of CPI will connect with you to provide further support and consultation if requested.

1. Please consider how the proposed course aligns to your Department's Program Learning Outcomes. These Program Learning Outcomes can be found in Department documents

CPI Form

related to the Institutional Quality Assurance Process (IQAP). This document can be accessed through your Department Chair.

2. Please consider how this course aligns to the overall strategic plan of Brock as appropriate. Please link here to the Brock strategic plan. <https://brocku.ca/strategic-plan/>

Brock Strategic Pillars	Check <input type="checkbox"/>	Please Explain
Offer a transformational and accessible academic and university experience.	No <input type="checkbox"/> Yes <input type="checkbox"/>	
Build research capacity across the University	No <input type="checkbox"/> Yes <input type="checkbox"/>	
Enhance the life and vitality of our local region and beyond.	No <input type="checkbox"/> Yes <input type="checkbox"/>	
Foster a culture of inclusivity, accessibility, reconciliation and decolonization	No <input type="checkbox"/> Yes <input type="checkbox"/>	

Appendix 2

Academic Program Calendar Submission #2022-3219

Department/Centre: Sociology

Program(s): Critical Sociology

Program Additions/Terminations

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

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

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

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

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

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

3. Required Documentation/Information

If a new or specialization is being proposed, the following documentation must be submitted:

Program Changes

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

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

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

1. **Revise officers of instruction - updated .**
2. **Revise degree requirements for clarity - updated.**

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. **Jane Helleiner retired**
2. **Change the wording (for clarity) of program requirements to indicate that students may transfer into the thesis option only after completing the requirements related to the thesis proposal**

Edit corrections (Jan 10, 2022)

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.

Sociology

Master of Arts in Critical Sociology, Co-op

Master of Arts in Critical Sociology

Dean

Ingrid Makus

Faculty of Social Sciences

Associate Dean

Dawn Zinga

Faculty of Social Sciences

Core Faculty

Professors

Janet Conway (Sociology), Nancy Cook (Sociology), Andrea Doucet (Sociology/Women's and Gender Studies), Thomas Dunk (Sociology), ~~Jane Helleiner (Sociology)~~, Rebecca Raby (Child & Youth Studies), Murray E. G. Smith (Sociology), John Sorenson (Sociology), Michelle Webber (Sociology)

Associate Professors

Kate Bezanson (Sociology), Jonah Butovsky (Sociology), Lauren Corman (Sociology), Kendra Coulter (Labour Studies), Katerina Deliovsky (Sociology), Ifeanyi Ezeonu (Sociology), Margot Francis (Sociology/Women's and Gender Studies), Kevin Gosine (Sociology), Tamari Kitossa (Sociology), Trent Newmeyer (Sociology), Hijin Park (Sociology), Mary-Beth Raddon (Sociology), Ian Ritchie (Kinesiology), Dennis Soron (Sociology)

Assistant Professors

Robyn Bourgeois (Women's and Gender Studies), Michele Donnelly (Sport Management)

Lecturers

Gökbörü Sarp Tanyildiz

Graduate Program Director
 Thomas Dunk
 tdunk@brocku.ca
Director of Co-op, Career and Experiential Education
 Cara Krezek

Administrative Coordinator/Graduate Advisor
 Debbie Ouellette
 STH 400A
 905-688-5550 x 3455
 csociology@brocku.ca
<https://brocku.ca/social-sciences/current-students/graduate-programs/critical-sociology>

Program Description

The MA in Critical Sociology is based on three foundations: (i) an examination of theoretical perspectives in critical sociology, (ii) the study of both standard and innovative sociological methodologies, and (iii) the exploration of a diversity of key topics in the field. Through course work and interaction with faculty, students will be exposed to a wide range of critical sociological frameworks, including Marxist political economy, political ecology, critical race theory, feminist analyses, critical animal studies, and poststructuralist, queer and post-colonial paradigms. Students will also examine a diverse range of sociological methodologies, in particular ethnographic research, interview and survey-based research methods, critical discourse analysis, and feminist methodologies. This theoretical and methodological foundation, coupled with exposure to diverse empirical concerns, will prepare students to develop sophisticated and rigorous approaches to critical sociological research and analysis.

The program will prepare students to enter a wide variety of employment fields, as well as to proceed to PhD level studies in Sociology, related disciplines, and other interdisciplinary programs. Possible career options include social research and policy development, employment in social advocacy and activism organizations, program evaluation for both governmental and non-governmental organizations, and teaching in community colleges and other venues.

Admission Requirements

Successful completion of an Honours Bachelor's degree, or equivalent, in Sociology, with a minimum average of 75%. Applicants will be expected to demonstrate proficiency in English. For students who must provide proof of English Language Proficiency the minimum TOEFL score of 580 (TWE 4.5) or equivalent score on the other tests of ELP accepted by Brock University is required. For full listing of accepted tests see: <http://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.

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. Additional credits may be required of candidates with insufficient pre-admission background.

The program offers three streams: course work and major research paper, course work and **major research paper with co-op**, or course work and **thesis. Students are not accepted directly into the thesis stream**. ~~major research paper with co-op~~. Students wishing to pursue the thesis stream must seek approval from the Director at the end of the first term.

Scheme A: Course Work and Major Research Paper

The program of study must include: SOCI 5F91 (major research paper), SOCI 5P01, SOCI 5P02, four half-credit electives, and SOCI 5N00 (graduate workshop). Of the four half-credit electives, normally three will be offered as electives within the Critical Sociology program and normally one will 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 Graduate Program Director.

Scheme A is designed to normally be completed in four terms.

Major Research Paper

To complete the requirements of SOCI 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 must complete four successive terms of full time study.

In the first Fall term, full-time students in Scheme A will normally enroll in SOCI 5P01, SOCI 5P02, SOCI 5N00, (this workshop runs over two terms) and provisionally one elective course.

In the winter term, students in Scheme A will normally enroll in two or three additional elective courses. If any course credits are outstanding at the end of the spring term, they may be taken in the second fall term.

Part-time students will normally take one of either SOCI 5P01 or SOCI 5P02 in the first term and at least one half-credit course per year thereafter.

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

Scheme B entails a program of study identical to that of Scheme A with three exceptions: (a) Scheme B students undertake two four-month co-op work terms, typically paid full time employment experience (SOCI 5N01 and 5N02) in the third and fourth terms of the program; (b) Scheme B students must complete successfully the mandatory Co-op Professional Preparation Course (SOCI 5N90) in the first term of the program; and (c) one half-credit elective, typically completed in the second term by Scheme A students, will be taken by Scheme B students in the fifth term of the program to enable participation in SOCI 5N90.

Co-op students typically undertake two consecutive four-month work terms with the same employer, although approval may be granted for two four-month work terms with different employers. In either scenario, students are required to register for and pass the two work placement courses (SOCI 5N01 and 5N02).

In addition to regular tuition all co-op students pay an administrative fee. Please see the Schedule of Fees for detailed information. Fees are subject to change.

Scheme B is a six-term (24 month) program of study.

Scheme C: Course Work and Thesis

The program of study must include: SOCI 5F90 (thesis), SOCI 5P01, SOCI 5P02, two half-credit electives, and SOCI 5N00 (graduate workshop). The electives will normally be offered within the Critical Sociology program; however, subject to the approval of the Director, students may complete one elective credit offered by another Brock graduate program, a graduate course at another Ontario university (OVGS), or a Directed Studies course.

Scheme C is designed to normally be completed in six terms.

Thesis

To complete the requirements of SOCI 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 B is intended for students who are prepared to do an in-depth project on a specialized topic.

Full-time students in Scheme B will normally enroll in SOCI 5P01, SOCI 5P02, and the graduate workshop (SOCI 5N00, note that this workshop normally runs over two terms) in the first fall term. In the winter term students in Scheme B will normally enroll in two additional elective courses.

Part-time students will normally take one of either SOCI 5P01 or SOCI 5P02 in the first 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 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.

SOCI 5F90

MA Thesis

An in-depth research project involving the preparation and public defense of a thesis that demonstrates the capacity for independent work and original research or thought.

SOCI 5F91

Major Research Paper

A major research paper that demonstrates the capacity for independent work and original research or thought.

SOCI 5N00

Graduate Workshop

A non-credit graduate workshop that focuses on issues in graduate studies and critical sociological research students encounter while developing their programs of study and preparing their proposals, research papers and theses.

Note: Completion of the workshop is required for successful completion of the MA program.

SOCI 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.

Prerequisite(s): SOCI 5N90

SOCI 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.

SOCI 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.

SOCI 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.

SOCI 5P01

Critical Social Theories

A survey of key historical and contemporary theoretical themes in critical Sociology.

SOCI 5P02

Critical Social Research Design and Methods

An exploration of the methodological and epistemological foundations of major traditions of sociological inquiry, techniques of data collection, and case studies of critical sociological research in each tradition.

SOCI 5P20

Globalization, Inequality and Social Change

Sociological perspectives on economic, social, cultural and political processes of globalization; global social inequalities; the historical antecedents of globalization; and global social movements.

SOCI 5P30

Engaging Criminology in the 21st Century

Critical examination of contemporary and historical issues and theory in criminology. Topics may include advanced criminological theories, heterodoxies, controversies and contemporary issues in criminology, criminal justice and sociology of law.

SOCI 5P40

Colonialism, Capitalism, and Animals

Sociological perspectives on the intersections of colonialism, capitalism and animality. Topics may include various forms of colonialism and animals, anti-colonial perspectives on animals, political economy and animals, animal oppression and social justice, and related ethical debates.

SOCI 5P50

Critical Sociologies of Gender and Sexuality

Current sociological perspectives on femininity, masculinity and sexuality as organizing principles of society at local, national and global scales that articulate with other social inequalities to shape principal social identities and institutions.

SOCI 5P60

Critical Perspectives on Race and Racism

Current sociological perspectives on the social inequalities associated with issues of race, racism, ethnicity and anti-racism; the articulation of race with other forms of social inequality at the local, national and global level; and anti-racist struggles for social justice.

SOCI 5P80

Problems and Possibilities in Economic Life

Perspectives drawn from economic sociology, political economy and other interdisciplinary disciplines on the relationship between economic structure and social organization and inequalities; alternative ways of organizing material life and social life; and democratic socialist planning.

SOCI 5P90

Environment in Social Context

Current sociological perspectives on the relationship between environment and human societies. Topics may include environment inequalities and social justice struggles, sustainability, biodiversity, consumerism, and environmental management.

SOCI 5P95

Directed Study

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

SOCI 5V80-5V89

Selected Topics in Critical Sociology

A topic in critical sociology 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 Debbie Ouellette on October 6, 2021 at 03:16:49 PM

Submitted by Thomas Dunk on October 14, 2021 at 07:42:29 PM

Submitted by Dawn Zinga on October 21, 2021 at 04:06:07 PM

Submitted by Edlira (Christina) Zahaj on October 28, 2021 at 04:33:26 PM

Rejected by Jasmine Stasiuk Riddell on November 29, 2021 at 08:43:13 AM

Rejected per email from chair of subcommittee 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 Debbie Ouellette on November 29, 2021 at 09:16:12 AM

Submitted by Thomas Dunk on November 29, 2021 at 09:57:53 AM

Submitted by Dawn Zinga on December 2, 2021 at 02:05:33 PM

Submitted by Jasmine Stasiuk Riddell on December 3, 2021 at 03:56:04 PM

Submitted by Jasmine Stasiuk Riddell on December 6, 2021 at 09:01:35 AM

Rejected by Amanda DiFonzo on December 6, 2021 at 09:54:36 AM

as per Grad Studies

Rejected by Jasmine Stasiuk Riddell on January 7, 2022 at 10:07:45 AM

It is clear that students need to apply for the thesis option once they are in the program, but it is not clear (with the edits) how students access coop - there is good rationale for changes to the admission section in the preamble BUT THIS CHANGE (p. 13) not actually clear in the entry itself....

Also, a very minor editorial issue: since there is only one lecturer, heading should be singular

Submitted by Debbie Ouellette on January 10, 2022 at 06:23:26 PM

Submitted by Thomas Dunk on January 10, 2022 at 09:26:52 PM

Submitted by Dawn Zinga on January 17, 2022 at 01:44:43 PM

Submitted by Jasmine Stasiuk Riddell on January 17, 2022 at 04:21:35 PM

Rejected by Jasmine Stasiuk Riddell on January 26, 2022 at 11:03:57 AM

Rejected per subcommittee email January 25, 2022

The subcommittee on the graduate calendar raised the following issue with the calendar submission, so Jasmine (FGS) will be rejecting the APC submission. There is a minor change as you can see below to enhance the clarity and readability of the calendar entry for prospective students.

- In second paragraph under degree requirements, please delete second sentence about being directly accepted into the two streams. Then edit the last sentence to read “Students are not accepted directly into the thesis stream. Students wishing to pursue the thesis stream must seek approval from the Director at the end of the first term.”

Submitted by Debbie Ouellette on January 26, 2022 at 01:49:07 PM

Submitted by Thomas Dunk on January 27, 2022 at 01:27:28 PM

Submitted by Dawn Zinga on February 23, 2022 at 10:30:04 AM

Submitted by Jasmine Stasiuk Riddell on February 23, 2022 at 10:36:27 AM

Appendix 3

Academic Program Calendar Submission #2022-3289

Department/Centre: Applied Disability Studies

Program(s): Applied Disability 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. Field of Specialization be revised.
2. Program Description be revised.
3. Master of Arts (MA).
4. Graduate Diploma in Applied Disability Studies.
5. Master of Arts Requirements.
6. Master of Applied Disability Studies Requirements.
7. ADST 5P71 and ADST 5P72 to be revised.
8. ADST 5P73 to be revised.
9. ADST 5P75 to be revised.
10. ADST 5P77 to be added.
11. ADST 5P78 to be added.
12. ADST 5P90 to be revised.

2. Explanation for Proposed Change(s)

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

1. Adding the title for LDCC Specialization.
Updating the list of Core and Participating Faculty.
2. Content revised to update information.
3. Switched the order of specializations, placed ABA Specialization before LDCC as they should be in alphabetical order. We will change the order throughout the calendar to be consistent.
Adding the new course ADST 5P77 to the course requirements for MA applicants who were previously MADS students.
4. Content revised and updated for errors.
5. Switched the order of specializations to place them in alphabetical order.
Replacing ADST 5P74 and 5P76 with ADST 5P77 and ADST 5P78 for the MA ABA requirements to meet the requirements for accreditation and to differentiate the MA and MADS programs.
A non-credit pro-seminar course is added to the MA LDCC specialization requirements.
6. Switched the order of specializations as previously explained.
Adding information about the conversion from Part-time to Full-time status.
7. ADST 5P71 - Change the title, objective & realign course content.
ADST 5P72 - Change the title, objective and realign course content.
Change the courses title and objectives to reflect reallocation of content and revised course objectives.
Reorganize the courses and curriculum to meet evolving requirements for the ABAI VCS required for MADS and ABAI Accreditation for the MA program in order for students to qualify for certification upon graduation.
8. Co-requisite(s) updated: Co-requisites are now ADST 5P74 or ADST 5P78.
9. Co-requisite(s) updated: Co-requisites are now ADST 5P76 or ADST 5P78.
10. ADST 5P77 a new course to be added to MA program to introduce students to basic and translational research in behaviour analysis.
Adding the new course to meet the requirements for ABAI Accreditation, better prepare students for doctoral training and to differentiate the MA and MADS programs.
11. ADST 5P78 will combine content from ADST 5P74 and ADST 5P76 into a single course for the MA ABA program. This course will be taught during D13 (September - April). Objectives, readings, and assessment have been adjusted accordingly. Change is for MA program only to meet the requirements for ABAI Accreditation, better prepare students for doctoral training and to differentiate the MA and MADS programs. Combining content across two courses to allow the addition of ADST 5P77.
12. Replaced BACB with ABAI.

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 Disability Studies

Master of Arts in Applied Disability Studies

Master of Applied Disability Studies

Graduate Diploma in Applied Disability Studies

Field(s) of Specialization

Applied Behaviour Analysis

Leadership, Diversity, Community & Culture

Dean

Ingrid Makus
Faculty of Social Sciences

Associate Dean

Dawn Zinga
Faculty of Social Sciences

Core Faculty

Professors

Maurice Feldman (Applied Disability Studies)

Associate Professors

Priscilla Burnham Riosa (Applied Disability Studies)

Rosemary Condillac (Applied Disability Studies)

Julie Koudys (Applied Disability Studies)

Kendra Thomson (Applied Disability Studies)

Kimberley Zonneveld (Applied Disability Studies)

Assistant Professors

Alison Cox (Applied Disability Studies)

~~Julie Koudys (Applied Disability Studies)~~

Sadie Lovett (Applied Disability Studies)

Nicole Luke (Applied Disability Studies)

Laura Mullins (Applied Disability Studies)

Christina Peters ~~Valdeep Saini~~ (Applied Disability Studies)

Lecturer

Valdeep Saini ~~Christina Peters~~ (Applied Disability Studies)

Participating Faculty

Professors

Sheila Bennett (Education), Maureen Connolly (Kinesiology), David Ditor (Kinesiology), Jan Frijters (Child and Youth Studies), John McNamara (Child and Youth Studies), **Shannon Moore (Child and Youth Studies)**, Dawn Zinga (Child and Youth Studies)

Associate Professors

~~Gail Frost (Physical Education and Kinesiology), Shannon Moore (Child and Youth Studies),~~ Christine Tardif-Williams (Child and Youth Studies), Donato Tarulli (Child and Youth Studies), Tricia Vause (Child and Youth Studies)

Adjunct Professors

Marjorie Aunos, Ivan Brown, Ivy Chong, Tom Craig, ~~John Davis,~~ Kimberly Harris, Barry Isaacs, Darren Levine, Yona Lunsky, Kimberly Maich, Andrew McNamara, ~~Karl Stobbe,~~ Valerie Temple, Rebecca Ward

Chair and Graduate Program Director

Rosemary Condillac

905-688-5550, extension 5671

adsgpd@brocku.ca*BACB VCS Coordinator*

Rosemary Condillac

905-688-5550, extension 5671

adsvcs@brocku.ca*Practical Coordinator*

Julie Koudys

905-688-5550, extension 6706

adspracticum@brocku.ca*Academic Administrator*

Hania Halwani

905-688-5550, extension 5395

ads@brocku.ca*Administrative Assistant*

Brandy Sokoloski

905-688-5550 extension 5987

bsokoloski@brocku.ca*Website*www.brocku.ca/ads**Program Description**

The Vision of the Department of Applied Disability Studies is to be an internationally-recognized, preeminent academic program that contributes to the betterment of the lives of people in our community and beyond with a focus on persons with disabilities and underserved populations.

The Mission of the Department of Applied Disability Studies is to educate students who will be agents of change to help better the lives of people in our community and beyond with a focus on persons with disabilities and underserved populations. We strive to contribute knowledge and improve services by conducting cutting edge basic and applied research, and by providing transdisciplinary, quality postgraduate education to the next generation of professionals, researchers and educators, and experienced professionals in the field. Faculty are internationally respected in disability studies and Applied Behaviour Analysis.

The Department of Applied Disability Studies (ADS) offers a two-year Master of Arts (MA) degree, a Master of Applied Disability Studies (MADS), and a Graduate Diploma in Applied Disability Studies. Students pursuing an MA or MADS degree or Graduate Diploma may choose to focus to specialize in the field of Leadership, Diversity, Community and Culture (LDCC) or specialize in the field of Applied Behaviour Analysis (ABA). In addition to coursework in Applied Disability Studies, students specializing in Applied Behaviour Analysis take the coursework required for certification as a Board Certified Behaviour Analyst (BCBA) by the Behaviour Analyst Certification Board (reg#174); (BACB).

The ADS ABAI Verified Course Sequence (VCS) meets the coursework requirements for the current BACB® Task List (5th Edition). Please refer to www.BACB.com for additional eligibility and certification requirements.

The MA option, with its advanced course work and strong research focus, is intended to prepare students to continue their graduate training at the Ph.D. level. It should be noted that foundational and theoretical work are embedded in applied courses and practicum experiences. Both MA and MADS students will be prepared to pursue the wide variety of career possibilities in the disability sector and/or applied behaviour analysis.

For maximum flexibility, our courses for part-time students are generally offered one weekend a month with online activities taking place in between weekends. Some online and blended course options may also be offered. MA and full-time MADS students may also be required to attend classes during the week at the St. Catharines Campus as well the weekend format at the Hamilton Campus. For complete course sequence and scheduling details please visit www.brocku.ca/ads/.

Admission Requirements

Master of Arts (MA)

Successful completion of four-year Bachelor's degree, or equivalent, in a related field (e.g., disability studies, applied behaviour analysis, psychology, sociology, social work, child studies, education) with a minimum average of 75% in the last two years of undergraduate studies. Applicants for the MA program are encouraged to examine the research interests and publications of the faculty and indicate their preference for possible research supervisor(s) in the letter of intent accompanying the application.

For applicants who are applying to the **Applied Behaviour Analysis (ABA)** specialization, **undergraduate statistics courses (minimum 75% average), undergraduate or college courses related to Behaviour Analysis (minimum 75% average),** volunteer or work experience specifically in the disability sector and/or ABA, and research experience (such as an undergraduate honours thesis) will be **preferred.**

For applicants who are applying to the **Leadership, Diversity, Community and Culture (LDCC)** specialization, **undergraduate statistics courses (minimum 75% average), undergraduate or college courses related to disability studies,** Behaviour Analysis (minimum 75% average), volunteer or work experience specifically in the disability sector and/or ABA, and research experience (such as an undergraduate honours thesis) will be **considered assets.**

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

Typically, this program is offered on a full-time basis.

Applicants to the Master of Arts who have previously completed the Master of Applied Disability Studies (MADS) degree at Brock University will be considered under the following conditions:

1. Applicants must meet the minimum admission requirements to enter the Master of Arts program.
2. MADS graduates accepted to the MA program must complete; the MA thesis (~~ADST 5F60~~ **5P10** (or **ADST 5P14** if **5P10** already taken); and a half-credit ADST elective in their specialization **in addition to meeting the course requirements for their year of entry.** These credits plus **requirements** those completed as part of the MADS degree will comprise the 6.0 credits required for the Master of Arts (ABA) **and the** or 5.0 credits for the Master of Arts (LDCC).
3. The Master of Applied Disability Studies degree will be rescinded on the student's academic record if the Master of Arts degree is completed and is to be conferred.

Master of Applied Disability Studies (MADS)

Successful completion of four-year Bachelor's degree, or equivalent, in a related field (e.g., disability studies, applied behaviour analysis, psychology, sociology, social work, child studies, education) with a minimum average of 75% in the last two years of undergraduate study. MADS applicants with averages between 70% and 74% in the last two years of undergraduate study will also be considered.

~~For those intending to apply to the Leadership, Diversity, Community and Culture (LDCC) specialization, courses related to disability studies, volunteer or work experience specifically in the disability sector will be considered assets.~~

~~Typically, the MADS with LDCC specialization is offered on a full-time basis only.~~

For those intending to apply for the Applied Behaviour Analysis (ABA) specialization, undergraduate level or college level courses related to Behaviour Analysis (minimum 75%), volunteer or work experience specifically in the disability sector and/or ABA will be preferred. If accepted without satisfactory prior undergrad level or college level ABA coursework, completing a course through our on-line upgrading courses or our in-house ABA tutorial would be required prior to registration.

Full-time and part-time study is available for MADS with ABA specialization.

For those intending to apply to the Leadership, Diversity, Community and Culture (LDCC) specialization, courses related to disability studies and volunteer or work experience specifically in the disability sector will be considered assets.

The MADS with LDCC specialization is offered on a full-time basis only.

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

Graduate Diploma in Applied Disability Studies

Successful completion of four-year Bachelor's degree, or equivalent with a minimum average of 75% in the last two years of undergraduate studies. Undergraduate **or graduate** courses, volunteer or work experience in the field of disabilities will be considered an asset.

Applicants wishing to pursue the **Applied Behaviour Analysis (ABA)** specialization must hold a Master's Degree **as specified by the Behavior Analyst Certification Board (BACB)** in a related field, as identified through BACB@http://(www.bacb.com), in order to complete the course sequence for **Board Certified Behavior Analyst (BCBA)** certification. If accepted without **undergraduate level or college** ~~undergraduate or college~~ level ABA coursework (min 75%), completing a course through our on-line **upgrading undergraduate** courses or our in-house ABA tutorial would be required prior to registration. Applicants who do not hold a Master's Degree **deemed relevant in the related field identified** by the BACB @ should apply for admission to MADS (ABA) or MA (AAA ~~BA~~).

Typically, this program is offered on a full-time basis.

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

Undergraduate Upgrading Courses

When enrollment permits, ADS offers undergraduate upgrading courses for students who wish to apply for MADS (either ABA or LDCC specialization), but do not meet the minimum admissions criteria for MADS (e.g., an admission average less than 75% in the last two years of study of a 4-year undergraduate degree). The Graduate Admissions Committee will review all applications and decide which undergraduate upgrading courses each student should take from available courses at Brock or from another institution. Note that successful completion of the undergraduate upgrading courses does not guarantee admission to MADS, but does allow students who do not meet the minimum **grade** criteria for MADS to submit an application to MADS for equivalency consideration. No minimum grade average is required to be achieved in these courses: however, it is recommended that at least an 80% average be achieved in each upgrading course to be seriously considered for admission to MADS.

Students with a Community College diploma or certificate without a four-year university degree or equivalent four-year community college degree are not eligible to take the undergraduate upgrading courses **in lieu of a 4-year university degree.**

For information and course descriptions please see the Undergraduate Calendar: <https://brocku.ca/webcal/current/undergraduate>

Degree/Diploma Requirements

Master of Arts Requirements.

MA (**Applied Behaviour Analysis with Leadership, Diversity, Community, Culture Specialization**) is ~~six~~ **five** credits in length. Requirements include: ADST 5F60, 5P00, 5P10, **5P70, 5P14, 5P15, 5P30, 5P71, 5P72, 5P73, 5P75, 5P77, 5P78, 5P44** and a ~~half-one~~ **half-one** credit selected from **5V70-5V79** or **5P42**. MA ABA specialization must also take **5N01** (a non-credit required proseminar course) in their first year. **ADST 5P31, 5P50, 5P55, 5P56, 5P57, 5P58, 5P91**. This path of study involves advanced courses, practicum experiences, and intensive research; resulting in a thesis based on a scientist-practitioner model. **Students who are interested in taking ABA practicum courses to gain supervised experience hours (required to be eligible to apply for certification with the Behaviour Analyst Certification Board®) should consider taking all ADST practicum courses: ADST 5P21, 5P22, 5P23, 5P24 with qualified supervisors.**

~~MA (with Applied Behaviour Analysis Specialization) is six credits in length. Requirements include: ADST 5F60, 5P00, 5P10, 5P70, 5P71, 5P72, 5P73, 5P74, 5P75, 5P76 and a half credit from 5V70-5V79 or 5P42. MA ABA specialization must also take 5N01 (a non-credit required proseminar course) in their first year. This path of study involves advanced courses, practicum experience, and intensive research resulting in a thesis based on a scientist-practitioner model. Students who are interested in taking ABA practicum courses to gain supervised experience hours (required to be eligible to apply for certification with the Behaviour Analyst Certification Board®) should consider taking all ADST practicum courses: ADST 5P21, 5P22, 5P23, 5P24 with qualified supervisors.~~

MA (Leadership, Diversity, Community and Culture Specialization) is five credits in length. Requirements include: ADST 5F60, 5P00, 5P10, 5P14, 5P15, 5P30, 5P44, and a one credit selected from ADST 5P31, 5P50, 5P55, 5P56, 5P57, 5P58, 5P91. MA LDCC specialization students must also take ADST 5N01 (a non-credit required proseminar course) in their first year. This path of study involves advanced courses, practicum experiences, and intensive research, resulting in a thesis based on a scientist-practitioner model.

A thesis proposal and a completed thesis of original work are required of all Master of Arts (MA) students in the program.

This program is designed to be completed full-time in six terms or two years.

Master of Applied Disability Studies Requirements

Master of Applied Disability Studies (MADS) is five credits in length whether specializing in the Leadership, Diversity, Community and Culture (LDCC) or specializing in Applied Behaviour Analysis (ABA) or specializing in the Leadership, Diversity, Community and Culture (LDCC).

~~The Master of Applied Disability Studies (with Applied Behaviour Analysis Specialization) is a course-based degree with a final project and presentation (ADST 5P76).~~

MADS (ABA) requirements include: ADST 5P00, 5P50, 5P14 or 5P10, 5P70, 5P15, 5P71, 5P30, 5P72, 5P73, 5P74, 5P44, 5P75, 5P76 and one half-credit from ADST 5V70-5V79, or 5P42, 5P31, 5P50, 5P55, 5P56, 5P57, 5P58, 5P91.

~~A required Major Research Paper (ADST 5P45) is completed by Master of Applied Disability Studies (LDCC) students in their final year.~~

~~This program is designed to be completed full-time in five terms or two years.~~

~~MADS (ABA) requirements include: ADST 5P00, 5P50, 5P70, 5P71, 5P72, 5P73, 5P74, 5P75, 5P76 and one half credit from ADST 5V70-5V79, or 5P42.~~

~~The Master of Applied Disability Studies (with Applied Behaviour Analysis Specialization) is a course-based degree with a final project and presentation in ADST 5P76.~~

MADS (ABA) This program is designed to be completed full-time in five terms or two years, and part-time in eight-terms or three years. The final year for full-time and part-time students is considered the residency period. As such, all part-time students will be converted to full-time status in their final year. The conversion to full-time status will be done by early March of each year. No change in locations will be required.

~~MADS (with Leadership, Diversity, Community and Culture Specialization) is a course-based degree with final project (ADST 5P45).~~

MADS (LDCC) requirements include: ADST 5P00, 5P10 or 5P14, 5P15, 5P30, 5P44, 5P45 and two credits selected from ADST 5P31, 5P50, 5P55, 5P56, 5P57, 5P58, 5P91.

MADS (LDCC) is designed to be completed full-time in five terms or two years.

Graduate Diploma in Applied Disability Studies Requirements

Graduate Diploma in Applied Disability Studies (ABA) requirements include: ADST 5P70, 5P71, 5P72, 5P73, 5P74, 5P75, 5P76 and one half credit selected from ADST 5P42 or 5V70-79.

This program is designed to be completed full-time in five terms.

Course Descriptions

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

Students must ensure that prerequisites are met. Students may be deregistered, at the request of the instructor, from any course

for which prerequisites and/or restrictions have not been met.

ADST 5F60

MA Thesis

An in-depth research project involving the preparation and defence of a thesis which shall demonstrate capacity for independent work and original research and thought. Research to be conducted under the supervision of a faculty supervisor and defended at an oral examination.

Co-requisite(s): ADST 5P70 or ADST 5P14.

Note: open to MA students only.

ADST 5P00

Theoretical Foundations in Applied Disability Studies

Overview and examination of Positivist, Constructivist and Systems theories and their applications to disability studies; includes exploration and application of integrated, embodied and critical orientations to disability studies.

Note: completion of this course will replace previous assigned grade and credit obtained in ADST 5F00.

ADST 5P10

Quantitative Methods in Social Science Research in Applied Disability Studies

Statistical analysis and computer implementations of quantitative methods, emphasizing applied methodology issues in research in applied disability studies. May include traditional ANOVA, ANCOVA, nonparametric tests and multiple regression, including vector-coding of group information under regression and emphasis on data screening and evaluation of assumptions.

ADST 5P13

Interdisciplinary Reading in Applied Disability Studies

Examination of literature and research by persons with disabilities from humanities and social sciences perspectives; may include fiction, non-fiction, empirical study or policy.

ADST 5P14

Qualitative Research in Applied Disability Studies

Surveys This course will survey various approaches in applied qualitative research methods in disability studies. Ethical issues in conducting applied research with vulnerable populations will be addressed.

Note: Completion of this course will replace previous assigned grade and credit in ADST 5F10.

ADST 5P15

Program Evaluation as a Research Methodology

Exploration of processes and approaches in program evaluation as they relates to persons experiencing disability and organizations providing services and programs for persons experiencing disability. Includes mixed methods, blended designs and culturally sensitized strategies.

Prerequisite(s): ADST 5P14

Note: Completion of this course will replace previous assigned grade and credit in ADST 5F10.

ADST 5P28

Ethics and Professionalism in ABA Practice and Research

This course will focus on ethics and professional conduct related to research and practice in **Applied Behaviour Analysis (ABA)**.

Note: This course is designed to provide the necessary Ethics coursework to fulfill **5th Edition Task List requirements for ABA graduates from a program that met the BACB 3rd or 4th Edition Task List requirements for ABA graduates from a program that met the BACB 3rd Edition Task List Requirements.**

ADST 5P42

Dual Diagnosis

Selected topics in dual diagnosis (mental health and intellectual disabilities) and applied behaviour analysis from multidisciplinary and evidence-based perspectives. Specialized topics will vary by year and instructor.

Prerequisite(s): ADST 5P72 or with permission of the Program.

ADST 5P43

Assessment and Diagnosis in Autism and other Developmental Disabilities

Survey of methods including ethics of assessment and diagnosis, psychometrics, diagnostic classification, approaches, and instruments.

ADST 5P44

Integrative, Scholarly and Expressive Writing in Applied Disability Studies

Exploration of a variety of writing conventions for research, pedagogy, communication, community outreach and program and professional development.

ADST 5P45

Major Research Paper

Supervised writing project involving examination of issues, literature, research, and /or policy in the field of applied disability studies.

Prerequisite(s): ADST 5P44

ADST 5P50

Disability from a Socio-cultural Perspective

Continuing, advanced study of selected topics in disability studies with particular emphasis on broader ideological and socio-political contexts and influences.

Prerequisite(s): ADST 5P00

Note: completion of this course will replace previous assigned grade and credit obtained in ADST 5F00.

ADST 5P55

Interdisciplinary Reading in Applied Disability Studies

Examination of literature and research by persons with disabilities from humanities and social sciences perspectives; may include fiction, non-fiction, empirical study or policy.

ADST 5P56

Leadership with/in Diverse Communities

Examination of theories and research relevant to management and leadership practices within disability contexts. Emphasis on significant issues regarding equity, diversity, and sensitivity (e.g., diverse intercultural and indigenous issues) in a Canadian context. Topics may include models of leadership, group facilitation, interpersonal management, feedback skills, team dynamics, and organizational culture.

ADST 5P57

Approaches to Community-Engaged Research and Scholarship

Examination of the underlying conceptual and philosophical bases of engaging in mutually beneficial research activities through partnerships with community members. Emphasis on exploring various methodologies relevant to collaborating with stakeholders in applied settings. Topics may include: fostering partnerships, benefits and challenges of research in community contexts, stakeholder values, knowledge synthesis, and dissemination.

ADST 5P58

Social Policy in Disability Contexts

Examination of Canadian social policies associated with disability issues across the lifespan. Emphasis on policy development and analysis from an interdisciplinary perspective (historical, ideological, economic, social and political contexts). Topics may include programs and services, funding approaches, employment equity, promoting social change, and diversity issues. The relationship among researchers, policymakers, and other stakeholders will also be explored.

ADST 5P70

ABA Measurement, Research and Evaluation

Graduate-level Course provides exposure to graduate-level ABA research knowledge and skills including critical review of research, interpretation of data displays, observation and collection of data, single-case experimental designs, applied research, program evaluations and research ethics. May This course may be a blend of classroom and on-line instruction.

ADST 5P71

ABA Fundamental Elements, Concepts and Principles of Behaviour Analysis I

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

Prerequisite(s): ADST 5P70

ADST 5P72

Philosophical Underpinnings of Behaviour Science ~~ABA Fundamental Elements, Concepts & Principles II~~

Graduate Course provides graduate-level exposure to the history and philosophy of behaviorism. Special emphasis will be placed on the basic concepts and theories of Radical Behaviorism and its principles of the science of behaviour, and corresponding techniques, interventions, research, ethical considerations, and a more in-depth focus on application to various domains of behaviour science. May analysis. This course may be a blend of classroom and on-line instruction.

Prerequisite(s): ADST 5P71

ADST 5P73

ABA Assessment and Intervention

Graduate Course provides graduate level exposure to the selection and use of behavioural assessments, treatment models and tools for a wide-range of clinical applications to socially relevant problems. May be This course may be offered as a blend of classroom and on-line instruction.

Prerequisite(s): ADST 5P72

Co-requisite(s): ADST 5P74

ADST 5P75

ABA Intervention Planning, Implementation, and Supervision

Graduate Course provides graduate level exposure to ABA assessment and treatment approaches for a variety of behavioural excesses and learning challenges, with an emphasis on strategies to support effective implementation in applied settings. Topics include supervision, mediator training (staff, parents, educators), supervision, data collection techniques, procedural integrity, and treatment adherence. May This course may be a blend of classroom and on-line instruction.

Prerequisite(s): ADST 5P73

Co-requisite(s): ADST 5P76

ADST 5P77

Introduction to Experimental Analysis of Behaviour

Graduate-level introduction to basic behavioural research and conceptual issues. Surveys seminal and current research in the experimental analysis of behaviour and relates this work to practice and theory in applied behaviour analysis. May be a blend of classroom and on-line instruction.

Prerequisite(s): ADST 5P72

Note: open to MA students only.

ADST 5P90

Directed Studies in Applied Behaviour Analysis and Applied Disability Studies

Under the supervision of a faculty member with appropriate expertise, course provides this course will offer graduate level exposure to a specific topic in Applied Behaviour Analysis and Applied Disabilities Studies, culminating in a formal, academic assignment. This course is not currently part of the ABAI Verified Course Sequence. BACB®-verified course sequence.

Restriction: Open to ABA specialization students only.

Prerequisite(s): Requires permission of the Director and permission of the BACB VCS Coordinator

ADST 5P91

Directed Studies in Applied Disability Studies I

Under the supervision of a faculty member with appropriate expertise, a sustained program of study of a topic in Applied Disabilities Studies, culminating in a formal academic assignment. Note: The instructor may not be the same faculty member as in ADST 5P90.

ADST 5P92

Directed Studies in Applied Disability Studies II

Under the supervision of a faculty member with appropriate expertise, a sustained program of study of a topic in Applied Disabilities Studies, culminating in a formal academic assignment. Topic must be different from, or an extension of, topics covered in other Directed Studies courses.

ADST 5P93

Directed Studies in Applied Disability Studies III

Under the supervision of a faculty member with appropriate expertise, a sustained program of study of a topic in Applied Disabilities Studies, culminating in a formal academic assignment. Topic must be different from, or an extension of, topics covered in other Directed Studies courses.

ADST 5P94

Directed Studies in Applied Disability Studies IV

Under the supervision of a faculty member with appropriate expertise, a sustained program of study of a topic in Applied Disabilities Studies, culminating in a formal academic assignment. Topic must be different from, or an extension of, topics covered in other Directed Studies courses.

ADST 5V70-5V79

Topics in Applied Behaviour Analysis

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

Prerequisite(s): ADST 5P72

ADST 5V80-5V89

Selected Topics in Applied Disability Studies

A topic in applied disability studies that will vary by instructor. May This course may be a blend of classroom and on-line instruction.

EXPERIENTIAL LEARNING COURSES

ADST 5P21

Supervised Practicum in Applied Behaviour Analysis I

Students carry out ABA techniques in an applied setting for 150 hours under the supervision of an approved Field Supervisor or qualified faculty member. Regularly scheduled supervisory meetings and observations take place during the placement at a rate that meets (at minimum) the BACB® Experience Standards for the hours of practicum placement.

Note: Course must be arranged in advance with an ADS Faculty member and approved by ADS Clinical Coordinator

ADST 5P22

Supervised Practicum in Applied Behaviour Analysis II

Students carry out ABA techniques, under supervision, in an applied setting for 150 hours under the supervision of an approved Field Supervisor or qualified faculty member. Regularly scheduled supervisory meetings and observations take place during the placement at a rate that meets (at minimum) the BACB® Experience Standards for the hours of practicum placement.

Note: Course must be arranged in advance with an ADS Faculty member and approved by ADS Clinical Coordinator

ADST 5P23

Advanced Supervised Practicum in Applied Behaviour Analysis I

Students carry out ABA techniques in an applied setting for 150 hours under the supervision of an approved Field Supervisor or qualified faculty member. Regularly scheduled supervisory meetings and observations take place during the placement at a rate that meets (at minimum) the BACB® Experience Standards for the hours of practicum placement.

Note: Course must be arranged in advance with an ADS Faculty member and approved by ADS Clinical Coordinator.

ADST 5P24

Advanced Supervised Practicum in Applied Behaviour Analysis II

Students carry out ABA techniques in an applied setting for 150 hours under the supervision of an approved Field Supervisor or qualified faculty member. Regularly scheduled supervisory meetings and observations take place during the placement at a rate that meets (at minimum) the BACB® Experience Standards for the hours of practicum placement.

Note: Course must be arranged in advance with an ADS Faculty member and approved by ADS Clinical Coordinator.

ADST 5P25

Advanced Supervised Practicum in Applied Behaviour Analysis III

Students carry out ABA techniques in an applied setting for 150 hours under the supervision of an approved Field Supervisor or qualified faculty member. Regularly scheduled supervisory meetings and observations take place during the placement at a rate that meets (at minimum) the BACB® Experience Standards for the hours of practicum placement.

Note: Course must be arranged in advance with an ADS Faculty member and approved by ADS Clinical Coordinator

ADST 5P30

Internship in Applied Disability Studies I

Students carry out, a 150-hour supervised internship project in a government, clinical, educational or other applied setting. Supervision is provided by a previously approved Field Supervisor or qualified faculty member. A faculty member coordinates the internship and meets with the Supervisor.

Note: Completion of this course will replace previous assigned grade and credit in ADST 5F30.

ADST 5P31

Internship in Applied Disability Studies II

Students carry out a 150-hour supervised internship project in a government, clinical, educational or other applied setting. Supervision is provided by a previously approved Field Supervisor or qualified faculty member. A faculty member coordinates the internship and meets with the Supervisor

Prerequisite(s): ADST 5P30

Note: Completion of this course will replace previous assigned grade and credit in ADST 5F30.

ADST 5P74

ABA Ethics and Professional Conduct I - Assessment

Includes ~~This course includes~~ both classroom and practicum hours. In class, students are exposed to relevant ethical codes, standards of practice, and legislation related to the field of ABA. Practicum focuses on ABA assessment and intervention skills and assignments that are conceptually consistent with the ethical and professional practice of ABA. ~~Students are required to~~ secure their own practicum site in an ABA setting with a BCBA supervisor.

Prerequisite(s): ADST 5P72

Co-requisite(s): ADST 5P73

ADST 5P76

ABA Ethics and Professional Conduct II - Intervention

Includes ~~This course includes~~ both classroom and practicum hours. Classroom topics include ethical issues, professionalism and related skills and practices necessary for research and practice in ABA. ~~Students are required to secure their own practicum site in an ABA setting with a BCBA supervisor.~~ Practicum focuses on evidence-based ABA assessment, intervention planning, implementation, monitoring and troubleshooting in applied settings using an appropriate evaluation design. **Students required to secure their own practicum site in an ABA setting with a BCBA supervisor.** ~~Culminates~~ ~~This course culminates~~ in a final case presentation at the EADS ABA Graduating Student Conference.

Prerequisite(s): ADST 5P74

Co-requisite(s): ADST 5P75

ADST 5P78

Ethics & Professional Conduct in Research and Practice in the Behavioural Sciences

Includes both classroom and practicum hours. Classroom discussion of ethical issues relevant to research and practice in the behavioural sciences considering different ethical codes, standards of practice, and legislation. Practicum focuses on developing skills in assessment, intervention planning, implementation, and monitoring, that are conceptually consistent with ethical and professional practice in behavioural sciences. Students are required to secure their own practicum site with a qualified supervisor and may complete additional practicum hours within applied research contexts on approval. May be a blend of classroom and on-line instruction.

Prerequisite(s): ADST 5P72

Co-requisite(s): ADST 5P73 & ADST 5P75

Note: open to MA students only.

NON-CREDIT COURSE

ADST 5N01

Proseminar

This non-credit required course will present guest lectures from faculty, students and other guest speakers on topics related to applied disability studies and applied behaviour analysis, as well as opportunities to access program related information and discussion.

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):

ADST 5P77 - Introduction to Experimental Analysis of Behaviour

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

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

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

2. Course Deletions

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

None

3. Course Revisions

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

ADST 5P90 - Directed Studies in Applied Behaviour Analysis and Applied Disability Studies
ADST 5P71 - Concepts and Principles of Behaviour Analysis
ADST 5P72 - Philosophical Underpinnings of Behaviour Science
ADST 5P73 - ABA Assessment and Intervention
ADST 5P75 - ABA Intervention Planning, Implementation, and Supervision
ADST 5P28 - Ethics and Professionalism in ABA Practice and Research
ADST 5P15 - Program Evaluation as a Research Methodology
ADST 5V80-5V89 - Selected Topics in Applied Disability Studies
ADST 5V70-5V79 - Topics in Applied Behaviour Analysis
ADST 5P70 - ABA Measurement, Research and Evaluation

ADST 5P74 - ABA Ethics and Professional Conduct I - Assessment
ADST 5P76 - ABA Ethics and Professional Conduct II - Intervention
ADST 5P58 - Social Policy in Disability Contexts
ADST 5P14 - Qualitative Research in Applied Disability Studies

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 Hania Halwani on October 22, 2021 at 12:39:52 PM

Rejected by Rosemary Condillac on October 22, 2021 at 03:06:48 PM

Per our review, revisions to keep language consistent across specializations will be helpful to prospective students

Submitted by Hania Halwani on October 22, 2021 at 04:17:13 PM

Submitted by Rosemary Condillac on October 22, 2021 at 09:10:11 PM

Submitted by Dawn Zinga on November 4, 2021 at 10:07:10 AM

Submitted by Edlira (Christina) Zahaj on November 5, 2021 at 03:32:34 PM

Rejected by Jasmine Stasiuk Riddell on January 25, 2022 at 11:10:12 AM

Rejected per email from subcommittee on January 25, 2021

The subcommittee on the graduate calendar raised the following issues with the calendar submission, so Jasmine (FGS) will be rejecting the APC submission. There are several minor changes as you can see below – these are often to enhance the clarity and readability of the calendar entry for prospective students. In particular, please ensure that all the course descriptions are written in ‘calendarese’ – you can see specific suggestions below. If you have any questions, please feel free to reach out to us.

Specific changes:

- Gail Frost retired in November – please remove from faculty listings
- P. 4 program description: 3rd paragraph - strike out ‘to focus’
- p. 5 note 2 – grammar – delete comma and combine first two sentences into one sentence
- P. 6 spell out ABA in full in first paragraph under Undergraduate Upgrading Courses
- P. 6 under “Graduate Diploma in Applied Disability Studies” in paragraph starting with ‘Applicants wishing...’ please write out BACB and BCBA in full the first time used in paragraph
- o P. 7: for the 3rd sentence under Study requirements please revise as follows: “The Master of Applied Disability Studies (with Applied Behaviour Analysis Specialization) is a course-based degree with a final project and presentation (ADST 5P76) to remove the abbreviations and enhance clarity
- P. 7: for the sentence “MADS (LDCC) requirements include: ADST 5P00, 5P14 or 5P10, 5P15, 5P30, 5P44, 5P45 and two credits selected from ADST5P31, 5P50, 5P55, 5P56, 5P57, 5P58, 5P91. “ – please switch the order of 5P14 or 5P10 (i.e., 5P10 or 5P14)
- P. 7: please reword as MADS LDCC is a course-based degree with a Major Research Paper (ADST 5P45).
- 5P28 write out ABA in full the first time used in description
- 5P77 course description too wordy, take out ‘a graduate level’, and ‘this course’
- 5P78 course description too long – please take out ‘this course includes both’. Strike out the first sentence and include combined classroom and practicum into last sentence on course delivery (e.g., Includes both classroom and practicum hours and may be a blend of classroom and on-line instruction.)
- Please clean up all course descriptions to remove language such as ‘course provides’ ‘course will offer’ etc. to enhance readability and reduce redundancy (‘calendarese’)

Submitted by Brandy Sokoloski on February 9, 2022 at 10:11:10 AM

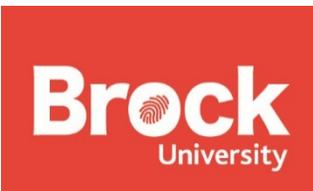
Rejected by Rosemary Condillac on February 9, 2022 at 10:13:07 AM
5p78 not experiential learning

Submitted by Brandy Sokoloski on February 9, 2022 at 10:14:37 AM

Submitted by Rosemary Condillac on February 9, 2022 at 10:15:18 AM

Submitted by Dawn Zinga on February 10, 2022 at 03:02:16 PM

Submitted by Jasmine Stasiuk Riddell on February 16, 2022 at 08:50:25 AM



James A. Gibson Library Support Considerations for Course Additions

- This form should be completed for **all new graduate courses** prior to APC submission.
- The form should be reviewed by your Liaison Librarian.
- Following review from the Library, please return the form to graduatestudies@brocku.ca. The form will be included with other new course materials submitted to SGSC for review.

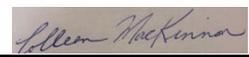
To be completed by the Academic Program	
Academic Unit:	Applied Disability Studies
Action Type (New Course
Course Number:	ADST 5P78
Proposed Calendar Description:	Includes both classroom and practicum hours. Classroom discussion of ethical issues relevant to research and practice in the behavioural sciences considering different ethical codes, standards of practice, and legislation. Practicum focuses on developing skills in assessment, intervention planning, implementation, and monitoring, that are conceptually consistent with ethical and professional practice in behavioural sciences. Students are required to secure their own practicum site with a qualified supervisor and may complete additional practicum hours within applied research contexts on approval. May be a blend of classroom and on-line instruction.

To be completed by the Liaison Library
<p>Assessment of existing collection (print & online) in areas relevant to this course:</p> <p><input checked="" type="checkbox"/> Strong, no budgetary implications</p> <p><input type="checkbox"/> Adequate, minimal budgetary implications beyond current funding allocations</p> <p><input type="checkbox"/> Inadequate, requires additional one time only and/or ongoing additional funding</p> <p>Comments:</p>
<p>Budget implications of this proposed course:</p> <p><input checked="" type="checkbox"/> Books, e-books, monographic collections, etc.</p> <p><input type="checkbox"/> Reference resources, handbooks, encyclopedias, dictionaries, etc.</p> <p><input type="checkbox"/> Journals, newspapers, serials, databases, etc.</p> <p><input type="checkbox"/> Geospatial maps, data, statistics, GIS, etc.</p> <p><input type="checkbox"/> Special collections, primary resources, etc.</p>

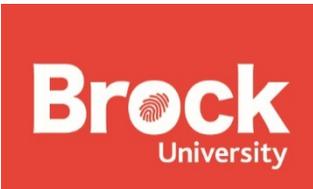
Comments:

Couse Support:

- The Library can support this proposed course with current funding
- The Library can support this proposed course with additional funding
- The Library can't support this proposed course

Liaison Librarian	
Signature / e-Signature: (Insert → Image)	
Print Name:	Colleen MacKinnon
Date Signed:	02/24/2022

Academic Program Library Representative, Chair or Director	
Signature / e-Signature: (Insert → Image)	_____
Print Name:	Valdeep Saini
Date Signed:	_____



James A. Gibson Library Support Considerations for Course Additions

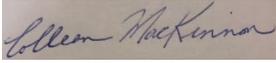
- This form should be completed for **all new graduate courses** prior to APC submission.
- The form should be reviewed by your Liaison Librarian.
- Following review from the Library, please return the form to graduatestudies@brocku.ca. The form will be included with other new course materials submitted to SGSC for review.

To be completed by the Academic Program	
Academic Unit:	Applied Disability Studies
Action Type (New Course
Course Number:	ADST 5P77
Proposed Calendar Description:	A graduate-level introduction to basic behavioural research and conceptual issues. This course surveys seminal and current research in the experimental analysis of behaviour and relates this work to practice and theory in applied behaviour analysis.

To be completed by the Liaison Library
<p>Assessment of existing collection (print & online) in areas relevant to this course:</p> <p> <input type="checkbox"/> Strong, no budgetary implications <input checked="" type="checkbox"/> Adequate, minimal budgetary implications beyond current funding allocations <input type="checkbox"/> Inadequate, requires additional one time only and/or ongoing additional funding </p> <p>Comments:</p>
<p>Budget implications of this proposed course:</p> <p> <input checked="" type="checkbox"/> Books, e-books, monographic collections, etc. <input checked="" type="checkbox"/> Reference resources, handbooks, encyclopedias, dictionaries, etc. <input type="checkbox"/> Journals, newspapers, serials, databases, etc. <input type="checkbox"/> Geospatial maps, data, statistics, GIS, etc. <input type="checkbox"/> Special collections, primary resources, etc. </p> <p>Comments:</p>

Couse Support:

- The Library can support this proposed course with current funding
- The Library can support this proposed course with additional funding
- The Library can't support this proposed course

Liaison Librarian	
Signature / e-Signature: (Insert → Image)	
Print Name:	<u>Colleen MacKinnon</u>
Date Signed:	<u>12/10/2021</u>

Academic Program Library Representative, Chair or Director	
Signature / e-Signature: (Insert → Image)	
Print Name:	<u>Valdeep Saini</u>
Date Signed:	<u>12/10/2021</u>



Report to Senate #698, March 23, 2022

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

FROM: Jens Coorssen, Chair, Governance Committee

DATE: March 23, 2022

ACTION ITEMS

1. Revisions to Faculty Handbook Section II: 4.1 Senate Elections and Appointments to Senate

MOVED (Coorssen/)

THAT Senate approve the amendments to Faculty Handbook Section II: 4.1 regarding ex-officio members of Senate as follows, effective as of July 1, 2022 (highlight indicates insertion, strike-out indicates deletion):

2.4. Senate Elections and Appointments to Senate

4.1 Appointed Members of Senate, without term

Provost and Vice-President, Academic;

Vice-Provost and Associate Vice-President, Academic; ~~Vice-Provost, and Associate Vice-President, Students;~~

~~Vice-Provost, Strategic Partnerships and International; [Senate Governance E-vote June 27/16]~~

Vice-Provost, Indigenous Engagement; Vice-President, Research;

Vice-President, Administration;

Associate Vice-President, Students

President of the Concordia Lutheran Theological Seminary;

University Librarian;

Registrar **& Associate Vice-President, Enrollment Services;**

Chair, Board of Trustees;

President, Brock University Students' Union (BUSU), or designate from the BUSU executive;

President, Graduate Students' Association (GSA), or designate from the GSA executive, non-voting;

Co-Chair of the Aboriginal Education Council or designate, to be determined by the University's Aboriginal Education Council;
Brock University Alumni Association President, or designate

KEY BACKGROUND

- The Registrar's title was updated last year to include responsibilities as Associate Vice-President, Enrollment Services.
- The Vice-Provost, Students' term will be ending in June. The role will then transition to an Associate Vice-President, Students role, with recruitment currently underway.

RATIONALE

- These amendments reflect changes in title among senior administrators to ensure that the FHB wording remains current.

2. Governance Committee Terms of Reference

MOVED (Coorssen/)

THAT Senate approve the following amendments to Faculty Handbook Section II: 9.5.1 Governance Committee Terms of Reference (highlights indicate additions, strikethrough indicates deletion):

9.5 GOVERNANCE COMMITTEE

9.5.1 Terms of Reference

The Senate Governance Committee attends to all matters related directly to the welfare, constitution and conduct of Senate.

The Senate Governance Committee:

a) acts, in consultation if possible, on time-sensitive items which may arise between Convocation and the beginning of the Fall Term, subject to FHB II: 7.1.1 E and F;

b) provides Senate leadership in identifying policy needs and initiatives;

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

[Senate 627, 677]

d) nominates the Chair, Vice-Chair, and members of standing and special Committees of Senate or faculty representatives on other bodies, giving consideration to the importance of inclusion of equity seeking and underrepresented groups in such committees and bodies, and appoints individuals to fill mid-term vacancies on Senate committees, including vacancies in the positions of Committee Chair or Vice-Chair, provided that any such appointments are reported to Senate at its next meeting following the appointment, at which point Senate may rescind any such appointment;

[Senate 647, 679]

- e) recommends regarding candidates for honorary degrees;
 - f) recommends regarding changes in the Bylaws of Senate, as necessary;
 - g) recommends as to changes in the constitution or terms of reference of Senate Committees;
 - h) advises Senate on suggested or desired amendments to Section 1 of the Faculty Handbook (on University Government);
 - i) annually updates the **receives from the President and Vice-Chancellor a** list of committees with University-wide responsibilities for the information of Senate;
 - j) recommends members of Advisory Committees, as outlined for the various senior positions in Section I of the Faculty Handbook, using the following procedures when the Governance Committee is requested by the President and Vice-Chancellor to select members for Advisory Committees for the appointment/reappointment of senior academic and administrative officers:
 - 1. The Chair of the Governance Committee will contact all full-time tenured faculty members in order to solicit nominations for the respective faculty positions on the Advisory Committee;
 - 2. The Chair of the Governance Committee will contact BUSU and the GSA to solicit names of potential representatives from their respective constituencies;
 - 3. There will be a two week nomination period that may be extended by the Chair of Governance, if there are no nominees for one or more positions on the Advisory Committee;
 - 4. Nominees will be required to submit a short statement (maximum 200 words) summarizing relevant experience and interest for the position.
- Senate 684
- 5. All nominees must agree, when nominated, that they are willing to serve on the Advisory Committee;
 - 6. The Governance Committee will consider all nominations in accordance with the procedures below and recommend the members of the Advisory Committee to the appropriate senior administrator.
 - 7. The nominees for a position on the Advisory Committee will be presented to the Governance Committee, along with their personal submissions.
 - 8. Where there is only one nominee for a position, a secret ballot will be held and if the nominee receives a majority of votes cast by members present and eligible to vote (excluding spoiled ballots and abstentions), the nominee will be recommended.
 - 9. Where there are multiple nominees for a position, a secret ballot will be held and Committee members will vote for their preferred nominee. If a nominee receives a majority of votes cast by members present and eligible to vote

(excluding spoiled ballots and abstentions), that nominee will be recommended. If no nominee receives a majority of votes cast by members present and eligible to vote (excluding spoiled ballots and abstentions), the nominee(s) with the least number of votes will be removed from the list, and another vote will be taken. This voting process will continue until a nominee receives a majority of votes cast by members present and eligible to vote (excluding spoiled ballots and abstentions).

Senate 682

10. Where there are multiple nominees for multiple positions on a Committee, a secret ballot will be held for each position separately and the voting procedure above will be followed.

Senate 557, 577, 647

~~k) comprises part of the joint committee along with the Executive Committee of the Board, to meet a minimum of two times per academic year at the call of the Co-Chairs of the joint committee, to provide high-level governance oversight of the implementation of the Brock University Integrated Plan and reports to both the Senate and the Board.~~

Senate 627

k) ⇨ recommends regarding proposals for a change in the name of academic units.

Senate 587, 589

l) ⇨ advises the Chair and the Secretary of Senate in the development of the annual Senate orientation Agenda.

Senate 644

m) ⇨ conducts a governance review of Senate every 7 years.

Senate 652

n) ⇨ at the start of its **the Fall** term, recommends to Senate the appointment of two Senators who are not standing for election to serve as scrutineers for any elections held in accordance with FHB II: 3.4 and 3.6 during the current term.

Senate 675

o) ⇨ at the start of its **the Fall** term, appoints three of its members who are not standing for election to serve on an Elections Sub-Committee for any elections held in accordance with FHB II: 3.4 and 3.6 during the current term.

Senate 675

RATIONALE

- The Governance Committee reviewed its Terms of Reference at its January 2022 meeting and provided direction to the University Secretariat to prepare amendments to the terms of references. The proposed amendments reflect this direction.
- The rationale for each change is as follows:
 - Change to paragraph c) clarifies and simplifies the authority of Governance Committee Chair to set the meeting agenda for the meetings held with Committee Chairs, Vice-Chairs, and Secretaries
 - Change to paragraph d) clarifies Governance Committee authority to nominate the vice-chairs of Senate Committees (in addition to the chairs and members)
 - Change to paragraph i) moves responsibility from Governance Committee to President to communicate a list of committees with University-wide

responsibilities, as the President is in a better and more appropriate position to prepare such a list;

- Change to paragraph k) removes reference to a joint committee that no longer exists. The joint committee structure was tied to a previous strategic planning process and new consultation mechanisms are in place to ensure Senate/Board interface about strategic plan implementation. Discussions are currently underway with the Senate Chair and Board Chair to explore what mechanisms or committee structures should exist to ensure appropriate oversight of the strategic plan.
- Changes to paragraphs o) and p) clarifies that the appointment of elections scrutineers and striking of an Elections Subcommittee occurs in the Fall term (rather than the start of the Governance Committee's term in June).

KEY BACKGROUND

- The final report of the external review of Senate in February 2019 commented that “The chair and vice-chair of each committee should meet with the Governance Committee at least once every two years to review the terms of reference and composition of the committee and to assess whether the committee is supporting Senate effectively.”
- In its 2020/21 annual report, the Governance Committee identified a review of Senate committees' terms of reference as a short-term priority for the Committee. This was discussed by the Governance Committee at its November 2021 meeting and it was agreed that each Committee Chair would be asked to review their respective Committee's terms of reference with their Committee members.
- The Governance Committee reviewed its terms of reference at its January 2022 meeting and considered suggestions from the University Secretariat.
- The proposed changes reflect the feedback at the meeting, as well as subsequent feedback from the President and Vice-Chancellor who consulted with the Board Chair and Vice-Chair regarding the appropriate form of oversight of implementation of the strategic plan by Senate and Board.

3. Senate Committees' Terms of Reference

MOVED (Coorsen/)

THAT Senate approve the amendments to the Research and Scholarship Policy Committee's Terms of Reference (FHB II:9.12) as outlined below (highlights indicate additions, strikeouts indicate deletions):

9.12 RESEARCH AND SCHOLARSHIP POLICY COMMITTEE

9.12.1 Terms of Reference

The Research and Scholarship Policy Committee develops policy **and advises as appropriate** to support **research, scholarship and creative activity at Brock University**, Full-time Teaching Staff, Professional Librarians and students in the performance of their responsibilities, in the areas of research and scholarship. A report from the Vice-President, Research will be a standing item on each Committee meeting agenda.

Senate 631

The Senate Research and Scholarship Policy Committee:

a) considers and advises on policy regarding research and scholarship in the University, and evaluates and makes recommendations on proposals for the establishment of new research institutes, the continuation of established research institutes, and the disbanding of research institutes [See Section III:C.9.4 and 9.5 below];

Senate 631

b) advises on computing and communications policy as they relate to the research and scholarship; ~~of Full-time Teaching Staff and Professional Librarians;~~

c) ~~may~~ advises on policy regarding the development and support of ~~Full-time Teaching Staff and Professional Librarian~~ careers in the areas to research and scholarship;

Senate 631

d) ~~is consulted by the Vice-President Research regarding the recipients of the annual Award for Distinguished Research & Creative Activity and the annual Award for Early Career Research and Creative Activity;~~

Senate 681

e) ~~advises the Provost, through Senate, on procedures for academic staff appointments, conditions for promotion and tenure, leaves and termination that are in the best interests of research and scholarship;~~

Senate 631

d f) advises on library policy and issues as they relate to research and scholarship;

e g) consults with the Vice-President, Research, Full-time Teaching Staff and Professional Librarians regarding the **creation and maintenance of appropriate conditions for the conduct of research, scholarship, and creative activities at Brock University;** ~~enhancement of research and scholarly opportunities;~~

f h) ~~reports to Senate periodically on~~ **recommends changes to** the current standards, policies and guidelines in research; **as appropriate;**

Senate 631

g i) reviews and advises on research ethics policy;

h j) maintains liaison with appropriate University-wide committees which pertain to research and scholarship.

[Senate 534, 541, 575]

9.12.2 Composition

a) two Full-time Teaching Staff or Professional Librarian members of Senate, one of whom shall serve as Chair and one as Vice-Chair;

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

Senate 582, 677

c) at least one undergraduate student Senator, and one graduate student; ex officio

d) the positions specified in FHB II: 9.1.3, with the exception that one of the two Faculty Deans be the Dean of Graduate Studies;

[Senate 679]

e) the Vice-President, Research or an Associate Vice-President, Research;

f) a representative of the Office of Research Services and;

g) the University Librarian or Associate University Librarian (provided that the Associate Librarian is not an elected member of Senate)

[Senate 679]

h) Institutional Liaison: the Office of Research Services; the Centre for Pedagogical Innovation; the Committee of Academic Deans and the Research Ethics Board;

i) Administrative Support: Office of the University Secretary.

[Senate 541, 616, 655, 679]

MOVED (Coorssen/)

THAT Senate approve the amendments to the Graduate Studies Committee's Terms of Reference (FHB:9.6.1) as outlined below (highlights indicate addition, strikethrough indicates deletion):

9.6 GRADUATE STUDIES COMMITTEE

9.6.1 Terms of Reference

The Senate Graduate Studies Committee oversees and makes recommendations on all matters directly related to graduate academic programs and related policies, considering and pursuing policy initiatives to enhance the academic programs, well-being and reputation of the University.

The Graduate Studies Committee considers and, where appropriate, makes recommendations regarding:

- a. policies concerning the conduct and regulation of graduate students in their studies;
- b. the establishment of graduate program priorities and relationships between existing or proposed programs of study; admissions policies and standards for all graduate programs;
- c. the introduction of new graduate departments, schools, colleges and/or institutes in accordance with FHB III:C.16;
[Senate 683]
- d. the introduction of new categories of graduate degrees;
- e. the development of teaching and learning initiatives, policies and regulations as they affect graduate students;
- f. annual updates to the graduate calendar, including improvements in format and organization, changes to program requirements, regulations, and graduate course offerings for any academic year; changes to the graduate course bank (including additions, deletions and changes in designation); and identification of curricular changes leading to duplication. All updates and changes recommended by the Committee shall be submitted to Senate for approval;
[Senate 647]
- g. requirements and other regulations in regard to graduate scholarships, awards and bursaries, as well as the establishment of new categories of graduate student awards;
- h. approval of graduate scholarships, awards, and prizes as specified in the terms of relevant awards;

- i. preparation of an annual report summarizing work undertaken by the Committee, to be received by Senate.
- j. advises on library policy and issues as they relate to graduate studies.

k. the Program Viability Review process at the graduate level in accordance with Faculty Handbook Section III: C.15.1.

[Senate 545, 564, 577, 641]

MOVED (Coorssen/)

THAT Senate approve the amendment to the Teaching and Learning Policy Committee's Terms of Reference (FHB II:9.8.i) as outlined below (highlight indicates addition):

9.8 TEACHING AND LEARNING POLICY COMMITTEE

9.8.1 Terms of Reference

The Teaching and Learning Policy Committee develops policy to support Teaching Staff, Professional Librarians and students in the performance of their responsibilities, including but not limited to teaching and learning, conceived of as mutually supporting and informing activities. The Senate Teaching and Learning Policy Committee:

- a) recommends academic policy of Brock University for meeting the University's goals regarding teaching excellence, instructional development, evaluation of teaching, and other matters related to University teaching and learning;
- b) advises on computing and communications policies as they relate to teaching and learning and other professional responsibilities of Full-time Teaching Staff and Professional Librarian members;
- c) may advise on policy regarding the development and support of Full-time Teaching Staff and Professional Librarian careers as it relates to teaching and learning;
- d) recommends the recipient of the annual Award for Distinguished Teaching to the Provost, and Vice-President, Academic;
- e) advises the President, through Senate, on procedures for academic staff appointments, conditions for promotion and tenure, leaves and termination that are in the best interests of teaching and learning;
- f) advises on library policy and issues as they relate to teaching and learning;
- g) consults with the Centre for Pedagogical Innovation regarding the enhancement of instructional opportunities;
- h) maintains liaison with appropriate University-wide committees which pertain to teaching and learning;
- i) **advises the Vice-President, Academic and Provost who** informs departments, Full-time Teaching Staff and Professional Librarians of the current standards, policies and guidelines in teaching and learning.

MOVED (Coorsen/)

THAT Senate approve the amendment to the Undergraduate Program Committee Terms of Reference FHB II:9.9 as outlined below (highlights indicate addition, strikethrough indicates deletion):

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
- e) the undergraduate course offerings proposed for any academic year; including identification of curricular changes leading to duplication;
- f) changes in the Undergraduate Course Bank (including additions, deletions and changes in designation), changes in major or combined undergraduate major program requirements;
- g) improvements in the format and organization of the Undergraduate Calendar;
- h) plans for future academic development of the University; and 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.

KEY BACKGROUND

- Pursuant to [Faculty Handbook Section II: 9.5.1](#), the Governance Committee recommends to Senate any changes to the terms of reference of Senate Committees.
- At its joint meeting with the Senate Committee Chairs, Vice-Chairs and Secretaries held in December 2021, the Governance Committee requested that Senate Committees undertake a review of their terms of reference to determine whether any changes were required.
- The Senate Committee Chairs brought revisions and amendments to the Governance Committee at its meeting held on March 9, 2022 for approval and recommendation to Senate.

RATIONALE

- The changes were presented to and reviewed by the Governance Committee at its meeting held on March 9, 2022.
- The changes reflect updates to wording, transitions in senior administrative roles, and changes to Committee involvement in policy and procedure such as the Program Viability Review process.

NEXT STEPS

- Upon approval of Senate, the changes will be implemented in the Faculty Handbook.
- Senate Committees have been encouraged to undertake a review of their terms of reference at the beginning of each meeting cycle.

CONSENT ITEMS FOR APPROVAL

None.

CONSENT ITEMS FOR INFORMATION

1. Appointment to Senate Committee

MOVED (Webber/McCarthy)

THAT the Governance Committee appoint Gale Coskan-Johnson as full-time Faculty Representative to the Undergraduate Student Affairs Committee for a term ending June 2022.

RATIONALE

- Under the [Faculty Handbook Section II: 9.5.1](#), the Governance Committee may appoint “individuals to fill mid-term vacancies on Senate committees, including vacancies in the positions of Committee Chair or Vice-Chair, provided that any such appointments are reported to Senate at its next meeting following the appointment, at which point Senate may rescind any such appointment”.
- As the result of a resignation from Senate, a vacancy exists on the Undergraduate Student Affairs Committee for a member of the full-time teaching staff or faculty. Gale Coskan-Johnson, the next-in-line to assume the role on Senate, has offered to fill the related Committee vacancy.

2. Senate Generative Discussion Topics

The Committee received an update from the Senate Chair on the current Senate Generative Discussion Topic and were invited to provide feedback.

3. Senate Elections Subcommittee Update

The Committee received a report from the Senate Elections Subcommittee providing an update regarding determinations made by the subcommittee regarding the 2022 Senate Election.

4. Faculty Handbook Review

The Committee received a report and discussed undertaking a review of the Faculty Handbook. It was agreed that further discussion would take place at the next Committee meeting, with a goal of providing preliminary guidance for a Faculty Handbook review during the next Governance meeting cycle.

APPENDICES

None.



To: Chabriol Colebatch, University Secretariat
From: Don Cyr, Senate Chair
Date: March 16, 2022
Re: **Chair's Report to Senate 698th Meeting**

On behalf of myself and the vice-chair, welcome to the 698th Meeting of Senate.

Application Statistics

Continuing from my last Chair's report the Ontario University Application Centre (OUAC) released two additional reports regarding applications to Ontario Universities, the most recent on March 16th. Total applicants to the system have increased to 92,229 versus 90,717 last year – a 1.7% increase. Brock has seen a 10.7% increase in applications (number of applicants not reported) which is fairly competitive given that applications (not applicants) in total across the system have increased by 8.4%. The big winner so far seems to be Guelph with a 22.5% increase in applications year over year.

Again, the reduced reporting by the OUAC this year does not allow for much more analysis. The difference between applicants and applications is of course a warning signal in that, in the end, applicants only end up picking one program although they might have made many applications to different programs.

<https://www.ouac.on.ca/statistics/ugrad-application-statistics/uapp-March/>

Focus on the Skilled Trades

The Ontario government, as I have previously noted, is continuing to put a lot of focus on the skilled trades as opposed to university education with now up to \$200 million earmarked for the Skills Development Fund with free training and apprenticeships in some areas.

<https://news.ontario.ca/en/backgrounder/1001769/ontario-investing-in-electrical-training-programs-across-ontario>

COU Pre-election Promotion Continues

The COU is continuing with a promotional campaign aimed at showcasing the importance of universities, particularly in terms of the Ontario workforce.

Building a Resilient Future, <https://www.youtube.com/watch?v=gF2CGt-cOXq&t=22s>

Focus continues to be very much on the workforce and skills development.

Unfortunately, the channel only has 13 subscribers from what I can see.

A focus is also on emphasizing working with local communities and developing the workforce.

Partnering to Build a Resilient Workforce.

<https://ontariosuniversities.ca/wp-content/uploads/2022/02/Partnering-to-Build-a-Resilient-Workforce.pdf>

Brock is featured in terms of a collaboration with our local Niagara Workforce Planning Board. <https://ontariosuniversities.ca/stories/partnering-to-strengthen-the-regional-workforce>

New Approval Process for Programs

I point you to the Academic Colleagues report. Apparently, a memo had been sent to the sector on February 15th outlining some changes to program proposals and approvals on the part of the Ministry of Colleges and Universities. Includes a new assessment tool that is worth a review. The AC has provided some valuable information.

Issues with Boards and Senates

Alex Usher at Higher Education Strategies decided to weigh in recently on issues with University Boards and Senates. Some interesting reads.

Senates

<https://higheredstrategy.com/improving-senates/>

A bit of history of the Duff-Berdahl report from 1960's and the adoption of the bicameral system followed by critiques with implications for attracting colleagues to sit on Senate. Some recommendations follow, which in some cases, with our adoption of the Consent Agenda format and Generative Discussions, is a response. I do attempt, in my reports to provide some scanning of the environment, as he suggests Senate should be doing. He also suggests the Senate chair must be ruthless!

One recommendation, which relates to a recent topic at the Governance Committee, is for more interaction between Boards and Senates with annual or semi-annual joint retreats. He also cautions senior administrators from focusing on the negatives and attempting to reduce the powers of Senate, which he suggests led to some of the issues at Laurentian. Some interesting comments to the blog as well.

Boards

<https://higheredstrategy.com/improving-boards-of-governors/>

Another good read. For those colleagues who have served on the Board of Trustees they might find some interesting points. Certainly, in both cases of Senates and Boards the complexities of the modern university have increased. In the case of the Board this has resulted in attempting to manage a large amount of information in terms of reports, and the need for training which can be tedious for volunteers. He wraps up with some interesting suggestions on Board membership.

Business and Higher Education Council Report

A group that we don't hear from too often. They represent a collaboration of large businesses and several universities (membership can be found here <https://bher.ca/about/members>). Their recent report (last one was 2020)

Empowering People for Recovery and Growth: 2022 Skills Survey Report

<https://bher.ca/publications/research-publications/empowering-people-recovery-and-growth-2022-skills-survey-report>

The key summary is that they want universities to provide students with the skills they need and that work integrated learning is probably the best way to do this. I believe at Brock we have done a good job of integrated learning and co-op programming

Losing Money on Graduate Degrees

A recent article in Inside Higher Ed noted that although it is not news that many graduate degrees do not have a very good ROI, a recent study found that many MBA programs may not have a particularly good ROI.

<https://www.insidehighered.com/news/2022/03/04/new-report-finds-questionable-returns-mba-programs>

There are other recent contrary findings.

https://universitybusiness.com/are-business-schools-really-providing-a-good-return-on-investment/?eml=20220304&oly_enc_id=313617790701E0X

These results of course are primarily US based but it does beg an interesting question. Of course, ROI is calculated including the cost of the initial investment. Universities in both Canada and particularly in the US have consistently raised tuitions on business degrees over the years. For example, the Provincial freeze on tuition did not fully apply to programs in business and computer science. An undergraduate business student at Brock now pays the equivalent of five years of regular tuition for a four-year degree, and that is lower than at some other institutions. International students studying business have also seen substantial increases in tuition. An international MBA student at Brock now pays approximately \$70,000 for a two-year degree.

Could this be the reason we are now seeing the introduction of private universities with lower tuition cost such as the one proposed to be established in Niagara Falls that will concentrate on Business education along with some aspects of Health Science? We have yet to hear of its approval, but I will place money on the bet that it will go ahead.

We have also seen some stagnation in the number of applicants for business programs in Ontario (prior Chair's report) after years of steady growth. This begs a careful analysis of what has previously been an automatic approach to tuition increases.

Students across Canada struggle with cost-of-living, tuition increases

<https://www.cbc.ca/news/canada/pricedout-postsecondary-1.6378577>

With inflation at 4.8% for 2021 and no sign of relief, this article relates to the issue of rising tuitions. Ontario is briefly mentioned, probably due to the tuition freeze over the past few years (not all programs as previously noted). Still, a potential impact on the

interest in post-secondary education on the part of students. This could be particularly the case for international students for which the tuition freeze did not apply.

Emiritus(i) versus Emirit

<https://www.insidehighered.com/quicktakes/2022/02/28/u-oregon-senate-approves-%E2%80%98professor-emerit%E2%80%99-title>

The University of Oregon recently approved a nomenclature change from the use of the gender binary terminology Emeritus and Emerita to that of simply Emerit for its Meritorious faculty. I recommend consideration of this change on the part of the Governance Committee.

Senate Election Results

If you missed the notice on the Senate Election Results, please join me in congratulating our returning Senators as well as new Senators for the 2022-22 year.

SPENCE, Kirsty (Applied Health Sciences) – 3-year term
SAVAGE, Larry (Social Sciences) – 3-year term
KLENTROU, Nota (Applied Health Sciences) – 3-year term
WEBBER, Michelle (Social Sciences) – 3-year term
MURPHY, Tim (Social Sciences) – 3-year term
VACHON, Francine (Goodman) – 3-year term
AYANSO, Anteneh (Goodman) – 3-year term
ZINGA, Dawn (Social Sciences) – 3-year term
SMITH, R. Angus (Humanities) – 3-year term
CARPENTER-CLELAND, Christene (Math & Sciences) – 3-year term
TRUSSELL, Dawn (Applied Health Sciences) – 3-year term
BLAYER, Irene (Humanities) – 3-year term
MALLECK, Dan (Applied Health Sciences) – 2-year term
YOUNKER, Jonathan (Library) – 1-year term

Update on Presidential Search

Materials related to the presidential search were finalized and advertising has been proceeding. To see the position on the search firm's website:

https://candidates.perrettlaver.com/vacancies/2796/president_and_vicechancellor/

April 1 closing date.

**Report to Senate of the Provost & Interim President
March 23, 2022**

brocku.ca

Dear colleagues,

With the COVID-19 pandemic only now beginning to ease in Canada, the world already finds itself faced with another humanitarian catastrophe. Members of the Brock community watch in horror at the events unfolding in Ukraine, as acts of violence take the lives of innocent civilians.

This is a difficult time for many of us. Brock has taken a number of steps in recent weeks to show our support for our students, staff, and faculty members of Ukrainian and Russian descent. We have on several occasions publicly stated our support for the people of Ukraine on social media and in other statements, also including links to the various supports and services available on campus to those affected by the events. Schmon Tower was lit in the blue and yellow of the Ukrainian flag. And we have promoted and shared messages from our sector partners, including the Council of Ontario Universities and Universities Canada.

Brock International has contacted our students impacted by these events and provided assistance, including guidance negotiating financial challenges. The Registrar's Office, the Faculty of Graduate Studies, and other units continue to work together to address the challenges our Ukrainian and Russian students are facing to ensure academic progression, in addition to coming up with other creative ways for us to support graduate students and faculty members in Ukraine whose work is impacted by recent events.

Like all Canadian institutions, Brock has a role to play in supporting freedom and democracy around the world. This is a responsibility we take seriously and from which we will not shy away, recognizing that different contexts call for different kinds of actions.

President's Distinguished Staff Service Awards

On January 26, the Brock community paused for an hour to recognize the dedication and service of our exceptional staff and faculty members. Over 200 staff and faculty members logged in to a virtual event posted by myself and colleagues from HR.

A new award was introduced this year to honour outstanding teams. Two winners were named in this inaugural year - the Central Receiving and Mail Services team, and the Department of Residences. Both of these teams have put in exceptional efforts in ever-changing conditions to ensure the continued functioning of our University campus, often in moments when many staff and faculty were working online.

Along with the new team award, individual staff service awards were announced, which also honoured employees who had achieved service longevity milestones.

The President's Distinguished Staff Service Awards for Outstanding Contributions recognizes individuals who have demonstrated exemplary service or made a contribution to the working environment at Brock at a level significantly beyond normal expectations. The four 2021 recipients were Tanya Bradley, Manager, Student Engagement in Student Life

and Success; Pauline Dawson, Manager, Campus Career Education in Co-op, Career and Experiential Education; Tracey Naldjieff, Research Accounting Clerk in Research Services; and Pete Sawatsky, Lead Hand in Facilities Management Structural Services.

The Human Resources Distinguished Staff Service Award for Leadership went to George Bench, Manager, Emergency Management and Life Safety in Campus Security Services. George has played a critical role in almost every aspect of Brock's pandemic management efforts over the course of the last two years, and we owe him our thanks in unprecedented times for our continued safety on campus.

Ten employees joined the Quarter Century Club of staff and faculty members with at least 25 years of service, including Professor Nota Klentrou, Professor Teresa Menzies and Professor Carol Merriam. Professor Leah Bradshaw and Professor Richard Cheel were both recognized for over 35 years of service to Brock.

Update on senior academic searches

As you know, a number of key administrative searches are currently underway.

- The Advisory Committee on the Vice-Provost, Teaching & Learning is creating a long list of candidates and will be moving forward with a first round of interviews in the coming weeks. Many thanks to all members of the University community who participated in the initial phase of consultation to inform the position profile.
- The Advisory Committee on the Dean of the Goodman School of Business is preparing a position profile and job ad, which should be posted soon.
- The Advisory Committee on the Vice-President, Research has met several times and is in the middle of the review process, having invited feedback from the University community in February.
- The Advisory Committees on the Deans of Math & Science and of Education, as well as on the Vice-Provost, Indigenous Engagement, are all in the process of retaining search consultants to facilitate the recruitment process.

Steps to strengthen Brock's work and learning environment

On March 9, I announced a number of steps that we will be initiating in this calendar year to strengthen Brock's work and learning environment and pursue our strategic objectives related to fostering a culture of inclusivity, accessibility, reconciliation, and decolonization.

These include:

- Completing a scheduled review of the University's [Sexual Assault and Harassment Policy](#), with numerous engagement opportunities for students, staff, faculty members and librarians to provide their feedback on the Policy;
- A scheduled review of the University's [Workplace Violence Prevention Policy](#);
- A scheduled review of the University's [Employment Equity Policy](#); and
- A scheduled review of the University's [Respectful Work and Learning Environment Policy](#) in Fall 2022.

I have also asked Vice-President, Administration Ken Chan to lead a review of Brock's Human Rights & Equity Office. HRE was established as a resource to provide members of the Brock community with information, education, assistance, and advice on issues related to human rights, harassment, discrimination, and bullying. In the spirit of continuous improvement, the review will consider HRE's mandate, operational effectiveness, organizational structure, and resourcing. The review will provide recommendations to the President by the end of the calendar year.

Review of the Sexual Assault and Harassment Policy

On March 10 I launched a review of Brock's Sexual Assault and Harassment Policy (SAHP), which outlines the University's commitment to respond to allegations of sexual violence affecting members of the its community, as well as the procedures the University will use to do so.

Sexual violence remains a pervasive issue on campus and in broader society, and one about which I am certain Brock students, staff, and faculty members will have significant feedback. The policy review process will thus include an extensive consultation process to engage the Brock community.

To this end, an online consultation was launched and will remain open until May 13, 2022. Two townhall-style consultation sessions will also be held for each of students, staff, and faculty members, for those who prefer to submit comments in person rather than through the online portal.

Revised medical notes forms

At our last meeting in February, Senate approved changes to Faculty Handbook sections governing the use of medical notes. The revised wording introduces a two-tiered process, with self-attestation required for absences of three days or less and self-declaration of absence with the support of a medical professional required for absences of more than three days, as well as when an exam is missed.

Senate approved the changes and agreed that the proposed forms could be used. However, it also requested that further revisions be made to the supporting documentation, passing a motion:

“That Senate empower the Provost, Senate Chair and Chairs of USAC, TLPC, and Grad Studies to work to identify and correct lingering errors or contradictions in the Medical Verification Form and Medical Self-Declaration Form and to bring a revised form forward for Senate's approval before the end of April 2022.”

As requested, my team and I met with the Senate Vice-Chair and the Chairs of USAC, T&LPC and SGSC on February 24 to review the forms and receive further comments.

Please find the revised forms attached. Note that any lingering formatting issues will be addressed by the design experts in Marketing and Communications once the content is approved. The forms will also be converted to fillable PDF format to facilitate use.

MOTION (Wells/)

That Senate approve the revised Self-Declaration of Absence Form and Verification of Absence Form.

Sincerely,

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

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 (3 days), or in the case of a request for a deferred exam, 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:

Attendance /
Participation marks
Lab / Tutorial / Seminar
Written assignment
Quiz

Test
Group work
Thesis / Dissertation
obligation
Oral presentation

Placement / Fieldwork
Other: _____

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 that 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 when you expect to return to full academic functioning within 72 hours.
- Submit this form no later than 24 hours after 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 that 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 an 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., vacation, wedding) 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 a conference, performance or competition, please refer to the "Accommodation for Student Activities" process in the [Faculty Handbook](#) to seek accommodation for absences.
- If you are seeking academic accommodation on religious grounds, please refer to the "Accommodation for Students on Religious Grounds" process in the [Faculty Handbook](#).
- 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 the 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 form replaces the need for a sick note or 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 others. The Student Wellness and Accessibility Centre does not provide documentation for brief, acute, self-limiting illnesses.

What academic consideration might I receive?

- At the discretion of the instructor or supervisor, consideration may include: an excused absence; an extended or deferred deadline; a modified schedule for assignments, labs, placements, projects or comprehensive exams; a deferred 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 (3 days) and will impact their academic activities (e.g., participation in academic classes, delay in assignments, etc.), or in the case of an 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 (3 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:

Occasional absences from
in classes, labs, placement

Additional time to complete
thesis/dissertation obligation

Consideration may also
be required for:

Additional time to complete
assignments

Rescheduling of timed
evaluations (i.e., tests, quizzes,
exams)

In-class participation
Group work
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	Exam Dec. 5th	Unable to complete on scheduled date	1 week or Jan 2019 or TBD

Section C: Professional's Authorization - Completed by Health Care Professional

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(s)

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 and/or compassionate circumstance?

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

March 15, 2022

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Report to Senate
March 23, 2022

Dear Colleagues,

The time has changed, the days are warming and lengthening, the end of classes for Winter approaches, and Spring is visible just ahead. With our newsfeeds awash in heartbreaking and alarming reports from the conflict in Ukraine, it is a relief to note also some happy successes for Brock researchers, including the first two items below: that Dr. Andrea Doucet and Dr. Karen Patte have been named the winners of the 2022 Brock University awards for Distinguished Research and Creative Activity, and Early Career Research and Creative Activity. Congratulations, Drs. Doucet and Patte! It was a great pleasure to endorse the recommendations of the committee that reviewed such excellent nominees.

1. Distinguished Research and Creative Activity Award: Dr. Andrea Doucet

Professor Doucet (Sociology) holds a Canada Research Chair (Tier I) in Gender, Work, and Care at Brock, and is the Principal Investigator in the ongoing seven-year SSHRC Partnership Grant project “What is the Best Policy Mix for Diverse Canadian Families with Young Children? Re-imagining Family Policies.” Her work on the sociology of the family is recognized as transformative of Canadian scholarship on the subject. Since 2016 she has published three books, with another in progress and a fifth under contract, as well as nearly 30 refereed articles and chapters, while supervising 10 postdoctoral researchers, half of whom were awarded SSHRC or Banting Awards.

2. Early Career Research and Creative Activity Award: Dr. Karen Patte

With research programs and impact focusing on child health, obesity, epidemiology, and latterly the effects of COVID on adolescent mental health, Professor Patte (Health Sciences) is a significant contributor to Brock’s remarkable and growing strength in child health research. Awarded a prestigious Ontario Early Researcher Award in 2018, she has already held over a million dollars in research funding as a Principal Investigator (and over five million on grants as a collaborator). Dr. Patte has published 54 articles since 2016, 17 of them as first author. She is moreover a highly active supervisor of graduate and postdoctoral researchers, with whom she often co-publishes, and a committed mentor.

3. CIHR Project Grant awards

Congratulations also to Dr. Karen Campbell (Psychology) and Dr. Valerie Michaelson (Health Sciences) were both successful in the Fall 2021 CIHR Project Grants application round. [Jointly they were awarded over \\$440K](#) in research funding to support research on age-related decline in associative memory, and spirituality as a social determinant of health.

4. 2022 Women in STEM

I would like to express thanks and congratulations to Mariana Garrido de Castro (PhD candidate, Biological Sciences) and the team of co-organizers, Amanda Williams, (MSc

student, Biotechnology), Hannah Charnock (PhD candidate, Biological Sciences) and Shawna Hopper (MSc student, Applied Health Sciences), of February's 2022 Women in STEM event at Brock. As in previous years, the event was organized to coincide with the International Day of Women and Girls in Science. In an expanded format from its single-day model last year, the event featured 9 sessions over a week, engaging over 280 participants, ranging from elementary school students to professors, including 9 Brock professors and staff, 20 industry contributors, and 25 student volunteers. These participants represented 28 different STEM fields altogether. Brock's Women in STEM organization now has a [page on ExperienceBU](#). These graduate researchers continue to demonstrate extraordinary leadership and to enrich the culture of research and learning at Brock, and across the academy.

5. Federal granting council responses to war in Ukraine

The Presidents of the three federal research granting agencies have issued a [joint statement](#) announcing a Special Response Fund for Trainees (Ukraine). The fund provides support for graduate and postdoctoral researchers whose work in Ukraine has been delayed, and for grant-holders supervising trainees who will be unable to return to Ukraine due to the conflict. The agencies have also undertaken not to enter into agreements with Russian research institutions at this time.

6. Program launch: Match of Mind

The [2022 Match of Minds](#) program has now launched, with applications due - no, it's not a joke - on April 1. Match of Minds is a program that has stood the test of time at Brock, because it is fundamentally an excellent idea. The program pairs a research supervisor and a student on a defined project of inquiry, with adjudication criteria that explicitly flag the importance of "meaningful opportunities to engage in theoretical and empirical or discovery-based learning and develop research skills." Match of Minds builds capacity for established researchers and collaborative mentoring opportunities for students. I look forward to seeing the outstanding projects that emerge from this year's round.

7. CFP: Mapping New Knowledges

The 17th annual [Mapping New Knowledges](#) graduate research conference is soliciting proposals for presentation. This important event includes oral and poster presentation options for graduate students, as well as research skills development and learning workshops. I would ask that you please share the link and CFP, and plan on attending!

8. TCPS2 Revised Training Program

I draw attention also to the recent launch of [TCPS2: CORE-2022](#), the revised federal Research Ethics training program. This training is recommended for REB members and administrators, and for researchers intending to work with human participants.

9. Public outreach, advocacy and engagement

On February 15 I appeared as an invited witness before the House of Commons Standing Committee on Science and Research. The [themes of my remarks](#) were the value of the federal granting agency model in Canada; the importance of leadership on the underrepresentation of Indigenous and black scholars, among others; the need for a process

to determine how major scientific infrastructure is supported in Canada; and the key role that medium-sized research universities play in Canada's economy, culture, and society.

On March 1, I joined Dr. Inglis, Director of the Cool Climate Oenology and Viticulture Institute, in an interview with *University-Industry Engagement Advisor*, a small publication specializing in collaborations between universities and partners sponsoring contract research. The interview grew out of February's *Research Infosource* story on Brock's recent growth in corporate research revenue.

Also on March 1, Associate Vice-President Michelle McGinn gave a presentation, "Establishing and Maintaining Your Research Team," through the Building Better Research series organized jointly by the Library and the Office of Research Services.

T. Kenyon, Vice-President, Research

Two Row Council - Highlights from February 7, 2022 Meeting

Degree Level Expectations

- Brian Power, Vice-Provost & Associate Vice-President, Academic was in attendance to provide information and answer questions regarding Degree Level Expectations (DLE).
- The Council provided feedback and comments on the inclusion of Indigenous Learning outcomes and Indigenous knowledge as an additional DLE. Further consultation with the Aboriginal Education Council will take place prior to a collaborative working group being formed.

Updates on Indigenous Initiatives

- Updates were received on Indigenous faculty hiring initiatives, the Advisory Committee on the Vice-Provost, Indigenous Engagement, and Indigenous Representation on Senate.

Two Row Council - Highlights from March 8, 2022 Meeting

Brock's Professional & Continuing Studies Strategic Priority

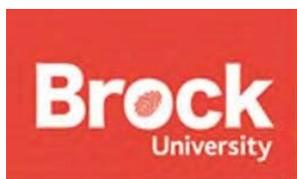
- The Council received a presentation from April-Dawn Blackwell, Associate Vice-President, Professional and Continuing Studies, and Dr. Julie Peters, Vice-President, Research, Academics Group regarding Brock's strategic priority for professional and continuing studies at the institution.
- The Council provided feedback and suggestions for the inclusion of Indigenous priorities and issues in the development of Professional and Continuing studies initiatives moving forward.

Ongoing Initiatives - Update

- Robyn Bourgeois, Interim Vice-Provost, Indigenous Engagement, provided an update on several ongoing initiatives for the Council members. Of note, Dr. Bourgeois advised that:
 - BUFA recently voted in support of the Black Faculty Cluster hire initiative.
 - A collective discussion will take place on Indigenous self-identification following the National Indigenous Self-Identity Forum on March 9th & 10th, at which several members of the Council will be in attendance.
 - A position has been approved in Indigenous Literature & Creative Writing. Further details will be forthcoming.

Indigenous Space on Campus

- Council members engaged in discussion regarding the increased need for physical space on campus dedicated to Indigenous students, education and services.



To: Chabriol Colebatch, University Secretariat
From: Don Cyr, Senate Chair
Date: March 16, 2022
Re: **GENERATIVE DISCUSSION: Human Rights Considerations and International Agreements**

Generative Discussion submitted by Michael Ashton

Introduction

Our University frequently enters into agreements with universities and other institutions in other countries. In making these international agreements, it is understood that many social attitudes and laws differ between contemporary Canada and the other countries involved. In some cases, the prevailing attitudes and laws in those other countries may strike some members of our University as being less progressive or less enlightened. But normally this would not prevent us from entering into or maintaining those agreements, because we judge that the agreements provide many benefits to both institutions and even to both countries. Moreover, the cultural interchange that follows from these agreements is itself likely to promote open mindedness and tolerance in both places. But there can be cases in which the University could be entering into or maintaining agreements with institutions in countries whose governments are committing very serious human rights violations. The purpose of this document is to set out some guidelines by which the University should decline to enter into or maintain an international agreement on ethical grounds, out of concern that such agreements would make the University complicit in some severe human rights violations.

Contrasting Ethical Positions

There are different positions that the University could take on this issue. One position is that human rights violations committed by the government of a country are simply irrelevant to the decision to enter into international agreements with institutions in that country. By this position the University would engage in such agreements even with institutions in a country whose government was committing the most extreme human rights violations. For example, even if a country's ruling regime were carrying out a program of mass murder, by this position the University would not refrain from entering into agreements with institutions in the country. Such a position is ethically untenable because the agreements are a form of cooperation with a regime whose actions are obviously evil.

Another position is that human rights violations are committed by the governments of all countries and that if the University is to decide not to enter into or maintain agreements in one country, it will then have to make the same decisions in every other country. By this position it is too subjective and complex a task to “draw a line” between countries whose human rights violations are so grave as to disqualify international agreements and those whose human rights violations are not, and because of this difficulty, considerations of human rights violations should not influence decisions to enter into or to maintain international agreements. The difficulty with this position is that if the University were to abandon efforts to draw such a line, thereby avoiding any consideration of these issues, then it could end up entering into agreements even in cases such as the mass murder situation mentioned above.

The position adopted here is that in cases where the government of a country is committing some massive human rights violations, it is unethical for the University to enter into or to maintain agreements with institutions that are controlled by that country. By this position such agreements normally provide some direct or indirect benefits—of whatever kinds—to the government in question, and it is wrong for the University to be providing any benefits to a government that is committing such horrendous human rights violations. Even though the University’s course of action is by itself unlikely to cause that government to abandon its policy, the University has an ethical obligation to act as all institutions should do in like circumstances. (If all universities and other organizations were to act according to this principle, it’s conceivable that the combined effects would lead that government to abandon its policy.)

Proposed Criterion

Given this position, here is a proposed criterion for disqualifying a potential or current international agreement. This criterion could of course be modified, but its stringency is meant to reflect the view that international agreements are normally to be desired in spite of what will almost always be an imperfect human rights situation in any given country.

The University does not enter into or maintain international agreements with institutions controlled by a government that is currently attempting to exterminate or subjugate some identifiable ethnic, racial, religious, or caste-like group, through one or more of the following actions:

- **Genocide***
- **Apartheid-style systems****
- **Mass murder (not otherwise included above)**
- **War of conquest (with intent to dispossess or to impose any of the above)**

* <http://www.un-documents.net/cppcg.htm>

** [https://www.un.org/en/genocideprevention/documents/atrocities-crimes/Doc.10 International%20Convention%20on%20the%20Suppression%20and%20Punishment%20of%20the%20Crime%20of%20Apartheid.pdf](https://www.un.org/en/genocideprevention/documents/atrocities-crimes/Doc.10%20International%20Convention%20on%20the%20Suppression%20and%20Punishment%20of%20the%20Crime%20of%20Apartheid.pdf)

Even in the case of an international agreement involving an institution located in a country whose government is committing a human rights violation of the kind listed above, the University may

consider entering into or maintaining such an agreement if the institution and/or its members have publicly opposed that violation without having been punished by that government or its proxies.

(The last segment is intended to address any case in which an institution is located in a country but is not controlled by the country's government, especially when the institution or its members are actively opposing the human rights violation. In such a case, however, the University should still consider whether the agreement provides some benefit to that government.)

Related Considerations

Opposition to racism. In cases where the University decides to terminate or to decline an international agreement, it should make clear that its concern is with the actions of the government of the other country, and that it does not assign blame to the individual citizens of that country, to persons of that country's ethnic or religious group(s), or to persons of that country's broad "racial" background(s). The University should also continue its efforts to oppose racism and other forms of prejudice.

Canada's wrongdoings. In cases where the University decides to terminate or to decline an international agreement, it should also make clear that this decision in no way implies a claim of any general moral superiority of people in Canada as compared with people in the other country. Canada has its own history of major human rights violations—most notably the horrific residential schools program that the Canadian government imposed upon Indigenous peoples—but this history does not absolve the University of responsibility to avoid being complicit in major human rights violations being committed today. On the contrary, it arguably imposes an even greater responsibility on our University to be vigilant in avoiding such complicity.

Giving offence versus avoiding complicity. Notwithstanding the above points, the University's decision to terminate or to decline an international agreement should not be influenced by any perception that this decision could offend persons who are citizens of or are otherwise attached to the country in question. Although the University should of course try to avoid giving offence, its moral obligation to avoid complicity in massive human rights violations is far stronger.

Commitments to individuals. In cases where the University decides to terminate an international agreement, it normally should continue to meet its existing obligations to individual students and scholars from the country in question. For example, students enrolled in a program should normally be permitted to complete their program, and visiting scholars should normally be permitted to complete the planned duration of their visit.

Formal process. The University should of course avoid any arbitrary restriction of its members' opportunities for scholarly or pedagogical engagement. For that reason, the decision to terminate or to decline an international agreement should be made with reference to some agreed-upon principles such as those described here and according to processes to be described in the Faculty Handbook.

Related Materials:

Not part of Michael Ashton's submission but an article that appeared recently related to the issue

Recent article on the pros and cons

Fisher, Karin. (March 14, 2022) The Ukraine Dilemma: U.S. Colleges Debate Whether to Sever or Sustain Ties with Russia, *The Chronicle of Higher Education*

https://www.chronicle.com/article/the-ukraine-dilemma-u-s-colleges-debate-whether-to-sever-or-sustain-ties-with-russia?utm_source=Iterable&utm_medium=email&utm_campaign=campaign_3878110_nl_Academe-Today_date_20220315&cid=at&source=&sourceid=



(Circulated Prior to Approval)

Senate

MINUTES OF MEETING #697 (2021-22)

SENATE

WEDNESDAY, FEBRUARY 9, 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, Jennifer Dockstader, Andrew Gaudes, Austin Hurley, Geraldine Jones, Tim Kenyon, Anna Lathrop, Ingrid Makus, Carol Merriam, Hayley Myatt, Michael Owen, 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, Christene Carpenter-Cleland, Rosemary Condillac, Maureen Connolly, Andrew Dane, Sheng Deng, Tim Dun, Joan Dundas, Fayez Elayan, Amy Friend, Dawn Good, Ash Grover, Nicholas Hauck, Yasmine Hejazi, David Hutchison, Ben Johnson, Daniel Krowchuk, Kelli-an Lawrance, Jingyu Li, Francine McCarthy, Richard Mitchell, Tim Murphy, Syed Nawal, Roberto Nickel, Unyong Pyo, Monica Rettig, Tim Ribaric, Ian Ritchie, Moksh Sharma, Kirsty Spence, Tek Thongpapanl, Francine Vachon, Terrance Wade, Michelle Webber, Shannon Welbourn, Debbie Zimmerman

REGRETS: Senators Ria Choksi, Jens Coorssen, Bareket Falk, Arti Freeman, Omer Gul, Cheryl McCormick, James O'Brien, Hilary Pearson

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

ALSO

PRESENT: Other members of the Brock University community

1. Call to Order

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

2. Approval of Agenda

The Chair referred members to the Agenda and confirmed there were no items to be lifted from the consent portion. The Chair requested that the presentation of agenda items 4.2 and 4.3 be reversed.

MOVED (Blayer/Webber)

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 Teaching and Learning Policy Committee

[The Report of the Teaching and Learning Policy Committee dated February 2, 2022 had been posted with the meeting materials.]

Senator Carpenter-Cleland presented the Report of the Teaching and Learning Policy Committee.

a. Amendment to FHB III C: 13.2.2

MOVED (Carpenter-Cleland/Dundas)

THAT Senate approve the amendments to FHB III: C: 13.2.2 Accommodation of students with incapacitating medical conditions as outlined in the Report.

During discussion, concerns were raised regarding errors/omissions within the associated revised Medical Forms and the naming of the form within the Faculty Handbook. It was noted the motion on the floor was specific to amendments to FHB III: C. 13.2.2.

CARRIED

4.2 Graduate Studies Committee

[The Report of the Graduate Studies Committee dated February 9, 2022 had been posted with the meeting materials.]

Senator Condillac presented the Report of the Graduate Studies Committee.

a. Amendments to FHB III B: 8.3 Deferred Examinations and III B. 11.1 - Types of Appeals

MOVED (Condillac/Hurley)

THAT Senate approve the revisions to Faculty Handbook III B 8.3 and III B. 11.1 as outlined in Appendix A to the Report to allow for the replacement of student medical certificates with the self-declaration of absence and verification of absence forms as proposed by the Medical Note Review working group.

CARRIED

4.3 Undergraduate Student Affairs Committee

[The Report of the Undergraduate Student Affairs Committee dated January 18, 2022 had been posted with the meeting materials.]

Senator Dun presented the Report of the Undergraduate Student Affairs Committee.

a. *Faculty Handbook III A: 9.4 Deferred Examinations Revisions*

MOVED (Dun/Carpenter-Cleland)

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

During Senate's consideration, Senator Dun responded to questions raised and expanded on the rationale for the proposed amendments.

CARRIED

Referring back to earlier concerns raised regarding errors/omissions on the revised Medical Forms, it was

MOVED (Savage/Webber)

THAT Senate empower the Provost, Senate Chair and Chairs of Undergraduate Student Affairs Committee, the Teaching and Learning Policy Committee, and the Graduate Studies Committee to work to identify and correct lingering errors or contradictions in the Medical Verification Form and Medical Self-Declaration Form and to bring a revised form forward for Senate's approval before the end of April 2022.

CARRIED

b. *Faculty Handbook III A: 4.10 - Transitional/Bridging Program*

MOVED (Dun/Braley-Rattai)

THAT Senate approve the revisions to FHB III A: 3.4.10 - Transitional/Bridging Program as outlined in the Report.

Senator Dun referred members to the rationale for the motion as outlined in the Report.

CARRIED

4.4 Governance Committee

[The Report of the Governance Committee dated February 9, 2022 had been posted with the meeting materials.]

Senator Webber presented the Report of the Governance Committee

a) *Revisions to Faculty Handbook II: 9.1.3 Ex-Officio Members*

MOVED (Webber/Murphy)

THAT Senate approve that Faculty Handbook II: 9.1.3 (Ex-Officio Members) be amended as outlined in the Report.

CARRIED

5. Memo from the University Secretary re: 2022 Senate Election

[A memo from the University Secretary and General Legal Counsel dated February 9, 2022 regarding the 2022 Senate Election had been posted with the meeting materials.]

The University Secretary and General Legal Counsel provided an overview of the memo regarding the 2022 Senate Election.

MOVED (Chan/Bezanson)

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.

CARRIED

6. Report of the Chair

[The Report of the Chair dated February 3, 2022 had been posted with the meeting.]

The Chair provided highlights of his Report for the information of Senate and responded to questions raised regarding applications to Ontario universities.

7. Report of the President and Vice-Chancellor

[The Report of the Interim President and Vice-Chancellor / Provost and Vice-President Academic dated February 9, 2022, together with Appendix A: 2023/24 Cyclical Academic Reviews, had been posted with the meeting materials.]

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

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

The Report had been included within the Report of the President & Vice-Chancellor (Agenda Item 7).

9. Report of the Vice-President, Research

[The Report of the Vice-President, Research dated February 9, 2022 had been posted with the meeting materials together with Appendix 1 - Commercialization Mandate Policy Framework.]

The Vice-President, Research presented the Report and expanded on several items for the information of Senate.

10. Two Row Council - N/A

11. Generative Discussion - Campus of the Future and New Normal

[An introduction to the Generative Discussion “Campus of the Future and New Normal” dated January 12, 2022 had been posted with the meeting materials.]

The Chair referred members to the Report that provided information for today’s generative discussion topics as submitted by the Teaching and Learning Policy Committee and the Undergraduate Student Affairs Committee. Senate engaged in a comprehensive discussion regarding the Campus of the Future and The New Normal.

12. Governance Committee - *In camera*

On a motion by Senator Webber, seconded by Senator Merriam and carried, Senate moved *in camera* at 4:30 p.m. Only Senators remained for the closed session.

[During closed session, Senate considered confidential matters related to a departmental naming opportunity and an honorary degree nomination.]

Senate resumed open session at 4:45 p.m.

During open session it was

MOVED (Chan/Murphy)

THAT the motion approved during the in camera session regarding a departmental naming opportunity be made public in accordance with the communication plan approved by the President.

CARRIED

13. Other Business - None

14. Adjournment

The meeting adjourned at 4:50 p.m.

CONSENT ITEMS

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

15. Minutes of Previous Meeting

[The Minutes of the previous meeting had been posted with the meeting materials.]

The Minutes of the 696th meeting of Senate held on January 19, 2022 were approved by consent.

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 Undergraduate Program Committee

[The Report of the Undergraduate Program Committee dated February 9, 2022 had been posted with the meeting materials.]

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

18.2 Graduate Studies Committee

[The Report of the Graduate Studies Committee dated February 9, 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.

18.3 Academic Review Committee

[The Report of the Academic Review Committee dated February 9, 2022 had been posted with the meeting materials.]

Senate received the Report for information by consent.

18.4 Information Technology and Infrastructure Committee

[The Report of the Information Technology and Infrastructure Committee dated February 1, 2022 had been posted with the meeting materials.]

Senate received the Report for information by consent.

18.5 Research and Scholarship Policy Committee - N/A

18.6 Planning, Priorities and Budget Advisory Committee - N/A

MINUTES OF SPECIAL MEETING #2 (2021-2022)

SENATE

WEDNESDAY, MARCH 9, 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, Ken Chan, Suzanne Curtin, Jennifer Dockstader, Geraldine Jones, Tim Kenyon, Anna Lathrop, Ingrid Makus, Carol Merriam, Hayley Myatt, Brian Power, Mark Robertson, Lynn Wells, Thomas Winger

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

REGRETS: Senators Michael Bidochka, Robyn Bourgeois, Ria Choksi, Tim Dun, Andrew Gaudes, Dawn Good, Ash Grover, Omer Gul, Yasmine Hejazi, Austin Hurley, James O'Brien, Michael Owen, Hilary Pearson, Unyong Pyo, Moksh Sharma, Kirsty Spence, Peter Tiidus, Debbie Zimmerman

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

1. Call to Order

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

2. Approval of the Agenda

The Chair referred members to the agenda and confirmed that the consent item did not need to be lifted.

MOVED (Murphy/Elayan)

That the agenda, including consent item, be approved.

CARRIED

The Chair noted that a motion was required to move *in camera* for the following item:

3. Consultation re: Appointment of Interim Dean, Goodman School of Business - *In camera*

On a motion by Senator Wade, seconded by Senator Coorsen and carried, Senate moved *in camera* at 3:02 p.m.

[During the closed session, the Provost & Vice-President Academic/Interim President & Vice-Chancellor held a confidential consultation with Senate regarding the appointment of an Interim Dean, Goodman School of Business.]

Senate resumed open session at 3:11 p.m.

4. Other Business

The Chair reminded Senators that the Senate election nomination period closes on March 14 and encouraged Senators and colleagues to submit nominations.

5. Adjournment

The meeting adjourned at 3:12 p.m.

CONSENT ITEMS

The following item had been approved by consent:

6. Report of the Undergraduate Program Committee

[The Report of the Undergraduate Program Committee dated March 4, 2022 had been posted with the meeting materials.]

Senate approved the following motion by consent:

THAT the revision of the VISA 3M91 course number to VISA 3V91 in the 2022-2023 undergraduate calendar as outlined in Appendix 1 of the Report be approved.

Senate Academic Colleagues Report

COU academic colleague meeting on February 15 & 16

During February COU academic colleagues meeting, there are a number of updates, most significant items are related to university new program approval process which issued on February 15, 2022 by the Ministry of Colleges and Universities; and the ongoing challenge of Ontario university sector. Details as follows.

Program Approvals

- On February 15, the ministry sent a memorandum to the sector announcing the implementation of a revised program approval process.
- Approval of a submission will reside with either the Minister of Colleges and Universities or the Director of the Postsecondary Accountability Branch (PSAB).
- The approval level will be determined based on a new assessment tool that will be used to review all program approval submissions received by the ministry.
- Program approvals that will continue to require Minister approval, regardless of the assessment score include:
 - Consent applications under the Post-secondary Choice and Excellence Act, 2000
 - Programs in regulated professions (e.g. teacher education, medicine, nursing, paramedicine)
 - Programs that are precedent-setting or in a new area of delivery
 - Programs where the government is a major direct employer (e.g. policing, border services)
 - Programs that have high operating grant costs
- The assessment tool includes five categories. Each category is assigned a score out of 100.
 - Labour Market Need/Demand/Outcomes (30 points)
 - Work-integrated/Experiential Learning Opportunities (30 points)
 - Program Impact on System (20 points)
 - Tuition (10 points)
 - Funding Level (10 points)
- Program submissions that receive a score of 80 or higher out of 100 will be delegated to the Director of the Postsecondary Accountability Branch for approval. Programs that receive a score of less than 80 will be sent forward for the approval of the Minister of Colleges and Universities.
- Ministry staff will engage with institutions over the coming months to ensure that there is a common understanding of these changes and to make any necessary refinements to the new processes.
- The ministry will release guidelines that will include quality service commitments related to timelines for program approval decisions as well regular communication to the sector on the status of program approval submissions. The ministry will work collaboratively in the coming months with postsecondary institutions in developing and finalizing guidelines.

- The ministry will be updating the Program Funding Approvals and Administration Module (PFAAM) for program approvals and relevant policies to reflect these new processes over the coming months.

Ontario University Sector Facing International Competition

- In December, the British Council IELTS released a report showing that there is rapidly increasing competition from European and Asian markets for international students in high-demand programs: https://studyportals.com/wp-content/uploads/2021/12/British-Council_Studyportals_The-changing-landscape-of-English-taught-programmes-in-2021.pdf
- This is a significant risk for Ontario institutions. COU will be exploring options for a sector approach.

Pre-Election Strategy

- COU's advocacy is focused on the vital role the sector has to play in helping the province rebuild after COVID-19 and drive a robust economic recovery, framed around four key pillars: helping rebuild a world-class healthcare system; developing job-ready graduates; driving regional economic development and supporting a globally competitive economy. The fifth pillar then outlines how in order to continue supporting the province, universities need support.
- **Internal Government Advocacy:** Based on advice from affiliates and committees, working groups and economic research, COU is proposing a three-pronged strategy for internal government relations:
 - o Tuition Flexibility
 - o Increases in Operating Grant Funding
 - o Increases in University Capacity
- **Public-facing Communications:** To further support internal government advocacy, COU recently launched its public-facing campaign. The campaign leverages communications and government relations to influence the government, as well as build relationships with candidates and the other major political parties. This campaign will run from January until April.

Strategic Mandate Agreements (SMA3)

- Performance-based funding for Ontario universities is scheduled to be activated for 2022-23. This is after the government delayed activation for the first two years of SMA3 to mitigate the impacts of COVID on performance evaluation. On December 17, COU sent a letter to the ministry expressing the sector's concerns regarding the timing of recoupling performance funding given the impact of COVID-19, and the impact of the Delta and Omicron variants.
- The Faculty Activity and Faculty Compensation reporting metrics are scheduled to be implemented for 2022-23. These metrics are not tied to performance but will be made public. The ministry has started a consultation process with the sector on the proposed reporting template. The sector has formed a working group with representatives from OCAV, CUPA and GRO to develop recommendations for MCU.

Micro-credentials

- The results of the Microcredential Challenge Fund were communicated to institutions on December 9.
- COU is working with the Ontario Council of Ontario Lifelong Learning (OCULL) to collect data on universities' continuing education offerings to supplement advocacy around microcredentials and the established role of universities in upskilling/reskilling for the labour market. A two-phase data request (February/May) is being developed in consultation with OCAV.

eCampusOntario

- The microcredential portal (listing OSAP-approved college, university and Indigenous Institute microcredentials) was launched on December 15. <https://micro.ecampusontario.ca/>

Math Proficiency Test for Teacher Candidates

- On December 17, 2021 the Ontario Superior Court of Justice Divisional Court found the Math Proficiency Test (MPT) requirement infringes on the Canadian Charter of Rights and Freedoms.
- The court found that the MPT had an adverse impact on entry to the teaching profession for racialized teacher candidates and other reasonable alternatives should have been implemented.
- They ruled that Ontario College of Teachers (OCT) shall grant certification to teacher candidates who have not yet passed the MPT but who have otherwise met all other teacher certification requirements
- While the government has filed a motion to appeal, the MPT will not be a requirement in the interim.



Board of Trustees

BOARD BRIEF to SENATE Senate Meeting #698 - March 23, 2022

A meeting of the [Board of Trustees was held on March 3, 2022](#). During the meeting, the Board of Trustees undertook the following actions:

- received the Report of the Chair of the Board
- received the Report of the Interim President and Vice-Chancellor and Provost and Vice-President, Academic
- received the Report of the Vice-President, Research
- received the Report of the Audit Committee
- received the Report of the Capital Infrastructure Committee
- received the Report of the Financial Planning and Investment Committee, and
 - approved the 2022-23 Fiscal Framework Update as outlined in Appendix #1 of the Report
 - approved amendments to the Professional Expense Reimbursement Policy as outlined in the Appendix to the Report
 - approved the undergraduate international continuing student tuition fees for 2022-23 as outlined in the Report
- received the Report of the Human Resources Committee
- received the Report of the University Community and Experience Committee
- received the Report of the Governance/Nominating Committee, and
 - approved that Mary De Sousa be appointed as Board Vice-Chair for the 2022-23 Board term
- received an admissions and enrolment update
- received an update on engineering at Brock
- met, in camera, to consider confidential reports

BOARD ACTIONS TAKEN VIA CONSENT AGENDA:

- approved the Minutes of previous meetings held on December 9, 2021
- received the Report of the Actions of the University Senate from the 695th, 696th, and 697th meetings of Senate

THIS SUMMARY CONSTITUTES AN UNOFFICIAL RECORD UNTIL SUCH TIME AS THE MINUTES OF THE MEETING ARE APPROVED. Additional information is available on the University Secretariat website at <https://www.brocku.ca/university-secretariat/board-of-trustees>

Margaret A. Thompson, Associate Secretary

March 7, 2022



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

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

DATE: March 16, 2022

REPORT TO SENATE 698, March 23, 2022

ACTION ITEMS (N/A)

DISCUSSION ITEMS (N/A)

CONSENT ITEMS - FOR APPROVAL (N/A)

1. Labour Studies - Four-Year Report

That the Four-Year Report on the cyclical review of the undergraduate program in the Department of Labour Studies be approved.

Rationale: ARC has considered the Four-Year Implementation Report on the cyclical review of the undergraduate program in the Department of Labour Studies and herewith submits the Report (See Appendix A) for the approval of Senate.

2 . Political Science - Four-Year Report

That the Four-Year Report on the cyclical review of the graduate and undergraduate programs in the Department of Political Science be approved.

Rationale: ARC has considered the Four-Year Implementation Report on the cyclical review of the graduate and undergraduate programs in the Department of Political Science and herewith submits the Report (See Appendix B) for the approval of Senate.

3. Women's and Gender Studies - Four-Year Report

That the Four-Year Report on the cyclical review of the undergraduate program in the Department of Women's and Gender Studies be approved.

Rationale: ARC has considered the Four-Year Implementation Report on the cyclical review of the undergraduate program in the Department of Women's and Gender Studies and herewith submits the Report (See Appendix C) for the approval of Senate.

4. Classics - Four-Year Report

That the Four-Year Report on the cyclical review of the graduate and undergraduate programs in the Department of Classics be approved.

Rationale: ARC has considered the Four-Year Implementation Report on the cyclical review of the graduate and undergraduate programs in the Department of Classics and herewith submits the Report (See Appendix D) for the approval of Senate.

5. Modern Languages, Literatures and Cultures - Four-Year Report

That the Four-Year Report on the cyclical review of the undergraduate program in the Department of Modern Languages, Literatures and Cultures be approved.

Rationale: ARC has considered the Four-Year Implementation Report on the cyclical review of the undergraduate program in the Department of Modern Languages, Literatures and Cultures and herewith submits the Report (See Appendix E) for the approval of Senate.

6. Health Sciences - Four-Year Report

That the Four-Year Report on the cyclical review of the undergraduate program in the Department of Health Sciences be approved.

Rationale: ARC has considered the Four-Year Implementation Report on the cyclical review of the undergraduate program in the Department of Health Sciences and herewith submits the Report (See Appendix F) for the approval of Senate.

CONSENT ITEMS - FOR INFORMATION

1. Statement of Intent for New Program: Bachelor of Science in Applied Ecology

ARC has approved a Statement of Intent for a BSc in Applied Ecology program, to be offered by the Departments of Biological Sciences and Geography & Tourism Studies (see Appendix G). The proponents for the program have been invited to move to the next step and prepare a Program Proposal Brief.



Four Year Report (2022)

Labour Studies Undergraduate Programs (reviewed 2017/18)

A. Summary of Review

This review was conducted under the terms and conditions of the IQAP approved by Senate on May 25, 2016.

1. The academic programs offered by the Department of Labour Studies which were examined as part of the review were:

- BA (Honours) in Labour Studies

- BA with Major in Labour Studies

- BA (Pass) in Labour Studies

- Minor in Labour Studies

- Certificate in Labour Studies

- Combined Honours and Pass in Labour Studies with: Economics, Geography, History, Political Science, Sociology, Women's and Gender Studies

- Combined BA with Major in Labour Studies with: Political Science, Sociology

2. The Review Committee consisted of two external reviewers: Kendra Strauss (Simon Fraser University) and Elaine Bernard (Harvard University) and an internal reviewer, Lynn Arner (Brock University).
3. The site visit occurred on February 11-13, 2018.
4. The Final Assessment Report was approved by Senate on Nov 14, 2018.

5. The reviewers assigned the programs the following outcome categories:

Program (s)	Excellent Quality	Good Quality	Good Quality with Concerns	Non-Viable
BA (Honours) in Labour Studies	X			
BA with Major in Labour Studies		X		
BA (Pass) in Labour Studies		x		
Minor in Labour Studies		X		
Certificate in Labour Studies			X	
Combined Honours and Pass in Labour Studies with: Economics, Geography, History, Political Science, Sociology, Women’s and Gender Studies		X		
Combined BA with Major in Labour Studies with: Political Science, Sociology		X		

6. The next review of the undergraduate programs in the Department of Labour Studies will be in 2025/26.

B. Recommendations

Recommendation #1

Departmental growth through expansion into new areas--health, environment, humanities, technology and the future of work--and faculty positions to support this new growth.

ARC Disposition of the Recommendation

ARC considers the recommendation to explore departmental growth through expansion into new areas to be accepted. ARC considers the recommendation for additional faculty positions to lie outside the Committee’s jurisdiction and expects that the Department will proceed through normal channels of advocacy for these resources.

Implementation Plan (2nd Priority)

Responsible for approving:	Department
Responsible for resources:	Department
Responsible for implementation:	Department
Timeline:	Dean of Social Sciences to report by the end of academic year 2019/20

Actions	Year Action Started	Year Action Completed
Action #1 Offer new course 'Psychology of Work' in spring 2019 and FW 2019-2020.	YEAR 1	YEAR 2
Action #2 Consider possible new course on Labour and Health at department retreat June, 2019; consider other additions and next steps, including possible cross-list of Psychology of Work course.	YEAR 2; YEAR 4	YEAR 2; Approval pending YEAR 4

Explanation of Actions Taken, Status and Results:

A major curriculum review in the wake of the external review led to significant changes, including the introduction of LABR 2Q96 Labour and Health in 2020 and LABR 3P94 Psychology of Work in 2019. An initiative to cross-list LABR 3P94 with PSYC is pending approval at UPC as of December 2021. Both courses enjoy strong enrolments and the Department is continuously seeking opportunities to cross-list courses in order to expand offerings in new and novel ways. Recent cross-lists have been tentatively approved with History, Sociology, Canadian Studies, and Communications, Popular Culture and Film.

Recommendation #2

Consultation on future and role of Program Committee (including governance structure and regulations)

ARC Disposition of the Recommendation

ARC considers the recommendation to be accepted and in the process of implementation.

Implementation Plan (1st Priority)

Responsible for approving:	Department
Responsible for resources:	Department
Responsible for implementation:	Department
Timeline:	Dean of Social Sciences to report by the end of academic year 2018/19

Actions*	Year Action Started	Year Action Completed
Action #1 Consultation with core faculty members.	YEAR 1	YEAR 1
Action #2 Revision of Rules and Procedures.	YEAR 1,2	YEAR 2,3

Explanation of Actions Taken, Status and Results:

At its first retreat after the external review, the Department Committee discussed the role of faculty on the Department committee housed in Labour Studies versus the role of members of the Department committee housed in other units. The Department Committee determined that in keeping with the letter of the Collective Agreement and the spirit of collegial governance, that both groups shared the same rights and responsibilities. Rules and Procedures were revised to reflect the process for faculty members whose home department is not Labour Studies to serve on the Department Committee. The Department's governance structures were later revised in 2021 to incorporate provisions for determining teaching allocation and to establish four subcommittees to carry out the work of the Department. These subcommittees are 1) Timetable; 2) Resource; 3) Recruitment; and 4) Curriculum. The subcommittee structure has greatly enhanced the participation of faculty in the governance of the Department.

Recommendation #3

Higher qualifications for instructors: PhD in hand preferred, or ABD (but currently enrolled in a doctoral program)

ARC Disposition of the Recommendation

ARC considers the recommendation to be not accepted as it lies outside the Committee's jurisdiction and has implications with respect to Collective Agreements between Brock University and its various labour groups.

Implementation Plan

Recommendation not accepted.

Recommendation #4

Higher educational credentials for T.A.s (MA students, including those beyond the first year of their MA programs, or MA in hand if not current graduate students)

ARC Disposition of the Recommendation

ARC considers the recommendation to be not accepted as it lies outside the Committee's jurisdiction and has implications with respect to Collective Agreements between Brock University and its various labour groups.

Implementation Plan

Recommendation not accepted.

Recommendation #5

Development of student research skills (engagement with and integration of library and information services; methods and methodology, strategy on integrating methods and methodology, especially for Honours)

ARC Disposition of the Recommendation

ARC considers the recommendation to be accepted. It is expected that the development of student research skills will be addressed as part of the ongoing curriculum review by the Department.

Implementation Plan (1st Priority)

Responsible for approving:	Department
Responsible for resources:	Department
Responsible for implementation:	Department
Timeline:	Dean of Social Sciences to report by the end of academic year 2018/19

Actions*	Year Action Started	Year Action Completed
Action #1 New fourth year Honours seminar with significant research skills development component.	YEAR 1	YEAR 1
Action #2 Discuss additional strategies for implementing this recommendation at June, 2019 department retreat.	YEAR 2	Ongoing

Explanation of Actions Taken, Status and Results:

The Department started discussing additional strategies for implementing this recommendation at its June 2019 department retreat and discussions continue at the level of the Curriculum sub-committee. In terms of concrete actions, the Department has introduced one additional 400-level honours course (LABR 4P41 Labour Law and the Charter of Rights and Freedoms) with advanced research skill training and expectations. The Department also continues to offer LABR 3P91 Labour Studies Theory and Methods on an annual basis.

Recommendation #6

Development of a fourth-year variable topics course to enhance fourth-year course offering

ARC Disposition of the Recommendation

ARC considers the recommendation to be accepted. It is expected that the development of a fourth-year variable topics course will be addressed as part of the ongoing curriculum review by the Department. It is noted that “variable” in this case does not refer to current Brock calendar language.

Implementation Plan (1st Priority)

Responsible for approving:	Department
Responsible for resources:	Department
Responsible for implementation:	Department
Timeline:	Dean of Social Sciences to report by the end of academic year 2018/19

Actions*	Year Action Started	Year Action Completed
Action #1 New fourth year course was created and offered.	YEAR 1	YEAR 1; ongoing

Explanation of Actions Taken, Status and Results:

As noted, the Department has introduced a third 400-level course housed in Labour Studies, LABR 4P41 Labour Law and the Charter of Rights and Freedoms. While the Department certainly requires additional 400 level options given that cross-listed courses housed in other Departments have been discontinued in recent years, budgetary constraints have prevented us from mounting a fourth-year variable topics course. We continue to lobby the Dean to allocate resources in a way that will allow the Department to take action on this recommendation.

Recommendation #7

Strategic review of certificate program and its purpose and audience

ARC Disposition of the Recommendation

ARC considers the recommendation to be accepted. It is expected that the review of the certificate program will be addresses as part of the curriculum review by the Department. The Department is expected to proceed through normal channels of advocacy for the resources to support this recommendation.

Implementation Plan (1st Priority)

Responsible for approving: Department
 Responsible for resources: Department
 Responsible for implementation: Department
 Timeline: Dean of Social Sciences to report by the end of academic year 2018/19

Actions*	Year Action Started	Year Action Completed
Action #1 Calendar changes made.	YEAR 1	YEAR 2
Action #2 Revived Certificate announced.	YEAR 2	YEAR 2

Explanation of Actions Taken, Status and Results:

The Department completed a review of the Certificate and enacted changes for its revival through UPC. The Department also established the necessary internal ‘infrastructure’ (discussions with Admissions and Registrar, web site with Q & A for prospective students) and began to market the revived Certificate which allows greater flexibility for students, including those interested in part-time and/or online learning. A three-year ILTA was appointed July 1, 2019, as part of this initiative, and has become integral to the success of both the Certificate and the Department’s broader program offerings. In 2020, the Department also introduced a micro-certificate on Human Rights at Work to complement the full Certificate.

Recommendation #8

Build on initiatives on high school entry to create strategy for longer-term growth in direct entry (ambassadors)

ARC Disposition of the Recommendation

ARC considers the recommendation to be accepted. The Department is encouraged to work with other groups on campus (e.g. Recruitment, Marketing and Communications) in order to move this forward.

Implementation Plan (2nd Priority)

Responsible for approving: Department
 Responsible for resources: Department
 Responsible for implementation: Department
 Timeline: Dean of Social Sciences to report by the end of academic year 2018/19

Actions*	Year Action Started	Year Action Completed
Action #1 Discuss the role of students as ambassadors.	YEAR 1	YEAR 1
Action #2 Involve students at University recruitment events.	YEAR 1	YEAR 1; ongoing

Explanation of Actions Taken, Status and Results:

The Department does not support asking students to perform unpaid labour. The Department has, however, made use of the Dean’s Discretionary Fund to hire student ambassadors to communicate with current and prospective majors for purposes of recruitment and retention and to attend open houses to speak directly with prospective students and their families.

Recommendation #9

Better information for student pathways after graduation

ARC Disposition of the Recommendation

ARC considers the recommendation to be accepted and in the process of implementation.

Implementation Plan (2nd Priority)

Responsible for approving: Department
 Responsible for resources: Department
 Responsible for implementation: Department
 Timeline: Dean of Social Sciences to report by the end of academic year 2018/19

Actions*	Year Action Started	Year Action Completed
Action #1 Web site updated to provide details.	YEAR 1	YEAR 2
Action #2 Collaborating with Co-op, Career & Experiential Education (CCEE) office.	YEAR 1	YEAR 3

Explanation of Actions Taken, Status and Results:

The Department reorganized its website to include clear information about career paths for students and uses its social media channels to promote career opportunities. The Department has also worked constructively with CCEE staff to create new positions and tailored events for Labour Studies students.

Recommendation #10

Long-term growth and retention needs long-term, dedicated, contiguous accessible space. This includes dedicated space for students to gather, which could help facilitate student engagement with other students.

ARC Disposition of the Recommendation

ARC considers the recommendation to be not accepted as it lies outside of the Committee's jurisdiction. It is expected that the Department will proceed through normal channels of advocacy for space resources.

Implementation Plan

Recommendation not accepted.

Recommendation #11

Clear and timely information on funding and grant opportunities for faculty

ARC Disposition of the Recommendation

ARC considers this recommendation to be already current practice.

Implementation Plan

No action required.

C. Unit Summative Analysis and Evaluation

1. To what extent has the Unit achieved the improvements suggested by the reviewers?

The Department has enacted all but one of the improvements suggested by the reviewers. The one exception, the introduction of a 400-level variable topics course, has been stymied by budgetary constraints beyond our control.

2. What overall impact has it had on the Unit's programs?

The review process and subsequent action items have unquestionably helped to improve the quality of the Department's programs. Curricular changes have enhanced student pathways and reinforced the Department's multidisciplinary strengths, internal governance reforms have helped to build more collegial and robust decision-making structures, and strategic UPC changes have led to greater enrolments.

3. Is the Unit adopting a process of continuous quality improvement for its programs?

In 2020, the Department introduced a curriculum sub-committee and formalized its existence in 2021. We believe the establishment of this sub-committee contributes to a process of continuous quality improvement by structurally focusing attention on issues of curriculum and program coherence on a regular basis as opposed to once a year as part of the Department's UPC submission.

4. How well do the programs now align with Brock University strategic priorities?

The programs offered by the Department of Labour Studies offer a transformational and accessible academic experience in line with the university's strategic plan. The co-op program, the multidisciplinary and social justice focus of our course offerings, the integration of experiential components into our programs, and the flexibility of degree pathways make our programs both accessible and unique in the province.

5. How does this review and its results position the programs as the Unit moves into the next review cycle?

The external review process provided many great opportunities for introspection and quality improvement. We approached the process with an open mind and acted swiftly to implement all recommended changes within our purview. Overall, the experience was positive and our enrolments are at their highest levels in history. This bodes well for the future health of the Department and positions us well as we enter into the next review cycle.

D. ARC Final Summary

In final summary of the 2017/18 cyclical academic review of the programs offered by the Department of Labour Studies, ARC will determine the following:

- 1. Have the Reviewers' Recommendations have been addressed satisfactorily?**
YES
- 2. Has the Unit established a direction for next steps as it prepares for the next review cycle?**
YES
- 3. Has the Unit achieved a broad-based, reflective and forward-looking self-assessment?**
YES

Four Year Report (2022)

Political Science Graduate and Undergraduate Programs (reviewed 2017/18)

A. Summary of Review

This review was conducted under the terms and conditions of the IQAP approved by Senate on May 25, 2016.

1. The academic programs offered by the Department of Political Science which were examined as part of the review were:

- MA in Political Science
- BA (Honours) in Political Science
- BA (Honours) Co-op in Political Science
- BA (Honours) Co-op in Public Administration
- BA (Honours) in International Political Economy
- BA with Major in Political Science
- BA (Pass) in Political Science
- BA (Honours) Combined
- BA with Major Combined
- BA (Pass) Combined
- Minors
- Certificate in Public Law
- Certificate in Public Administration

2. The Review Committee consisted of two external reviewers: Joanna Everitt (University of New Brunswick) and Marlene Sokolon (Concordia University) and an internal reviewer, Gregory Betts (Brock University).
3. The site visit occurred on March 13-15, 2018.
4. The Final Assessment Report was approved by Senate on December 12, 2018.

5. The reviewers assigned the programs the following outcome categories:

Program (s)	Excellent Quality	Good Quality	Good Quality with Concerns	Non-Viable
MA in Political Science	X			
BA (Honours) in Political Science	X			
BA (Honours) Co-op in Political Science		X		
BA (Honours) Co-op in Public Administration		X		
BA (Honours) in International Political Economy	X			
BA with Major in Political Science	X			
BA (Pass) in Political Science	X			
BA (Honours) Combined	X			
BA with Major Combined	X			
BA (Pass) Combined	X			
Minors	X			
Certificate in Public Law	X			
Certificate in Public Administration	X			

6. The next review of the undergraduate programs in the Department of Political Science will be in 2025/26.

B. Recommendations

Recommendation #1

Strategize hiring priorities.

ARC Disposition of the Recommendation

ARC considers the recommendation to be accepted and in the process of implementation. It is expected that the Department will work through normal channels of advocacy for any new faculty resources identified as a result of the strategic planning.

Implementation Plan (1st Priority)

Responsible for approving:	Department
Responsible for resources:	Department
Responsible for implementation:	Department
Timeline:	Dean of Social Sciences to report by the end of academic year 2018/19.

Actions Taken	Year Action Started	Year Action Completed
Action #1 The department has hired two tenure-track faculty members in the last four years, both of which were aligned with university strategic priorities.	Year 1	Year 3
Action #2 Craft Indigenous politics job ad to attract scholar with teaching and research interests in several key areas of the discipline.	Year 1	Year 3

Explanation of Actions Taken, Status and Results:

One of these positions was in indigenous politics, which aligns with the university strategic goal of indigenous reconciliation, and the other position was in Latin American politics, which aligns with the university’s increased focus and partnerships in this region.

Recommendation #2

Develop and promote a consistent Departmental “brand” that reflects current program strengths.

ARC Disposition of the Recommendation

ARC considers the recommendation to be accepted and in the process of implementation. The Committee understands that reflection on the Departmental identity in terms of strengths, sub-specialties, thematic areas and marketing would address this recommendation.

Implementation Plan (1st Priority)

Responsible for approving: Department
 Responsible for resources: Department
 Responsible for implementation: Department
 Timeline: Dean of Social Sciences to report by the end of academic year 2018/19.

Actions Taken	Year Action Started	Year Action Completed
Action #1 The department has held several discussions on branding, but the exercise is on hold pending the conclusion of a university-level effort to renew the Brock University brand, commenced in 2021.	Year 1	Ongoing/ delayed

<p>Action #2 The department will continue to review undergraduate and graduate programs with goal of crafting a distinct departmental identity.</p>	<p>Year 1</p>	<p>Year 4</p>
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Explanation of Actions Taken, Status and Results:

The department has held several discussions on branding but is wary of department branding efforts being preempted or working at cross-purposes with university-level branding. Consequently, the branding exercise is on hold pending the conclusion of a university-level effort to renew the Brock University brand, commenced in 2021. The identity/brand of our undergraduate and graduate programs was a central topic of consideration and discussion during our efforts to renew the undergraduate program in 2021 and the graduate program in 2022.

Recommendation #3

<p>Adopt a more holistic approach to curriculum planning.</p>	
<p>ARC Disposition of the Recommendation ARC considers the recommendation to be accepted and in the process of implementation.</p>	
<p>Implementation Plan (2nd Priority)</p>	
<p>Responsible for approving:</p>	<p>Department</p>
<p>Responsible for resources:</p>	<p>Department</p>
<p>Responsible for implementation:</p>	<p>Department</p>
<p>Timeline:</p>	<p>Dean of Social Sciences to report by the end of academic year 2019/20.</p>

<p>Actions Taken</p>	<p>Year Action Started</p>	<p>Year Action Completed</p>
<p>Action #1 The department is discussing the undergraduate program and the need to better integrate various subfields and create scaffolded course selection patterns.</p>	<p>Year 1</p>	<p>Year 3</p>

Explanation of Actions Taken, Status and Results:

The department has completed an internal review and renewal of the undergraduate program. From 2018 to 2020, several discussions about the undergraduate program were held at the department level. In early 2021, an internal review process was initiated in which each of the five subfields and the research methods group reviewed the undergraduate curriculum to cut unsustainable courses, create new courses, and renew existing courses through course title and course description changes. These proposed changes were then discussed at the department level and a mass of course and curriculum changes were made during Fall 2021 UPC. Among the

most important changes to the undergraduate program were the inclusion of mandatory Canadian politics and quantitative research methods course requirements.

Recommendation #4

Review the first-year course offerings to ensure that the twin mandate of recruitment into the program and the introduction of core concepts and ideas are met.

ARC Disposition of the Recommendation

ARC considers the recommendation to be accepted and in the process of implementation. The department is encouraged to undertake an ongoing process of curriculum review and revision, utilizing the curriculum map that was prepared for the cyclical review.

Implementation Plan (2nd Priority)

Responsible for approving: Department
 Responsible for resources: Department
 Responsible for implementation: Department
 Timeline: Dean of Social Sciences to report by the end of academic year 2019/20.

Actions Taken	Year Action Started	Year Action Completed
Action #1 Meeting of first year course instructors held in fall term to discuss coordination of course content, requirements, and new course development.	Year 1	Year 3
Action #2 Department retreats will discuss first year offerings in context of broader discussion of undergraduate program.	Year 1	Year 3

Explanation of Actions Taken, Status and Results:

Cooperation and standardization of course design elements among first year courses. Instructors of first year courses met on several occasions and developed a common late penalty policy, agreed on a single assignment citation format, and selected a single writing guide to be used in all first-year classes. During our undergraduate program renewal efforts in 2021, the department also had several discussions on the merits of introducing a common required first year course tentatively known as POLI 1P90. These discussions continue as no consensus has been reached.

Recommendation #5

Continue to expand experiential learning options in current and new courses.

ARC Disposition of the Recommendation

ARC considers the recommendation to be accepted and in the process of implementation. The Committee understands that experiential learning opportunities are already embedded in both the undergraduate and graduate programs. Increased awareness of the wide range of experiential learning options would benefit both faculty and students.

Implementation Plan (1st Priority)

Responsible for approving: Department
 Responsible for resources: Department
 Responsible for implementation: Department
 Timeline: Dean of Social Sciences to report by the end of academic year 2018/19.

Actions Taken	Year Action Started	Year Action Completed
Action #1 Amend course calendar descriptions to highlight courses with experiential elements.	Year 1	Year 3
Action #2 Investigate creation of a 2 nd year fall course that Model UN students could take to prepare them formally for Model UN meetings in March (annually).	Year 1	Year 3

Explanation of Actions Taken, Status and Results:

Experiential learning components have been incorporated into several courses at instructors' discretion. For example, POLI 4P12 (Citizen Politics) and POLI 4P17 (Canadian Politics in the Digital Age) now regularly involve service-learning components with community partners in Niagara and beyond. These course descriptions have been revised to reflect this. The department's internship course is also heavily subscribed and is popular amongst our fourth-year students.

Recommendation #6

Increase flexibility and experiential learning opportunities in graduate program[s] for graduates who do not intend to pursue academic careers.

ARC Disposition of the Recommendation

ARC considers the recommendation to be accepted for consideration by the Department. The Committee understands that experiential learning opportunities benefit students in the graduate program who move on to both academic and non-academic careers.

Implementation Plan (1st Priority)

Responsible for approving: Department
 Responsible for resources: Department
 Responsible for implementation: Department
 Timeline: Dean of Social Sciences to report by the end of academic year 2018/19.

Actions Taken	Year Action Started	Year Action Completed
Action #1 The department will hold retreat to fully consider this recommendation.	Year 1	Year 4

Explanation of Actions Taken, Status and Results:

The department is engaged in an internal review and renewal of the graduate program. After completing its internal review of the undergraduate program in 2021, the department has now turned its attention to an internal review of the graduate program in 2022. The current GPD has sought and received funding to hire an RA who has comprehensively researched the structure of other graduate programs in political science in Canada, including their approaches to experiential learning. This report has been reviewed by the Graduate Committee and disseminated to the department faculty. Department discussions on renewing the graduate program, including the addition of more experiential learning components, is being undertaken in early 2022 with anticipated GPC changes in Fall 2022.

Recommendation #7

Increase flexibility in the graduate program by expanding on cross-listed, transdisciplinary courses.

ARC Disposition of the Recommendation

ARC considers the recommendation to be accepted and in the process of implementation as part of the curriculum review.

Implementation Plan (1st Priority)

Responsible for approving: Department
 Responsible for resources: Department
 Responsible for implementation: Department
 Timeline: Dean of Social Sciences to report by the end of academic year 2018/19.

Actions Taken	Year Action Started	Year Action Completed
Action #1 Links maintained with other programs, especially the Humanities cross-disciplinary doctoral program.	Year 1	Year 4 and Ongoing
Action #2 Hold retreat to discuss graduate program flexibility and cross-listing of courses.	Year 1	Year 4

Explanation of Actions Taken, Status and Results:

The department is engaged in an internal review and renewal of the graduate program. Potential cross-listings of courses in other programs are being discussed as part of the internal review and renewal of the graduate program.

Recommendation #8

Increased TA Training and improved TA feedback.

ARC Disposition of the Recommendation

ARC considers the recommendation to be not accepted as it lies outside the jurisdiction of the Committee and has implications with respect to the Brock University/CUPE Collective Agreement. The Committee expects that improved TA training and feedback would be of benefit to the programs and encourages the use of existing University resources and programs in place to help facilitate this.

Implementation Plan

Recommendation not accepted.

Recommendation #9

Nominate outstanding staff.

ARC Disposition of the Recommendation

ARC considers the recommendation to reflect existing practice.

Implementation Plan

No action required.

C. Unit Summative Analysis and Evaluation**1. To what extent has the Unit achieved the improvements suggested by the reviewers?**

Apart from the branding exercise and the review and reform of the graduate program curriculum, all of the improvements suggested by the reviewers have been achieved. The branding exercise is on hold due to developments at the university level beyond the department's control. The reform of the graduate program curriculum is ongoing and will be completed later this year.

2. What overall impact has it had on the Unit's programs?

Our faculty and our programs look considerably different than they did five years ago. Faculty retirements and new hires have recast our faculty so that our research profile is more in alignment with university strategic goals. Our undergraduate programs have been updated and refocused, our five sub-fields are now less siloed, and several program inefficiencies and redundancies have been eliminated.

3. Is the Unit adopting a process of continuous quality improvement for its programs?

Yes. The department has begun its annual review of its programs and curriculum in the Spring rather than in the Fall. This allows for more time, discussion, and opportunity to identify program weaknesses and to find solutions than the previous approach which was condensed into the hectic few weeks of the UPC process. The new approach allows for greater reflection and a more strategic thinking.

4. How well do the programs now align with Brock University strategic priorities?

The department's programs now align with university strategic priorities more closely than they have at any time in the past. All of our faculty hiring decisions and all of our program reforms have been guided by these strategic priorities.

5. How does this review and its results position the programs as the Unit moves into the next review cycle?

Due to a spate of retirements, the hiring of new faculty with new research interests, and ongoing budgetary constraints, the department needed to review its strategic direction and its programming in order to adapt to a new reality. This review has facilitated this adaptation and,

as the department moves into the next review cycle, we are well-positioned to exploit new programming opportunities.

D. ARC Final Summary

In final summary of the 2017/18 cyclical academic review of the programs offered by the Department of Political Science, ARC will determine the following:

1. Have the Reviewers' Recommendations have been addressed satisfactorily?
YES
2. Has the Unit established a direction for next steps as it prepares for the next review cycle?
YES
3. Has the Unit achieved a broad-based, reflective and forward-looking self-assessment?
YES

Four Year Report (2022)

Women's and Gender Studies Undergraduate Programs (reviewed 2017/18)

A. Summary of Review

This review was conducted under the terms and conditions of the IQAP approved by Senate on May 25, 2016.

1. The academic programs offered by the Department of Women's and Gender Studies which were examined as part of the review were:
 - BA (Honours) Women's and Gender Studies
 - BA with Major in Women's and Gender Studies
 - BA (Pass) in Women's and Gender Studies
 - Minor in Women's and Gender Studies
 - Certificate in Women's and Gender Studies
 - Combined Honours and Pass in Women's and Gender Studies with Sociology
2. The Review Committee consisted of two external reviewers: Ann Braithwaite (University of Prince Edward Island) and Annalee Lepp (University of Victoria) and an internal reviewer, Athena Colman (Brock University).
3. The site visit occurred on March 7-9, 2018.
4. The Final Assessment Report was approved by Senate on Nov 14, 2018.

5. The reviewers assigned the programs the following outcome categories:

Program (s)	Excellent Quality	Good Quality	Good Quality with Concerns	Non-Viable
BA (Honours) Women's and Gender Studies			X	
BA with Major Women's and Gender Studies		X		
BA (Pass) Women's and Gender Studies		X		
Minor in Women's and Gender Studies		X		
Certificate in Women's and Gender Studies				N/A: this is being phased out
Combined Honours and Pass in Women's and Gender Studies with Sociology		X		

6. The next review of the undergraduate programs in the Department of Women's and Gender Studies will be in 2025/26.

B. Recommendations

Recommendation #1

The review team recommends that the WGST program further maximize its curricular resources by identifying some efficiencies in its course offerings and curricular structure. In particular, we recommend some revisions to the architecture of the program as a way to increase student recruitment especially at the 200-level, enhance flexibility in core and elective courses, maximize the teaching capacity of (currently very limited) core faculty members, and enable formalizing the existing involvement in graduate education.

ARC Disposition of the Recommendation

ARC considers the recommendation to be accepted and in the process of implementation.

Implementation Plan (1st Priority)

Responsible for approving:	Centre
Responsible for resources:	Centre
Responsible for implementation:	Centre
Timeline:	Dean of Social Sciences to report by the end of academic year 2018/19

Actions Taken	Year Action Started	Year Action Completed
Action #1 Change the curricular structure and architecture of all undergraduate programs.	YEAR 1	YEAR 1

Explanation of Actions Taken, Status and Results:

This was achieved by removing restrictions on 2nd year courses and broadening the lists of courses that may be chosen for degree requirement to be met at all levels. Efficiencies in course offerings were identified. WGST created two 400 level courses that are used as 500 level electives for graduate students in order to formalize the existing involvement in graduate education for students in MA and PhD programs in AHSC and the MA program in SJES. With new faculty joining the Centre, we have continued to review curriculum on an ongoing basis. WGST created its first micro-credential in 2021 in “Gender Justice and the Art of Activism.”

Recommendation #2

The review team agrees with the WGST Self-Study Report’s argument that the program needs new faculty lines to ensure its continued viability as a standalone unit. We thus support the request for a new tenure track hire for the program, as soon as possible.

We also recommend that the program and the administration explore the option of another cross-appointment between WGST and another unit—depending on the direction in which the program decides to move.

In the short term, we suggest that WGST explore how to formalize connections with faculty from other institutional locations, in order to lend stability to the program and its curriculum.

ARC Disposition of the Recommendation

ARC considers the recommendation to explore ways to formalize connections with faculty from other institutional locations to be accepted. ARC considers the recommendation for additional faculty positions to lie outside the Committee’s jurisdiction and expects that the Department will proceed through normal channels of advocacy for these resources.

Implementation Plan (2nd Priority)

Responsible for approving:	Centre
Responsible for resources:	Centre
Responsible for implementation:	Centre
Timeline:	Dean of Social Sciences to report by the end of academic year 2019/20

Actions Taken	Year Action Started	Year Action Completed
Action #1 Seek approval to advertise a tenure-track position and hire a new faculty member.	YEAR 1	YEAR 1 and 3
Action #2 Seek out ways to connect with faculty from other institutions and evaluating the needs of WGST in relation to the cross-appointment of faculty.	YEAR 1	YEAR 1 and 3

Explanation of Actions Taken, Status and Results:

#1. A tenure-track faculty member was hired in April 2019 and began in July 2019. A second position was granted to the Centre in 2021 - being housed in WGST and cross-appointed to Sociology. The initial start date was July 2021 but due to a delayed hiring process, the faculty member will start July 1, 2022.

#2. This has been carried out through consultations at the annual Women’s and Gender Studies meetings at Congress and other conferences. In addition to the cross-appointed position for 2022, WGST helped to negotiate the cross-appointment of a colleague and former/current Director in 2019 from another unit at Brock (originally appointed in AHSC, now housed in Sociology and cross-appointed to WGST).

Recommendation #3

We are concerned about space for the WGST program- since space is always also about visibility. We thus recommend that the chair, whoever they are, always have space within the program, along with other faculty.

We also encourage the administration to work with th WGST program to ensure adequate office for WGST Tas - the people doing some of the integral work to curriculum delivery and successful student learning.

ARC Disposition of the Recommendation

ARC considers the recommendation to be not accepted as it lies outside of the Committee’s jurisdiction. It is expected that the Department will proceed through normal channels of advocacy for space resources.

Implementation Plan

Recommendation not accepted.

Explanation of Actions Taken, Status and Results:

WGST is advocating for enhanced space through the regular governance channels and is currently in discussion with Dean Makus and Associate Dean Zinga about office space for our incoming faculty member in July 2022.

Recommendation #4

We recommend that the WGST program continue its work in promoting WGST and enhancing its visibility on campus, including updating its website and information cards, etc. when appropriate. It might also consider working with current students to establish a WGST student union to assist, in a more formal way, with some of the student recruitment and promotional work, in that students, like alumni, can often act as the most important ambassadors of an undergraduate WGST program.

ARC Disposition of the Recommendation

ARC considers the recommendation that the Centre continue its work in promoting WGST and enhancing its visibility on campus to be accepted. It is expected that the Centre will proceed through normal channels of advocacy for staff resources

Implementation Plan (2nd Priority)

Responsible for approving: Centre
 Responsible for resources: Centre
 Responsible for implementation: Centre
 Timeline: Dean of Social Sciences to report by the end of academic year 2019/20

Actions Taken	Year Action Started	Year Action Completed
Action #1 Update the WGST website.	YEAR 1	YEAR 1-4
Action #2 Update WGST social medial platforms.	YEAR 1	YEAR 1-4

Explanation of Actions Taken, Status and Results:

WGST continues to update print and web-based materials on an on-going basis. WGST will develop resources for students to support online learning that can be accessed through webpages and course Sakai sites. This has increased significantly with the pivot to Remote Emergency Teaching since March 2020 and has continued unabated. A WGST student ambassador was hired using the FOSS Dean’s Discretionary Fund in 2021. The student ambassador has forged connections with students from all years, promoted WGST on social media platforms as well as created new presences on new platforms.

C. Unit Summative Analysis and Evaluation

1. To what extent has the Unit achieved the improvements suggested by the reviewers?

WGST has implemented the suggested improvements as possible. Revisions to the structure of the program at the 200-level has increased flexibility for students and has improved student recruitment and retention. The two 400-level courses are popular elective options for graduate students from across Brock. We have two more positions housed in the Centre to support our course offerings and another cross-appointment to support the program. We have completed all suggested improvements by the reviewers.

2. What overall impact has it had on the Unit's programs?

The external review helped WGST to critically examine its programs and structure, the requirements for courses and programs and have significantly streamlined our programs. It has fostered closer connections between our undergraduate program and graduate programs at Brock, notably the MA in Social Justice and Equity Studies.

3. Is the Unit adopting a process of continuous quality improvement for its programs?

Yes, we have engaged in an ongoing review of curriculum to ensure that it reflects the needs of our students and faculty. In 2022 for example, we have started a review of course titles and descriptions to consider updating these to better reflect the course content and outcomes. We introduced a micro certificate in 2021.

4. How well do the programs now align with Brock University strategic priorities?

The Centre for Women's and Gender Studies has always been a leader of transdisciplinarity and social justice at Brock and continues with this important work. The practicum course offers exceptional experiential education opportunities for students. The Centre is a leader in fostering a culture of inclusivity, accessibility, reconciliation and decolonization and the academic programming demonstrate this commitment.

5. How does this review and its results position the programs as the Unit moves into the next review cycle?

The external review process was a constructive process that allowed the Centre to examine the content, flow and requirements of its programs. It also focussed on the student experience and the importance of recruitment and retention. The Centre continues to refine and improve its programs, course offerings and linkages to other programs at Brock.

D. ARC Final Summary

In final summary of the 2017/18 cyclical academic review of the programs offered by the Department of Women's and Gender Studies, ARC will determine the following:

1. Have the Reviewers' Recommendations have been addressed satisfactorily?
Yes
2. Has the Unit established a direction for next steps as it prepares for the next review cycle?
Yes
3. Has the Unit achieved a broad-based, reflective and forward-looking self-assessment?
Yes

Four Year Report (2022)

Classics Graduate and Undergraduate Programs (reviewed 2017/18)

A. Summary of Review

This review was conducted under the terms and conditions of the IQAP approved by Senate on May 25, 2016.

1. The academic programs offered by the Department of Classics which were examined as part of the review were:
 - BA (Honours) Classics
 - BA with Major Classics
 - BA (Pass) Classics
 - Minor in Classics
 - MA Classics
2. The Review Committee consisted of two external reviewers: Barbara Reeves (Queen's University) and Michael Fronda (McGill University) and an internal reviewer, David Fennell (Brock University).
3. The site visit occurred on February 28-March 2, 2018.
4. The Final Assessment Report was approved by Senate on December 12, 2018.

5. The reviewers assigned the programs the following outcome categories:

Program (s)	Excellent Quality	Good Quality	Good Quality with Concerns	Non-Viable
BA (Honours) Classics			X	
BA with Major Classics			X	
BA (Pass) Classics			X	
Minor in Classics			X	
MA Classics		X		

6. The next review of the undergraduate programs in the Department of Classics will be in 2025/26.

B. Recommendations

Recommendation #1

The department should reduce Honours streams from four to two by retaining the Classical Civilization stream and folding the Classical Languages Stream and the Classical Art and Archaeology Stream into the more flexible Classical Studies Stream.

ARC Disposition of the Recommendation

ARC considers the recommendation to be accepted and under consideration by the program.

Implementation Plan (1st Priority)

Responsible for approving: Department
 Responsible for resources: Department
 Responsible for implementation: Department
 Timeline: Dean of Humanities to report by the end of academic year 2018/19

Actions Taken	Year Action Started	Year Action Completed
Action #1 Reduce honours streams from four to three	Y1	Y1
Action #2 Change the name of our Classical Studies stream to Greek and Roman Studies	Y1	Y1

Explanation of Actions Taken, Status and Results:

The Department felt that the recommendation to have only Honours “Classical Civilization” (CLCV) and “Classical Studies”(CLST) would produce two basically indistinguishable streams. Furthermore, since our honours Art and Archaeology (ANCI) stream is one of our most popular it would not serve us well in terms of recruitment and retention to eliminate it. Therefore, in Fall of 2018, the Department voted to eliminate the Honours Classical Languages (CLAN) stream and to change the name of the honours Classical Studies (CLST) stream to “Greek and Roman Studies” (GREK) to distinguish it from the maximally-flexible (and language-optional) “Classical Civilization” (CLCV) stream. This was formulated by our APC committee, approved by the Department, and approved by UPC for the 2019-2020 calendar.

It is difficult to determine what effect this has had on enrollments since registration data continues to show incoming students as registered for “CLST” as of 2021 even though the designation “CLST” was retired in 2019 for “GREK”. The Department is currently trying to rectify this mismatch so we can obtain a clearer picture of enrollments.

In May 2021 a report on the possibility of offering the program either as a single Classics honours major without streams or with the streams converted to concentrations (sub-fields) was presented at the Departmental Undergraduate Program Retreat. The Department determined that the streams were an important factor in student recruitment and should therefore be retained. The option of converting streams to concentrations is currently under consideration.

Recommendation #2

Classics should harmonize the requirements between the 10-credit Honours Classical Civilization Stream, the 12-credit Classical Studies Stream, and the BA with Major, and clarify the different GPA requirements for each program in the calendar.

ARC Disposition of the Recommendation

ARC considers the recommendation to be accepted and under consideration by the program.

Implementation Plan (1st Priority)

Responsible for approving:	Department
Responsible for resources:	Department
Responsible for implementation:	Department
Timeline:	Dean of Humanities to report by the end of academic year 2018/19

Actions Taken	Year Action Started	Year Action Completed
Action #1 Harmonize all honours streams to 11 credits	Y1	Y1

Action #2 Simplify requirement language for Classical Civilization and Greek and Roman Studies stream and for BA with Major	Y1	Y1
Action #3 Make requirements more harmonious and flexible for Classical Civilization and Greek and Roman Studies streams, and for BA with Major	Y1	Y1
Action #4 Add language in the calendar about minimum grade percentages to remain in our Honours program	Y1	Y1

Explanation of Actions Taken, Status and Results:

In Fall of 2018, the Department voted to make all honours streams 11 credit programs and readjusted the requirements in order to achieve this. We also reduced the number of specifically named courses in the program requirements in favour of language that allowed more flexibility (e.g. "CLAS credits numbered 2(*alpha*)90 or above"). This had the effect of both simplifying the language and allowing students more flexibility.

Regarding GPA requirements, we added the following language in the calendar about our Honours program:

Student progress will be evaluated annually. To continue in the Honours program students must achieve a minimum grade of 60 percent in all CLAS, GREE or LATI courses and a minimum 70 percent major average. Any student who does not meet these requirements will be placed in the BA with Major program. To re-declare to the Honours program a student must upgrade any CLAS, GREE or LATI course in which the minimum of 60 was not achieved and raise their major average to a minimum 70 percent.

The changes were formulated by our APC committee, approved by the Department, and approved by UPC for the 2019-2020 calendar.

Recommendation #3

The Department should place more emphasis on promoting the Minor program.

ARC Disposition of the Recommendation

ARC considers the recommendation to be accepted and in the process of implementation.

Implementation Plan (1st Priority)

Responsible for approving:	Department
Responsible for resources:	Department
Responsible for implementation:	Department
Timeline:	Dean of Humanities to report by the end of academic year 2018/19

Actions Taken	Year Action Started	Year Action Completed
Action #1 Reduce required credits from five to four	Y1	Y2
Action #2 Remove language requirement	Y1	Y2
Action #3 Promote the minor through the efforts of our Recruitment and Retention Committee	Y1	Ongoing

The Department reduced the number of required credits for a Classics Minor from five to four and eliminated the one credit language requirement. Through the efforts of our Recruitment and Retention Committee, we continue to work on promotion of the Minor through a variety of events (e.g. Classics Open House, Saturnalia holiday celebration, Spring Floralia). As a result, the number of Classics Minors increased from 17 in March 2018 to 36 in March 2021. Currently the number stands at 28, which is on par for this point of the academic year.

Recommendation #4

The Classics Department should assess and monitor student interest in the Pass program to ensure its value and desirability.

ARC Disposition of the Recommendation

ARC considers the recommendation to be accepted and under consideration by the program.

Implementation Plan (1st Priority)

Responsible for approving:	Department
Responsible for resources:	Department
Responsible for implementation:	Department
Timeline:	Dean of Humanities to report by the end of academic year 2018/19

Actions Taken	Year Action Started	Year Action Completed
Action #1 Ask Institutional analysis for numbers regarding our Pass program	Y1	Y1

Action #2 Continue to monitor student enrolment in our Pass program	Y1	Ongoing
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Explanation of Actions Taken, Status and Results:

Based on the numbers supplied by Institutional Analysis, the Pass program continues to be of utility to students, especially as a “safety net” for students who are having a tough year and want to continue with Classics while building up their grade average to re-enter the Honours program. Please note that the figures below are accurate only for 4th Year and Pass numbers in the program, the Honours numbers are accurate for the CLST stream only (with the caveat noted above at Recommendation #1).

Table 1: Number of students in each degree type for the CLST MAJOR1 from 2013-2021

Academic Year	DEGREE CLASS			Total
	4YRS	HONR	PASS	
2013	5	40	15	60
2014	4	39	13	56
2015	3	27	8	38
2016	1	22	9	32
2017	1	24	9	34
2018	0	21	3	24
2019	2	41	11	54
2020	1	45	4	50
2021	2	14	7	23
Total	19	273	77	369

Recommendation #5

Classics should revise and reorganize second-year undergraduate courses so that they flow more coherently into third-year courses.

ARC Disposition of the Recommendation

ARC considers the recommendation to be accepted and under consideration by the program.

Implementation Plan (2nd Priority)

Responsible for approving:	Department
Responsible for resources:	Department
Responsible for implementation:	Department
Timeline:	Dean of Humanities to report by the end of academic year 2019/20

Actions Taken	Year Action Started	Year Action Completed
Action #1 Discussed the issue in our 2018 Departmental retreat	Y1	Y1
Action #2 Establish working groups to reorganize our program	Y1	Y2
Action #3 Reorganize program	Y2	Y3, Y4

Explanation of Actions Taken, Status and Results:

This was a major topic of discussion during the Department's 2018 spring retreat, during which we decided to go back to basics and focus on the key areas of our program: ancient history, ancient languages, literature in translation, and art and archaeology. Working groups were tasked with looking at how effectively the program delivered in these areas over a 4-year degree, with particular emphasis on 2nd and 3rd year offerings.

Once the working groups submitted their reports to the Department it was determined that ancient history and literature in translation were the areas most need of adjustment. An Ad-Hoc Committee for the Classics Program was formed at the Spring 2019 retreat and tasked with producing a recommendation report on restructuring the Classics curriculum in these areas.

From Sept-Dec 2019 the Ad-Hoc Committee reviewed materials (e.g. course calendar, University and FoH strategic plans) and conducted one-on-one meetings with full-time and sessional faculty to hear their perspective on the program and get feedback on proposed changes. In January 2020 the committee presented recommendations on improving the flow of 2nd into 3rd year courses.

For ancient history, the main issue was the absence of 200-level offerings that foregrounded history (though many 200-level courses do offer historical content). To make the flow of 2nd to 3rd year courses more legible a group of 3rd year courses (CLAS 3P03-3P06 [Archaic and Classical Greece, Republican and Early Imperial Rome]) have been re-designated as 2(*alpha*)90 courses so that students will more naturally gravitate to these classes from our 1st year ancient civilization courses (CLAS 1P91 [Greece] & 1P92 [Rome]). These are CLAS 2P93 & 2P94 [Archaic and Classical Greece] and CLAS 2Q96 & 2P97 [Republican and Early Imperial Rome]). These course pairs rotate (previously all four were offered annually) and serve as pre-requisites for three new, rotating 300-level courses created to cover historical areas that were previously underserved (CLAS 3P08 *History of the Hellenistic World*, 3P09 *The Later Roman Empire*, 3P10 *Cleopatra*). Enrollments for all courses are strong.

For literature in translation, the main issue was that there was no clear transition from the 100-level myth classes (CLAS 1P95 and CLAS 1P97) to the 300-level Literature in Translation sequence (CLAS 3P15-3P18 [Homer, Virgil, Tragedy, Comedy]). Furthermore, the existing titles and course descriptions for the CLAS 3P15-3P18 sequence were not compellingly distinguished from each

other. COVID-19 interrupted the redesign process, but as of Fall 2021 the following changes were made to the Course Calendar:

- CLAS 2P50 (*Great Myths in Literature and Art*) was revised to focus on Ovid’s *Metamorphoses*, with a Note recommending it as a precursor the CLAS 3P15-3P18 sequence.
- The CLAS 3P15-3P18 sequence was revised to focus on thematic issues that build on the program’s 200-level myth and history offerings.

Finally, a group of second-year courses that did not have clear successors in third year was eliminated (CLAS 2V50-59 *Great Figures in the Ancient World*).

Recommendation #6

The department should ensure there are appropriate final year or capstone requirements in each of its undergraduate programs.

ARC Disposition of the Recommendation
 ARC considers the recommendation to be accepted and under consideration by the program.

Implementation Plan (2nd Priority)
 Responsible for approving: Department
 Responsible for resources: Department
 Responsible for implementation: Department
 Timeline: Dean of Humanities to report by the end of academic year 2019/20

Actions Taken	Year Action Started	Year Action Completed
Action #1 Discuss during departmental retreat	Y1	Y1
Action #2 Academic Program Committee to consider specific formulations	Y3	Ongoing

Explanation of Actions Taken, Status and Results:

At the 2018 Undergraduate Program retreat the Department determined that Recommendation #5 needed to be implemented before specific formulations could be proposed, since at the time it was unclear what changes needed to be made to the program. COVID-19 delayed the implementation of Recommendation #5. A summary of specific formulations for Capstone courses was presented to the Department at the Spring 2021 Undergraduate Retreat. The consensus is that the Department is in favour of developing capstones for each stream (ANCI, CLCV, GREK), however further discussion has been delayed by the reversals and uncertainties of COVID.

Recommendation #7

The department should monitor and track the training, skill acquisition, and oversight of graduate student seminar leaders, and possibly quantify these in terms of graduate degree level outcomes

ARC Disposition of the Recommendation

ARC considers the recommendation to be accepted. The Committee expects that the program will work to implement this recommendation in consultation with other support units on campus.

Implementation Plan (2nd Priority)

Responsible for approving: Department
 Responsible for resources: Department
 Responsible for implementation: Department
 Timeline: Dean of Humanities to report by the end of academic year 2019/20

Actions Taken	Year Action Started	Year Action Completed
Action #1 Work with CPI to determine how best to implement recommendation without additional administrative resources	Y1	Y2

Explanation of Actions Taken, Status and Results:

In order to monitor and track the training, skill acquisition, and oversight of graduate student seminar leaders, the Graduate Program Director meets with all graduate student TAs, as a group at the beginning of the fall and winter academic terms, and individually on a regular basis. At these meetings, the GPD goes over the training and skills acquisition opportunities available to graduate student seminar leaders through the Centre for Pedagogical Innovation. In particular, students are directed toward the Graduate TA Practicum (a self-directed program of professional development in university teaching, including the completion of a teaching dossier and statement of teaching philosophy) and the full year courses dedicated to teaching in higher education settings (GRST 5P01 and 5P02). The latter require student registration and GPD approval, which has always been granted. In addition, graduate student seminar leaders work under the supervision of their course instructors, receiving guidance and feedback on leading seminars, running office hours, dealing with students experiencing a variety of difficulties, and marking and grading different kinds of assignments, essays, and tests.

Graduate student seminar leaders are teaching assistants and as such their working conditions are governed by the CUPE Collective Agreement. Therefore, it is our view that we cannot require teaching assistants to attend CPI seminars or take CPI courses, but we can encourage them to do

so by ensuring they are informed of available opportunities. As a result, we do not believe we are in a position “to quantify [the results] in terms of graduate degree level outcomes.”

Recommendation #8

The department needs to explore ways to make its programs more attractive to modern students (and their parents) by actively promoting the link from program skills, knowledge, and experiences to particular fields of employment.

ARC Disposition of the Recommendation

ARC considers the recommendation to be accepted and already in progress. The Department is encouraged to monitor implementation and adjust as appropriate.

Implementation Plan (1st Priority)

Responsible for approving:	Department
Responsible for resources:	Department
Responsible for implementation:	Department
Timeline:	Dean of Humanities to report by the end of academic year 2018/19

Actions Taken	Year Action Started	Year Action Completed
Action #1 Update our promotional literature	Y1	Ongoing
Action #2 Support an active Recruitment and Retention Committee	Y1	Ongoing
Action #3 Develop an annual spring event, “Next Steps,” focused on the celebration of graduating students and student opportunities and career paths after graduation	Y1	Ongoing

Explanation of Actions Taken, Status and Results:

The Department has made a concerted effort to update its promotional literature, focusing on career paths and transferrable skills. Most recently, we have worked with the Experiential Education office to update the Classics Career Guide. We are also ahead of schedule in the “Core Competencies” initiative currently underway in the Faculty of Humanities. Unfortunately one of the great attractors for our program - the annual opportunity to participate in a Study Tour in the Mediterranean or Archaeological Practicum - has been stymied by COVID and the restrictions on international travel.

The Recruitment and Retention Committee has been very active in generating and implementing initiatives to promote Classics as a supportive community within Brock University and as a viable path towards a rewarding career after graduation. In conjunction with the Marketing and

Communication office it set up a YouTube channel featuring videos of Classics students explaining why they chose the program, a tour of the Archaeological Lab, and other promotional items. It recommended and implemented a variety of online/virtual recruitment and retention initiatives, including the creation of a Sakai site for majors and minors (CLASroom), a “Buddies program” that pairs a senior student with an incoming student, plus a live chat feature on our website (with a direct link to our administrative assistant). Most importantly, in 2020 it worked with teams from the Goodman School of Business to produce reports that have helped us to better understand how to promote Classics more effectively.

The Recruitment and Retention Committee is also involved in event planning. Since 2012, the Undergraduate Program Officer (UPO) has overseen organizing a Fall Open House to promote the department and a Winter Saturnalia celebration. With the help of the Committee (of which the UPO is a standing member) a new event was introduced in 2019: “Next Steps”. This event invited alumni to speak to current students about using the skills they acquired in their program beyond the university. It also included an official awards and recognition ceremony for our graduating students (Majors and Minors). The event was disrupted in 2020 (instead the UPO organized a virtual graduation celebration in May) but took place virtually in 2021 (now called the Spring Floralia, to balance the Winter Saturnalia). Most recently the committee worked out a way to have a socially-distanced in-person Saturnalia December 2021, which proved to be an enormous success and morale-booster for our students. Currently the Committee is working with the recruitment office to incorporate some form of socially-distanced, in-person tours of the Department at the 2022 Spring Preview Day.

Recommendation #9

The Undergraduate Program Officer should receive a half-credit course release, and the UPO’s role in coordinating the undergraduate program should be strengthened and more clearly defined.

ARC Disposition of the Recommendation

ARC considers the recommendation to give the Undergraduate Program Officer a half-credit course release to be not accepted as this lies outside of the Committee’s jurisdiction.

ARC considers the recommendation to review the role of the UPO to be accepted.

Implementation Plan (1st Priority)

Responsible for approving:	Department
Responsible for resources:	Department
Responsible for implementation:	Department
Timeline:	Dean of Humanities to report by the end of academic year 2018/19

Actions Taken	Year Action Started	Year Action Completed
Action #1 Discuss at Departmental retreat May 2018	Y1	Y1
Action #2 Ask Undergraduate Program Officer to define current responsibilities for discussion at a future departmental meeting	Y1	Y2

Explanation of Actions Taken, Status and Results:

At the departmental retreat in May 2018 the Undergraduate Program Officer agreed that it would be helpful to document their activities and define their current role. An initial Service description was circulated in 2019 and it was agreed that the UPOs role was

“To promote Classics program to prospective and current students; assist prospective and current students with program Qs; facilitate provision of networking/careers info.”

However, earlier reports did not outline the considerable service load the UPO incurs in undertaking these duties. In addition to general “advising” of students interested in the program, they must necessarily take an active part in the activities of the Academic Program and Recruitment and Retention Committees, plus there is considerable overspill from the Academic Advisors’ office onto the departmental UPO (since Faculty of Humanities has only two academic advisors).

Recommendation #10

The department should organize one “town hall” meeting or retreat each year devoted to the undergraduate program attended by all permanent instructors, part- time instructors, and student representatives.

ARC Disposition of the Recommendation

ARC considers the recommendation to organize a retreat for instructors and student representatives each year to be accepted for consideration. The Committee believes that a Town Hall would not be appropriate to the reviewers’ intentions as it is a more public event.

Implementation Plan (1st Priority)

Responsible for approving:	Department
Responsible for resources:	Department
Responsible for implementation:	Department
Timeline:	Dean of Humanities to report by the end of academic year 2018/19

Actions Taken	Year Action Started	Year Action Completed
Action #1 Annual retreat in May to include part-time instructors and possibly student reps	Y1	Ongoing
Action #2 Invite Part-time instructors to all departmental meetings	Y1	Ongoing
Action #3 Have Part-time instructor representation on our Academic Program Committee	Y1	On hold
Action #4 Have Part-time instructor representation on our Recruitment and Retention Committee	Y1	Ongoing

Explanation of Actions Taken, Status and Results:

Since 2019 the Department has invited Part-time instructors to its annual Undergraduate Program Retreat in May. At least one instructor is usually in attendance.

Since 2018 part-time instructors have been invited to departmental meetings. A conscious effort is made to schedule meetings at a time when the maximum number of both Full and Part-time instructors are available. There is occasional Part-time instructor attendance.

Since 2018 Part-time instructors have been invited to nominate a representative to the Academic Program Committee. However, in 2020 the incumbent representative stepped down because of other time commitments and no other Part-time instructors have agreed to replace them. Part-time instructors have identified their reluctance as stemming from a combination of COVID-fatigue and the fact that as CUPE employees they do this on an entirely voluntary basis and receive no compensation for their time.

Since 2018, a Part-time instructor has served as a representative on the Recruitment and Retention Committee, where they play a very active role.

Recommendation #11

The department should consider combining the three MA streams into one basic stream, with graduate teaching and supervisions shared more equally among available faculty

ARC Disposition of the Recommendation

ARC considers the recommendation to be accepted and under consideration by the program.

Implementation Plan (1st Priority)

Responsible for approving: Department
 Responsible for resources: Department
 Responsible for implementation: Department
 Timeline: Dean of Humanities to report by the end of academic year 2018/19

Actions Taken	Year Action Started	Year Action Completed
Action #1 Discuss at Departmental retreat in May 2018	Y1	Y1
Action #2 Establish a Graduate Program Committee to further consider this issue	Y1	Y2
Action #3 Consideration of the issue by the Graduate Program Committee	Y1	Y4

Explanation of Actions Taken, Status and Results:

At the 2018 departmental Retreat the Graduate Program Director (GPD) agreed to look into the possibility of reducing the MA specializations from three to two by eliminating the “General” specialization to focus the MA program on the “Art and Archaeology” and “Text and Culture” specializations. A Graduate Program Committee was established to work with the GPD. This committee consulted with graduate students in 2018/19 and again in 2019/20. Overwhelmingly, students favoured the retention of the three existing separate specializations as allowing them to choose the course of study best suited to their research interests. Students who were enrolled in the “General” specialization reported that they had opted for it because they had interests that drew on both archaeological evidence and literary/historical analysis and this option gave them the flexibility they desired. Students also noted that the choice of different specializations was a significant factor in their decision to choose Brock for their graduate study. The results of the Committee’s findings were reported to the Department in spring 2021 and the unanimous decision of all graduate faculty was to keep the three specializations as they currently exist, with the “General” specialization renamed “Critical Ancient Studies” to better reflect the focus of students enrolled in this specialization.

Recommendation #12

The department should ensure the course requirements for the MA program are consistent with other Brock MA programs. The department should further consider reducing or eliminating Greek and Latin requirements for students not intending to go on to a Classics PhD program.

ARC Disposition of the Recommendation

ARC considers the recommendation to ensure the course requirements for the MA program are consistent with other Brock 2-Year MA programs to be accepted.

ARC considers the recommendation to reduce or eliminate Greek and Latin requirements for students not intending to go on to a Classics PhD program to be accepted for consideration.

Implementation Plan (1st Priority)

Responsible for approving:	Department
Responsible for resources:	Department
Responsible for implementation:	Department
Timeline:	Dean of Humanities to report by the end of academic year 2018/19

Actions Taken	Year Action Started	Year Action Completed
Action #1 Discuss at Departmental retreat in May 2018	Y1	Y2
Action #2 Establish a Graduate Program Committee to further consider this issue	Y1	Y2

Explanation of Actions Taken, Status and Results:

The issue was discussed at the departmental retreat in 2018. At the time the Department had recently reduced language requirements for its Art and Archaeology specialization. The concern was that further reductions would be detrimental to the program and to the students, especially since most students enroll in that specialization with the intent to go on to a PhD.

A Graduate Program Committee was established to consider these recommendations in more depth. It determined that the course requirements in terms of overall credits were consistent with other Brock 2 year MA programs. However, the impact of COVID-19 on graduate enrollments in Classics departments throughout Ontario has been severe. As a result, many Classics departments have cut their language requirements. In order to remain competitive, the Department passed a motion in September 2021 redistributing the credit load to enable students to complete the MA program without graduate-level Greek or Latin if they choose.

Recommendation #13

If the department wishes to expand its graduate program, it should consider sharing supervisory faculty and courses with other graduate programs and participation in transdisciplinary graduate programs.

ARC Disposition of the Recommendation

ARC considers the recommendation to be accepted and under consideration by the program.

Implementation Plan (1st Priority)

Responsible for approving: Department
 Responsible for resources: Department
 Responsible for implementation: Department
 Timeline: Dean of Humanities to report by the end of academic year 2018/19

Actions Taken	Year Action Started	Year Action Completed
Action #1 Discuss at Departmental retreat in May 2018	Y1	Y2
Action #2 Establish a Graduate Program Committee to further consider this issue	Y1	Y4

Explanation of Actions Taken, Status and Results:

The issue was discussed at the departmental retreat in 2018. A Graduate Program Committee was established to consider this recommendation. However, COVID is now in its third year of disrupting graduate programs in Classics and Classical Archaeology throughout Ontario by prohibiting international travel to research sites. Under the circumstances, there are no plans to expand the graduate program.

Recommendation #14

The department should explore possibilities to allow part-time instructors to assume a fuller range of teaching responsibilities, including graduate instruction where applicable.

ARC Disposition of the Recommendation

ARC considers the recommendation to be not accepted. The recommendation runs counter to University regulations.

Implementation Plan

Recommendation not accepted.

Recommendation #15

The three-year LTA in Classics should be converted into a tenure stream appointment.

ARC Disposition of the Recommendation

ARC considers the recommendation to be not accepted as it lies outside of the Committee's jurisdiction. It is expected that the Department will proceed through normal channels of advocacy for faculty resources.

Implementation Plan

Recommendation not accepted.

Recommendation #16

A part-time person should be hired to share assist the Administrative Officer.

ARC Disposition of the Recommendation

ARC considers the recommendation to be not accepted as it lies outside of the Committee's jurisdiction. It is expected that the Department will proceed through normal channels of advocacy for staff resources.

Implementation Plan

Recommendation not accepted.

Recommendation #17

Classics should revise its departmental rules to promote more equitable sharing of administrative tasks (Chair, GPD, UPO, and all departmental representative positions listed on pp. 916-917 of the self-study), and to protect junior faculty from heavy administrative service.

ARC Disposition of the Recommendation

ARC considers the recommendation to be not accepted as it constitutes existing practice.

Implementation Plan

No action required.

Recommendation #18

The program should work closely with the library to ensure that basic resources needed for the delivery of the undergraduate and graduate courses are available, and that acquisitions prioritize these resources. All students, especially graduate students, should be required to learn how to use the interlibrary loan system.

ARC Disposition of the Recommendation

ARC considers the recommendation to be not accepted as it constitutes existing practice.

Implementation Plan

No action required.

Recommendation #19

The institution and department should work together to ensure all data needed for the program quality assurance process are fully collected in future years and that separate data are collected and analyzed for each of the programs offered by the Classics Department.

ARC Disposition of the Recommendation

ARC considers the recommendation to be accepted. It is expected that the Vice-Provost and Associate Vice-President, Academic will work with the Office of Institutional Analysis to address data concerns.

Implementation Plan (1st Priority)

Responsible for approving:	Vice-Provost and Associate Vice-President, Academic
Responsible for resources:	Vice-Provost and Associate Vice-President, Academic
Responsible for implementation:	Vice-Provost and Associate Vice-President, Academic
Timeline:	Vice-Provost and AVP, Academic to report by the end of academic year 2018/19

Actions Taken	Year Action Started	Year Action Completed
Action #1 Confirm current data collection procedures for CLAS are consistent with IQAP requirements	Y1	Y2
Action #2 Explore viability of specific program data collection for CLAS	Y1	Ongoing

Explanation of Actions Taken, Status and Results:

The Department was informed by the Vice-Provost and Associate Vice-President, Academic that data collection procedures for CLAS are consistent with IQAP requirements. The status of ascertaining to what degree separate data are collected and analyzed for each of the programs offered by the Classics Department is reported by the Vice-Provost and Associate Vice-President, Academic as being “on target”.

Recommendation #20

Confidential Recommendation

As per the IQAP Section 2.10 regarding confidential recommendations “relating to personnel issues or other matters involving specific individuals” found in the Reviewers’ Report, these recommendations “will only be released to the Dean(s), the academic unit and ARC.”

Recommendation #21**Confidential Recommendation**

As per the IQAP Section 2.10 regarding confidential recommendations “relating to personnel issues or other matters involving specific individuals” found in the Reviewers’ Report, these recommendations “will only be released to the Dean(s), the academic unit and ARC.”

C. Unit Summative Analysis and Evaluation**1. To what extent has the Unit achieved the improvements suggested by the reviewers?**

Of the 13 recommendations that were within our purview the Department has implemented six in entirety (## 2, 3, 4, 5, 8, and 12). It should be noted that some of these have no “completion” point *per se*, but require ongoing efforts (e.g. updating promotional materials). Four recommendations were implemented in a modified form, either in consultation with the student body (#1), or following the ARC Disposition of the Recommendation (##7, 9, 10). One recommendation was delayed by COVID disruption and is still in development (#6). Two were not implemented because they either ran counter to student expectations (#11) or were rendered moot by COVID (#13).

2. What overall impact has it had on the Unit’s programs?

The Review has had a significant and beneficial effect on the Department of Classics as a whole and the undergraduate programs in particular. It prompted the Department to not only look at the mechanics of course progression but also to take a close look at the message its course calendar was delivering to students. The three streams of the undergraduate program are now more clearly delineated and combine optimal flexibility with clearer progression routes. Course titles and descriptions have been revised to better reflect the unique strengths and expertise of the Classics faculty and to align better with Brock strategic priorities (See Item 4 below). Also, because the process of re-thinking how we teach was already underway, the Department was able to manage the pivot to online teaching in 2019-2021 with considerable success.

Another benefit of the Review is that the Department has set up processes to encourage sustained recruitment efforts through consultation with Marketing and Communications, Recruitment, and Experiential Education via the Recruitment and Retention Committee. Although Major numbers remain stable, there is a distinct increase in Minor numbers, some of whom upgrade to Major in their second or third year. It should also be noted that through the concerted efforts of the UPO and Recruitment and Retention Committee the Department has been in a position to launch or host a number of virtual or socially-distanced initiatives that focus on community-building, student recognition and morale during the pandemic (e.g. CLAS Buddies, Spring Floralia). Students have reported that these efforts have contributed to alleviating their feelings of alienation and anxiety and have helped with Major retention throughout COVID.

The impact of the Review on the MA program is less marked, since the pertinent recommendations were either not implemented (##11 & 13) or will only go into effect in 2022-23 (#12).

Finally, the most significant outcome from the Review was the commission of the 2019 marketing report *A Study of Motivating Factors Influencing Students' Choice of Classics Major*. As a result, the Department has re-named itself as "Classics and Archaeology" (approved by Senate January 2022). This name change applies ONLY to the Department, not the program, which remains Classics (CLAS). The Department is currently consulting with Marketing and Recruitment to produce a targeted publicity campaign for spring 2022.

3. Is the Unit adopting a process of continuous quality improvement for its programs?

The Department's Academic Program Committee will take over the work of the Ad-Hoc Committee for the Classics Program (retired June 2021) to monitor the Undergraduate Calendar and suggest improvements as necessary to meet student expectations in alignment with Brock Strategic goals. The Department now also includes "Strategic Initiatives" as a regular agenda item to track the development and implementation of program-enhancing ideas (e.g. a micro-credit in Field Archaeology). The Department also plans to include more vision-building elements into its departmental Retreats (2022 will focus on Pedagogy)

4. How well do the programs now align with Brock University strategic priorities?

Students currently enrolled in both Undergraduate and Graduate programs in Classics engage in **globally-oriented learning that engages with the transmission and preservation of knowledge** and heritage. Our curriculum constructively intersects with critical contemporary issues, offering courses on archaeological ethics and international migration, with a focus on historically marginalized groups (women, children and enslaved people). The Department has made a conscious **effort to de-colonize** its current offerings and to introduce new courses that further this strategic priority. The Undergraduate program is committed to an **inclusive Tri-semester schedule** and has regularly offered a range of in-person and online courses from 100- to 300-level every Spring and Summer. **Enhancing the student experience at Brock through experiential learning** is also a significant component in many of our Undergraduate courses, from 1st to 4th Year. The Department is currently working on practices that emphasise how our **students can communicate the ways in which the skills they acquire through the program meet labor market expectations.**

5. How does this review and its results position the programs as the Unit moves into the next review cycle?

The Department is currently well-positioned to meet the next review cycle with a more focused and streamlined program that works in line with Brock strategic priorities. Our course offerings better reflect the unique strengths of the Department and we look forward to building on the improvements to provide Brock students with a transformational educational experience.

D. ARC Final Summary

In final summary of the 2017/18 cyclical academic review of the programs offered by the Department of Classics, ARC will determine the following:

1. Have the Reviewers' Recommendations have been addressed satisfactorily?
YES
2. Has the Unit established a direction for next steps as it prepares for the next review cycle?
YES
3. Has the Unit achieved a broad-based, reflective and forward-looking self-assessment?
YES



Four Year Report (2022)

Modern Languages, Literatures and Cultures Undergraduate Programs (reviewed 2017/18)

A. Summary of Review

This review was conducted under the terms and conditions of the IQAP approved by Senate on May 25, 2016.

1. The academic programs offered by the Department of Modern Languages, Literatures and Cultures which were examined as part of the review were:
 - BA (Honours) in French Studies
 - BA (Honours)/BEd in French Studies
 - BA (Pass) in French Studies
 - Minor in French Studies
 - BA (Honours) Combined in Hispanic and Latin American Studies
 - BA (Pass) Combined in Hispanic and Latin American Studies
 - Minor in Hispanic and Latin American Studies
 - BA (Honours) Combined in Italian Studies
 - BA (Pass) in Italian
 - Minor in Italian Studies
 - BA (Honours) Combined in Studies in Comparative Literature and Cultures
 - Minor in German Studies
2. The Review Committee consisted of two external reviewers: Monica Stellin (Wilfred Laurier University) and Alexie Tcheuyap (University of Toronto) and an internal reviewer, June Corman (Brock University).
3. The site visit occurred on November 8-10, 2017.
4. The Final Assessment Report was approved by Senate on November 14, 2018.

5. The reviewers assigned the programs the following outcome categories:

Program (s)	Excellent Quality	Good Quality	Good Quality with Concerns	Non-Viable
BA (Honours) in French Studies		X		
BA (Honours)/BEd in French Studies		X		
BA (Pass) in French Studies		X		
Minor in French Studies		X		
BA (Honours) Combined in Hispanic and Latin American Studies			X	
BA (Pass) Combined in Hispanic and Latin American Studies			X	
Minor in Hispanic and Latin American Studies		X		
BA (Honours) Combined in Italian Studies			X	
BA (Pass) in Italian			X	
Minor in Italian Studies		X		
BA (Honours) Combined in Studies in Comparative Literature and Cultures				X
Minor in German Studies		X		

6. The next review of the undergraduate programs in the Department of Modern Languages, Literatures and Cultures will be in 2025/26.

B. Recommendations

Recommendation #1. Immediate Reform

...it is the opinion of the Review Committee that the Department must act immediately to renew, restructure and/or reconsider its programs, both individually and as a whole.

ARC Disposition of the Recommendation

ARC considers the recommendation to be accepted. Recommendations #1-4 deal with curriculum review with Recommendation 3 providing suggestions on how to begin this process. Changes to the programs must be reflective of the resources (human, financial and physical) which are presently available to the Department.

Implementation Plan (2nd Priority)

Responsible for approving: Department
 Responsible for resources: Department
 Responsible for implementation: Department
 Timeline: Dean of Humanities to report by the end of academic year 2019/20

Actions Taken	Year Action Started	Year Action Completed
Action #1 Implementation of hybrid courses	Y1	delayed
Action #2 Focus on Experiential component in course outlines & course delivery	Y1, 2, 3	Y3
Action #3 Implementation of Internship & Community Outreach Courses	Y1	Y1

Explanation of Actions Taken, Status and Results:

Individual programs have integrated experiential opportunities for students in many of their course offerings. Programs will continue to pursue the development and integration of additional courses whenever required. All three major programs have internship and/or community outreach courses (French Studies introduced FREN 4P05 in 2018-19; Hispanic and Latin American Studies and Italian Studies already had such courses). As for hybrid teaching, individual instructors have been considering the viability of converting some courses to a hybrid delivery. Curricular discussion involving all programs in MLLC did not happen due to the impossibility of striking a Curriculum Committee since the unit was waiting for the Climate Review Report which was conducted over the period 2018-2021. A Curriculum Committee was struck in December 2021, and its work started in January 2022. Curricular discussion on the topic of hybrid courses must occur, and guidance from the University Senate Committees as post-pandemic plan discussions happen will be essential.

Recommendation #2. Curriculum Committee

The Reviewers recommend the Creation of a Curriculum Committee to plan and coordinate the proposed changes to the Department programs.

ARC Disposition of the Recommendation

ARC considers the recommendation to be accepted and encourages the Department to begin this process as soon as possible, utilizing the curriculum maps developed for the Self Study as a starting point. See also the response to Recommendation #1.

Implementation Plan (2nd Priority)

Responsible for approving:	Department
Responsible for resources:	Department
Responsible for implementation:	Department
Timeline:	Dean of Humanities to report by the end of academic year 2019/20

Actions Taken	Year Action Started	Year Action Completed
Action #1 Consultations on how to strike a Curriculum Committee	Y1, 2, 3	Y4
Action #2 Creation of a Curriculum Committee	Y4	Y4

Explanation of Actions Taken, Status and Results:

Due to the Department's inability to meet and the ongoing Climate Review, programs have moved forward on their own. A facilitator assigned to the Department in August 2021 supported dialogue throughout the Fall 2021. A Curriculum Committee was struck in December 2021 and Terms of Reference were integrated into the MLLC's Rules of Procedure. The Curriculum Committee's work started in January 2022. It is the Department's hope that a more comprehensive approach can be taken to address curricular matters. The Curriculum Committee opted for a staged approach to address various curricular issues, as described in the Terms of Reference.

Recommendation #3. Curricular Changes

It is recommended that the Department, or Departmental Curriculum Committee, once created, discuss the following changes, applicable to each of its programs or courses as appropriate to their individual characteristics, based on the requirements and courses listed in a new Curriculum:

- Introduction of placements test for the French BA and BA-Ed.
- Changes to course descriptions and outlines: elimination of traditional categorization and periodization, introduction of areas or themes;
- Introduction of more courses in language pedagogy, children's literature, cultural studies, cinema, arts and culture; creation of courses in contemporary literature, digital humanities;
- Update the Undergraduate Calendar to reflect the courses taught in recent academic years;
- Check the consistency of course descriptions across language programs;
- Offer a wider variety of formats with more online, blended, experiential and community outreach courses.
- Based on the Self-Study Report data, students have shown interest in programs that are geared

towards the acquisition of professional linguistic skills, such as the French BA-B.Ed. It is recommended that, in reforming its programs, the Department consider diversifying its degrees, giving each of them specific objectives, by offering Majors or Minors either in ‘Studies’, which include courses taught in English or cross- listed, or in a ‘Language’, the latter oriented more towards language learning or acquiring linguistic skills --also in specific fields or with specific purposes. The Department has already introduced courses aiming towards the students’ professionalization. Introductory courses to benefit language skills for tourism in the Niagara region, social and health workers and business, make the programs even more attractive.

ARC Disposition of the Recommendation

ARC considers the recommendation to be accepted. See also the response to Recommendations #1 and 2.

Implementation Plan (2nd Priority)

Responsible for approving:	Department
Responsible for resources:	Department
Responsible for implementation:	Department
Timeline:	Dean of Humanities to report by the end of academic year 2019/20

Actions Taken	Year Action Started	Year Action Completed
Action #1 Creation of a placement test in French	Y1	delayed
Action #2 Review course calendar, course descriptions and outlines	Y1	delayed
Action #3 Hiring BUFA instructor (Business French & Translation)	Y1	Y2
Action #4 Cross-listing MLLC courses	Y1, 2, 3	Y3

Explanation of Actions Taken, Status and Results:

While French Studies welcomes the idea of a placement test, the department does not have the necessary resources and faculty to create and implement such a test. A BUFA instructor (Limited term appointment in Business French and Translation) was hired in 2018; this LTA was converted to tenure track in 2021. As a result, a certificate in Business French and Translation was introduced. Several HLAS, ITAL, MLLC, and SPAN courses were cross-listed with CLAS, IASC, LING, MARS, STAC, VISA, WGST; and MLLC will continue to explore other cross-listing options. Individual instructors also looked into diversifying degrees. As a result, Italian Studies and Hispanic and Latin American Studies included a concentration and a minor in Romance

Linguistics. Discussion about the possibility of a position in Francophone Indigenous Literature occurred in 2021 and has departmental support. As for reviewing the course calendar and course descriptions, this action has not taken place due to the inability of all programs to meet and the fact that the Climate Review Report was not available. This task was undertaken at the program level with each program reviewing its course offerings; with the creation of a Curriculum Committee at the end of 2021 and the curricular work starting in January 2022, the Department hopes that a more comprehensive approach can be taken to ensure consistency (within the program course calendars) in the near future.

Recommendation #4. Fourth Hour of Oral Practice

This Review Committee recommends the curricular addition of a fourth in-class conversation hour a week in those courses and levels that can benefit from it, to provide more exposure and promote oral discussion and interaction in smaller groups.

ARC Disposition of the Recommendation

ARC considers the recommendation to be accepted and in the process of implementation.

Implementation Plan (1st Priority)

Responsible for approving:	Department
Responsible for resources:	Department
R Responsible for implementation:	Department
Timeline:	Dean of Humanities to report by the end of academic year 2018/19

Actions Taken	Year Action Started	Year Action Completed
Action #1 Reintroduction of a 4 th hour in Language Courses	Y1, 2	Y2

Explanation of Actions Taken, Status and Results:

A fourth hour for oral practice was added to most language courses in MLLC, including FREN1F90 and FREN2F00 in 2019-20. Due to pandemic disruptions in 2020-21, the fourth-hour oral practice was suspended, but it was reintroduced in 2021-22. Students have the opportunity to engage in authentic use of the target language. The only courses that do not have a fourth hour remain FREN1F00, FREN1F50 and ITAL1F00. Though MLLC will continue to explore ways of implementing the oral component in these courses, the pedagogical objectives may not make it possible to include a fourth hour.

Recommendation #5 More Cultural Exposure *in Loco*

The Department should arrange for MLLC students to benefit from similar opportunities to practice the language orally and be exposed to cultural experiences on campus and locally.

ARC Disposition of the Recommendation

ARC considers the recommendation to be accepted and recognizes that it reflects current practice for the Department.

Implementation Plan (1st Priority)

Responsible for approving: Department
 Responsible for resources: Department
 Responsible for implementation: Department
 Timeline: Dean of Humanities to report by the end of academic year 2018/19

Actions Taken	Year Action Started	Year Action Completed
Action #1 Invitation of more guest speakers in classrooms	Y1, 2, 2	Y3
Action #2 Implementation of Internship & Community Outreach Courses in preparation for Canada Games 2021	Y1, 2, 3	Y3
Action #3 Encouraging students' participation in community events for more linguistic & cultural exposure	Y1, 2,3	Y3
Action #4 Reintroduction of a 4 th hour in Language Courses	Y1, 2	Y2

Explanation of Actions Taken, Status and Results:

Instructors continue to invite guest speakers into their classes based on specialization and course material. The Department will continue to support the presence of guest speakers. The Canada Games, to be hosted in the summer of 2022, has already provided, and will provide, MLLC students with opportunities for community outreach and placement as well as experiential learning. Two MLLC faculty, members of the Canada Games committee, identified courses whose contents and practicum could be Canada Games-centered, before, during, and after the Games. CPI Canada Games Grants were received for ITAL/CANA2P98 (2019-20) and FREN4V21 (2020-21). Regarding the fourth hour of oral practice, see Recommendation #4 above. Moreover, MLLC will continue to explore ways of integrating oral components in its language courses and courses taught in the target language, keeping in mind that all three major programs have experiential

learning courses. Since 2021, French Studies has been running a series on the topic “Why choose French Studies?”, a discussion by faculty of first experiences studying French literature and linguistics as undergrads and their reasons for continuing to study French literature and culture. French Studies intends to maintain this as a regular event for students.

Recommendation #6. Collaboration with Linguistics

It is to the benefit of all Department’s programs to create more collaborations also with the Department of Linguistics, especially in the areas of psychology of language, sociolinguistics, literacy in childhood and youth, child language acquisition, language learning, and materials and curriculum design.

ARC Disposition of the Recommendation

ARC considers the Recommendation to investigate collaborations with Linguistics to be accepted.

Implementation Plan (1st Priority)

Responsible for approving:	Department
Responsible for resources:	Department
Responsible for implementation:	Department
Timeline:	Dean of Humanities to report by the end of academic year 2018/19

Actions Taken	Year Action Started	Year Action Completed
Action #1 MLLC-LING Cross-listing	Y2	Y3
Action #2 MLLC-STAC Cross-listing	Y1	Y1
Action #3 Exploring more options for potential co-degrees with other Departments (CLAS, TOUR, Science, etc.)	Y2	Y3

Explanation of Actions Taken, Status and Results:

Several Studies in Arts and Culture courses were cross-listed with MLLC in 2018-19 (effective 2019-20) so that MLLC students may use them in all three major programs to complete degree requirements. These courses are 2P93, 2P94, 3P01, 3P14, 3P96, 3P99, 4P01, 4P72. MLLC 4Q80 was cross-listed with Linguistics (effective 2020-21). A Concentration and Minor in Italian Language and Romance Linguistics and a Minor and Concentration in Spanish Language and Romance Linguistics were introduced in 2020-21 so that, with support of Linguistics, students may take courses from their course bank to complete their degree requirements. MLLC will continue to explore other cross-listing options and other co-degree options.

Recommendation #7. Revision of Staffing Practices

Courses at all levels should be taught by all full-time faculty members. Tenured faculty should participate also in the teaching of lower level courses.

ARC Disposition of the Recommendation

ARC considers the recommendation to be accepted. The Committee strongly encourages the Department to work towards full-time faculty teaching at all course levels, utilizing the resources presently available and in concert with the curriculum changes suggested in Recommendations #1-4.

Implementation Plan (2nd Priority)

Responsible for approving:	Department
Responsible for resources:	Department
Responsible for implementation:	Department
Timeline:	Dean of Humanities to report by the end of academic year 2019/20

Actions Taken	Year Action Started	Year Action Completed
Action #1 Consultation within Unit on deployment of BUFA instructors at all levels	Y1	Ongoing
Action #2 Consultation within Unit on deployment of BUFA coordinators for multi section courses	Y1	Ongoing
Action #3 Consultation within Unit on deployment of BUFA Supervisors for courses taught by PTIs	Y1	Ongoing

Explanation of Actions Taken, Status and Results:

Due to its shortage of tenured faculty, MLLC continues to rely heavily on part-time instructors. Therefore, having full-time faculty teaching at all course levels continues to be challenging, especially in programs with fewer BUFA members. MLLC consulted on how to implement curriculum changes suggested in Recommendations #1-4. However, striking a comprehensive Curriculum Committee was impossible prior to the release of the Climate Review Report and the invitation of a facilitator in MLLC.

Recommendation #8. BA SCLA- to be discontinued and replaced

Since the program was introduced a number of years ago [2010] with no results, the Review Committee recommends that the Hons. B.A. in Studies in Comparative Literatures and Cultures be discontinued. The Reviewers also recommend it to be replaced with a new Departmental program based on a sense of collegiality and collaboration, which could be in Studies in Languages (Literatures and Cultures), Intercultural Studies, European Studies, Romance Languages, or similar.

ARC Disposition of the Recommendation

ARC considers the recommendation to be accepted and in the process of implementation. The Request for Program Discontinuation should be submitted to the Committee as soon as possible.

Implementation Plan (1st Priority)

Responsible for approving:	Department
Responsible for resources:	Department
Responsible for implementation:	Department
Timeline:	Dean of Humanities to report by the end of academic year 2018/19

Actions Taken	Year Action Started	Year Action Completed
Action #1 Application to discontinue SCLC Program	Y1	Y1
Action #2 Converting SCLC courses into MLLC courses	Y1	Y1
Action #3 Cross-listing MLLC courses	Y1, 3	Y3

Explanation of Actions Taken, Status and Results:

The proposed discontinuation of the Hons. B.A. in Studies in Comparative Literatures and Cultures was completed, and SCLC courses were converted into MLLC courses - all changes effective 2019-20. Eight Studies in Arts and Culture were cross-listed with MLLC (effective 2019-20; see Recommendation #6 for details) and MLLC 4Q80 was cross-listed with Linguistics (effective 2020-21). The evaluation and potential redesign of the MLLC course bank could only be conducted once the Climate Review Report (see Recommendation #9) was made available and a comprehensive Curriculum Committee be struck. It is the Department's hope that, now that a Curriculum Committee has been struck, discussion regarding the MLLC course bank will proceed, followed by the exploration of other cross-listings and co-degree options.

Recommendation #9. Climate Review

It is the opinion of the Reviewers that a Climate Review is urgently needed and must be conducted in the Department ASAP.

ARC Disposition of the Recommendation

ARC considers the recommendation to be accepted and in the process of implementation.

Implementation Plan (1st Priority)

Responsible for approving:	Department
Responsible for resources:	Department
Responsible for implementation:	Department
Timeline:	Dean of Humanities to report by the end of academic year 2018/19

Actions Taken	Year Action Started	Year Action Completed
Action #1 Preliminary Assessment of the climate in MLLC	Y1	Y1
Action #2 Climate Review in MLLC	Y1, 2, 3	Y4

Explanation of Actions Taken, Status and Results:

The Preliminary Assessment Report was submitted in August 2018, which concluded that a full climate review was necessary. Interviews took place in 2019, and again in 2020. The Climate Review Report was released to the Department in July 2021. A facilitator was assigned and subsequently invited by the Department to support it; facilitation work is ongoing.

C. Unit Summative Analysis and Evaluation**1. To what extent has the Unit achieved the improvements suggested by the reviewers?**

The Department has achieved a significant number of improvements suggested by the reviewers. However, the Climate Review process and the recent release of the Climate Review Report (July 2021) made it impossible to have a discussion on several curricular issues. It is our hope that, now that a Curriculum Committee has been struck, comprehensive discussion on curricular matters will occur and contribute to a more concerted approach. It should also be noted that some recommendations, such as the implementation of a placement test in French or the deployment of BUFA faculty at all levels of instruction would require hiring additional BUFA faculty.

2. What overall impact has it had on the Unit's programs?

The Department believes that the improvements made to its programs contribute to the steady intake of incoming first-year students (Headcount and FTE Reports for 2018-19, 2019-20 and 2020-21 show an increase of 90 to 126 to 144, respectively). Curricular changes made by individual programs have enriched course offerings, often focusing on experiential learning and professionalization, and creating opportunities for students to interact in the target language and/or to explore topics pertaining to the chosen area of studies and their local communities. Curricular changes have also provided diversified options for students wishing to engage in a specific area of studies as a complement to their main field of studies. New programs include a concentration and a minor in Romance Linguistics in both Italian Studies and Hispanic and Latin American Studies, as well as a certificate in Business French and Translation in French Studies. Cross-listing courses has also led to a healthy dialogue with several other units and programs within the University, including CLAS, IASC, LING, MARS, STAC, VISA and WGST. We are looking forward to exploring further collaboration paths and potential co-degrees with other departments.

3. Is the Unit adopting a process of continuous quality improvement for its programs?

Individual programs are all in the process of improving the quality of their course offerings. The Department hopes that the newly struck Curriculum Committee will provide opportunities for a more comprehensive approach and dialogue in the years leading to the next review cycle.

4. How well do the programs now align with Brock University strategic priorities?

The University strategic priorities have always been a guiding principle for the Unit. Prior to this review cycle and during it, the Department has been engaged in strengthening and developing experiential opportunities for our students, in all the interconnected components of our course offerings: language, literature, and culture. All three major programs have internship options; professionalization courses, such as language for business and translation, contribute to the renewed appeal of our programs. Over the last few years, the "natural" relationship with the local Francophone/Francophile community in Niagara has flourished, while all programs are looking forward to resuming their existing privileged partnerships with universities abroad, once (post-pandemic) student mobility becomes feasible again. Moreover, individual faculty members in all three major programs have developed and offer courses related to the literary and cultural history of de/colonization. Discussion about the possibility of a specific position in Francophone Indigenous Literature has recently received unanimous departmental support, and a proposal was submitted to the Dean of Humanities, as a response to a faculty-wide call. The Department hopes to further fulfil the University's strategic priorities by obtaining this transformative position to bring new perspectives on literature and culture to our students.

5. How does this review and its results position the programs as the Unit moves into the next review cycle?

This review offered opportunities to all MLLC programs to reexamine course offerings and offer new pathways for students, while eliminating the unviable SCLC program. Further discussion at the departmental level is needed in order to propose a more thorough and inclusive approach to curriculum. This work started recently with the creation of a new Curriculum Committee, and it is our hope that we will address topics and areas that were delayed in order to move forward.

D. ARC Final Summary

In final summary of the 2017/18 cyclical academic review of the programs offered by the Department of Modern Languages, Literatures and Cultures, ARC will determine the following:

1. Have the Reviewers' Recommendations have been addressed satisfactorily?
YES
2. Has the Unit established a direction for next steps as it prepares for the next review cycle?
YES
3. Has the Unit achieved a broad-based, reflective and forward-looking self-assessment?
YES

Four Year Report (2022) Health Sciences Undergraduate Programs (reviewed 2017/18)

A. Summary of Review

This review was conducted under the terms and conditions of the IQAP approved by Senate on May 25, 2016.

1. The academic programs offered by the Department of Health Sciences which were examined as part of the review were:

- BA (Honours) Child Health
- BPH Bachelor (Honours) of Public Health
- BPH Bachelor (Honours) of Public Health Co-op
- BSc (Honours) Medical Sciences
- BA (Pass) Community Health

2. The Review Committee consisted of one* external reviewer: John Spence (University of Alberta) and an internal reviewer, Dolana Mogadime (Brock University).
**The Office of the Vice-Provost was informed shortly before the site visit that the second external reviewer Phil Chilibeck (University of Saskatchewan) was unable to attend due to a family emergency. John Spence agreed to act as the sole external reviewer and was given extra time to complete the Reviewers' Report.*
3. The site visit occurred on March 14-16, 2018.
4. The Final Assessment Report was approved by Senate on November 14, 2018.
5. The reviewers assigned the programs' outcome categories as follows:

Program(s)	Excellent Quality	Good Quality	Good Quality with Concerns	Non-Viable
BA (Honours) Child Health			X	
BPH Bachelor (Honours) of Public Health		X		
BPH Bachelor (Honours) of Public Health Co-op				X
BSc (Honours) Medical Sciences		X		
BA (Pass) Community Health			X	

6. The next review of the undergraduate programs in the Department of Health Sciences will be in 2025/26.

B. Recommendations

Recommendation #1

The Bachelor of Public Health Co-op be restructured so that the co-op is offered in the fall and/or winter terms too.

ARC Disposition of the Recommendation

ARC considers the recommendation to be accepted as an alternative to closing the program, given that the reviewers categorized it as non-viable. The Committee recognizes that a program in the health and well-being disciplines with a strong experiential component fits very well into the priorities of Brock's Strategic Mandate Agreement (SMA) with the province, both in terms of areas of program strength and expansion and societal need in the Niagara Region. ARC expects that the Department will proceed through normal channels of advocacy for any necessary new faculty resources.

Implementation Plan (2nd Priority)

Responsible for approving:	Department
Responsible for resources:	Department
Responsible for implementation:	Department
Timeline:	Dean of Applied Health Sciences to report by the end of academic year 2019/20

Actions Taken	Year Action Started	Year Action Completed
Action #1 Meet with CCEE office to agree on rescheduling of co-op terms and adjust the curriculum to a 3-term program.	Y1	Y1, Y4
Action #2 Review of the BPH program by HLSC curriculum committee to facilitate students' progression through the 3-term program.	Y1	Y1, Y2
Action #3 Request two additional full-time tenure-stream faculty members to offer more courses during the Spring and Summer terms.	Y1	Delayed
Action # 4 Request one FT staff: Public Health Programs Coordinator.	Y1	Delayed

Explanation of Actions Taken, Status and Results:

On January 24, 2019, the Chair met with representatives of Co-op, Career & Experiential Education (CCEE). The consensus is that having a program that spans three terms would be ideal to allow the students to take courses throughout the year and work terms at different times. The chart below represents the most efficient agreed upon sequence.

Time	Fall	Winter	Spring/Summer
Year 1	Academic Term	Academic Term	Off
Year 2	Academic Term & Co-op Professional Preparation Course (HLSC 0N90)	Academic Term	Academic Term & Co-op Job Search Term
Year 3	Work Term 1	Academic Term & Co-op Job Search Term	Work Term 2
Year 4	Academic Term & Co-op Job Search Term	Work Term 3	Academic Term (last semester - students will convocate in October)

The Curriculum Committee commissioned a subcommittee to review the BPH Co-op program, with a focus on flexibility of course offerings. In addition to the suggestion to offer required and elective courses across all terms (which is currently on hold until further resources become available), the Departmental Committee approved the removal of full year required and elective courses in the BPH Co-op program beyond Y1. As such, the following changes have been made:

- i. Split the required course HLSC 3F20 “*Program Planning and Evaluation*” into 3Q20 “*Constructing Health Campaigns*” and 3Q21 “*Health Campaigns in Action*”. 3Q20 is offered in D2 of Y3 and 3Q21 is offered over 3 terms.
- ii. HLSC 4F44 is no longer offered.

Based on the above actions, the 4-year, 3-term sequence did not align with changes in course offerings to provide flexibility, specifically D2 of Y3 in which a required course (HLSC 3Q20) is offered during a work term. As HLSC 3Q20 is a prerequisite to the capstone course (HLSC 4P40) for both BPH and BPH Co-op majors, it is essential to be offered in D2 of Y3 to ensure student flow through the program. To address this conflict, on November 24, 2021, the Chair once again met with representatives of CCEE in hopes of agreeing to a modified sequence. The updated chart below represents an agreed upon revised sequence that both addresses the conflict and allows students opportunity for work terms in Fall and Winter.

Time	Fall	Winter	Spring/Summer
Year 1	Academic Term	Academic Term	Off
Year 2	Academic Term & Co-op Professional Preparation Course (HLSC 0N90)	Academic Term & Co-op Job Search Term	Work Term 1
Year 3	Academic Term & Co-op Job Search Term	Work Term 2	Academic Term & Co-op Job Search Term
Year 4	Work Term 3	Academic Term	Academic Term (last semester - students will convocate in October)

The faculty position in Health and Diverse Populations (JR-1002165) was filled in 2019. However, the additional faculty position and a staff member were deferred after Y1 due to the pandemic and budgetary challenges. Despite the significant changes made to the BPH Co-op program, which ARC indicated was a “program in the health and well-being disciplines with a strong experiential component” that “fits very well into the priorities of Brock’s Strategic Mandate Agreement (SMA) with the province, both in terms of areas of program strength and expansion and societal need in the Niagara Region”, HLSC feels that it cannot formalize these changes without the necessary resources (i.e., additional faculty member and staff member).

Recommendation #2

The HLSC department explore changing the BA Child Health to either a Bachelor of Child Health or a BSc.

ARC Disposition of the Recommendation

ARC considers the recommendation to be accepted and under consideration.

Implementation Plan (2nd Priority)

Responsible for approving:	Department
Responsible for resources:	Department
Responsible for implementation:	Department
Timeline:	Dean of Applied Health Sciences to report by the end of academic year 2019/20

Actions Taken	Year Action Started	Year Action Completed
Action #1 Consult with the Vice-Provost & Associate Vice-President, Academic for clarifications on process to be followed.	Y1	Y1
Action #2 Consult with Department of Child and Youth Studies.	Y1	Y1
Action #3 Submit name change proposal to UPC.	Y1	Y1

Explanation of Actions Taken, Status and Results:

In consultation with the Vice-Provost & Associate Vice-President, Academic it was decided to apply for a name change from BA Child Health to Bachelor of Child Health. After informing the Department of Child and Youth Studies of the change on October 24, 2018, as the Child Health program crosses departments, BA Child Health officially became Bachelor of Child Health and appeared in the 2019-2020 Undergraduate Calendar. The impact of this change was immediate, as applications to the program increased from an average of 177 between 2017-2019 to 231 in 2020.

Recommendation #3

The FAHS should establish a new strategic plan as soon as possible.

ARC Disposition of the Recommendation

ARC considers the recommendation to be outside the scope of the review and the mandate of the reviewers and therefore it is not accepted.

Implementation Plan

Recommendation not accepted.

Recommendation #4

The HLSC should revisit the terminology used by instructors for the Course Level Learning Outcomes and ensure they are consistent with and/or map on to the program level outcomes.

ARC Disposition of the Recommendation

ARC considers the recommendation to be accepted and in the process of implementation. The Department is encouraged to undertake an ongoing process of curriculum review and revision, utilizing the curriculum map which was prepared for the cyclical review.

Implementation Plan (1st Priority)

Responsible for approving:	Department
Responsible for resources:	Department
Responsible for implementation:	Department
Timeline:	Dean of Applied Health Sciences to report by the end of academic year 2018/19

Actions Taken	Year Action Started	Year Action Completed
Action #1 Curriculum Committee to examine the Medical Sciences degree program plan.	Y1	Y2
Action #2 Curriculum Committee to examine the Public Health degree program plan.	Y1	Y2
Action #3 Curriculum Committee to examine the Community Health degree program plan.	Y1	Y2
Action #4 Curriculum Committee to examine the Child Health degree program plan.	Y3	Y3
Action #5 Curriculum Committee to create a guideline document to help instructors in reviewing their course learning outcomes.	Y3	Y3
Action #6 Instructors review their own course outline to ensure that they align with the program learning outcomes.	Y3	Y3

Explanation of Actions Taken, Status and Results:

Before revisiting the Course Level Learning Outcomes for HLSC courses, the Curriculum Committee completed its examination of all 4 programs, Medical Sciences, Public Health and Community Health in 2020 and Child Health in 2021 (Child Health delayed due to COVID-19). The Curriculum Committee, with support from CPI, created a guideline document to help instructors understand the pedagogical terminology utilized for designing Course Level Learning Outcomes. On June 10, 2021, the guideline document was circulated to all instructors and CPI was invited to a departmental mini retreat on June 22, 2021 to go through the exercise of updating individual course outlines so Course Level Learning Outcomes would be in line with Program Learning Outcomes. Instructors were informed that CPI will continue to provide support if needed.

Recommendation #5

The HLSC should explore options for increasing elective course offerings (e.g., changes to curriculum, online courses or modules).

ARC Disposition of the Recommendation

ARC considers the recommendation to be accepted and in the process of implementation.

Implementation Plan (1st Priority)

Responsible for approving: Department
 Responsible for resources: Department
 Responsible for implementation: Department
 Timeline: Dean of Applied Health Sciences to report by the end of academic year 2018/19

Actions Taken	Year Action Started	Year Action Completed
Action #1 Encourage faculty members to create elective courses.	Y1	Ongoing
Action #2 Submit new courses to UPC.	Y1	Ongoing

Explanation of Actions Taken, Status and Results:

The following new elective courses were created, approved by UPC, and are currently in the UG Calendar:

- #HLSC 2P00 Writing in Health Sciences
- #HLSC 3Q90 Geospatial Analytics for Public Health
- HLSC 3Q91 Special Topics in Medical Sciences (Directed Study)
- HLSC 3Q92 Special Topics in Public Health (Directed Study)
- HLSC 3Q93 Special Topics in Child Health (Directed Study)
- *HLSC 3Q96 Childhood Obesity
- #HLSC 3Q97 Global Health
- *HLSC 3Q98 Laboratory Techniques for Biomedical Research
- †HLSC 4F93 Field Experience from Local to Global Health
- #HLSC 4P04 Environmental Health
- *HLSC 4P17 Logistic Regression in Health Sciences
- *HLSC 4P89 Current Topics in Infection and Immunity
- HLSC 4P98 Biomarkers and Disease Processes

taught by ILTA OR Sessional instructor

* has not yet been offered because the faculty member that has proposed the course is on teaching remission OR has a full teaching load

† not offered due to COVID-19 travel restrictions

Department Chair continues to advocate for more full time permanent Faculty positions and resources so that all new courses can be offered consistently.

Recommendation #6

The HLSC, and perhaps the Faculty, should develop a strategy to better track and evaluate student success both within the program (e.g., scholarly output, awards) and after graduation (e.g., employment, postgraduate study).

ARC Disposition of the Recommendation

ARC considers the recommendation to track student success within the program to be consistent with current practice. The Committee considers the recommendation to track and evaluate student success after graduation to be accepted and in the process of implementation. It is understood that existing efforts by the Department may be further enhanced and supported by resources such as the Office of Institutional Analysis and Office of Alumni Relations.

Implementation Plan (3rd Priority)

Responsible for approving: Department
 Responsible for resources: Department
 Responsible for implementation: Department
 Timeline: Dean of Applied Health Sciences to report by the end of academic year 2020/21

Actions Taken	Year Action Started	Year Action Completed
Action #1 All HLSC courses will implement online course evaluations (Primary and secondary course components).	Y1	Y4
Action #2 Create, implement, and update evaluations for the placement component of courses with integrated experiential learning.	Y1	Y4
Action #3 Expand current HLSC alumni database.	Y1	Ongoing

Explanation of Actions Taken, Status and Results:

By the 2019/20 academic term (Y2), all HLSC courses had implemented online evaluations for their primary component through the Course Experience Survey platform integrated into Sakai. Due to the COVID-19 pandemic, there was a delay in implementing online evaluations for secondary components. During the 2021 Spring/Summer term, HLSC piloted the use of the Course Experience Survey platform for secondary components, and effective with the Fall of the 2021/2022 academic term, 92% (12 of 13) of HSLC courses with secondary components have implemented secondary component surveys with the support of the HLSC Administrative Assistant and CPI. The Experiential Education Coordinator continues to assist instructors in adding experiential education questions to the secondary surveys.

HLSC Experiential Education Coordinator created a Student Performance Evaluation to be completed by placement supervisors as a means to gather feedback from community partners to ensure HLSC students are satisfying learning outcomes and expectations. The Student Performance Evaluation is now used in various courses with practicum components with the assistance of the Experiential Education Coordinator. The Experiential Education Coordinator also liaised with the Goodman School of Business as a means to assess the utility of several established surveys that allow students an opportunity to evaluate their placements. In discussions with the Goodman School of Business, the Experiential Education Coordinator concluded that there is value in assessing student satisfaction through these various tools, however there have been no concrete assessment of their respective utility. We will continue to evaluate current and alternative tools so students have a means to evaluate their placements, thus improving their experiential education experience.

On March 9, 2020, Health Sciences held its inaugural Alumni Day to be held biennially. The day brought attention to HLSC faculty, staff, undergraduate and graduate students, alumni and Alumni Relations as many attended and took part in the day’s events. As a result, HLSC, particularly the Experiential Education Coordinator, in collaboration with Alumni Relations, begun the process of building an HLSC Alumni database so as to track student success after graduation. The 2022 HLSC Alumni Day will be delayed due to uncertainty surrounding COVID-19 but the plans are to reinstate this event once restrictions are lifted.

Recommendation #7

An examination should be made of the first-year retention rate and the six-year graduation rate of students in HLSC.

ARC Disposition of the Recommendation

ARC considers the recommendation to be accepted and in the process of implementation.

Implementation Plan (1st Priority)

Responsible for approving:	Department
Responsible for resources:	Department
Responsible for implementation:	Department
Timeline:	Dean of Applied Health Sciences to report by the end of academic year 2018/19

Actions Taken	Year Action Started	Year Action Completed
Action # 1 Review first year courses, specifically HLSC 1F90 and the Math requirement.	Y1	Y1

Action # 2 Increase course offering in Spring and Summer terms.	Y1	Y1
Action # 3 Creating online courses.	Y1	Y3
Action #4 Enhance student engagement.	Y1	Y4
Action #5 Create a 3-year BSc and submit to UPC.	Y1	Y4
Action #6 Obtain data and analyze six-year graduation rate of HLSC students.	Y1	Ongoing

Explanation of Actions Taken, Status and Results:

Changes were made to HLSC 1F90 to provide more content consistency and streamline evaluation of students. We now have two instructors and fewer guest speakers, to provide better continuity in the class and enhance retention rates. HLSC also supported the creation of MATH 1P99, designed specifically for Health Sciences students. In addition, HLSC 1F90 is consistently offered in the Spring term (6-week period) to provide an opportunity for students who, during the regular term, did not achieve the minimum grade requirement to remain in HLSC programs. Finally, although not HLSC courses but part of first year requirements for HLSC majors, MATH 1P98, BIOL 1P91, BIOL 1P92, and CHEM 1P92 are also offered during the Spring/Summer, maximizing opportunities for retention. Implementation of these changes resulted in an improvement in the retention of students continuing to second year (increase of 2.9%) and more importantly in those students continuing in an HLSC program (increase of 10.3%) (as per the [Retention and Graduation Report](#) issued by Brock University's Office of Institutional Analysis and Planning, April 2021).

In 2019, HLSC 2P07 (Biostatistics I) and HLSC 4P50 (Research Methods in Epidemiology) were developed to be offered online. In response to COVID-19, HLSC accelerated its online course offerings, including:

- HLSC 1F90 - Introduction to Health Sciences
- HLSC 2P00 - Writing in Health Sciences
- HLSC 2P02 - Infection Control & Safety
- HLSC 2P09 - Principles of Human Physiology
- HSLC 2P21 - The Health of Canadian Society
- HLSC 2P27 - Research Methods in Health
- HLSC 2P40 - Gerontology: Approaches to Well-Being
- HSLC 2P49 - Health & Behaviour
- HLSC 2P50 - Introduction to Human Sexuality
- HLSC 2P60 - Introduction to the History of Medicine
- HLSC 2P65 - Health Economics
- HLSC 2P90 - Advanced Human Sexuality
- HLSC 2P91 - Nutrition
- HLSC 2P92 - Nutrition in Health Care
- HLSC 2P95 - Human Systems Anatomy
- HLSC 2P96 - Human Musculoskeletal Anatomy
- HLSC 2P98 - Public Health & Society
- HLSC 3P02 - Human Immunology
- HLSC 3P07 - Biostatistics II
- HLSC 3P09 - Human Endocrinology
- HLSC 3P19 - Principles of Pharmacology
- HLSC 3P21 - Issues in Canadian Health Policy

HLSC 3P25 - Mental Health & Addictions
 HLSC 3P37 - Qualitative Research in Health Sciences
 HLSC 3P50 - Health Promotion
 HLSC 3P80 - The Health of Children
 HLSC 3P90 - Cardiac Pathophysiology
 HSLC 3P92 - Processes of Health & Wellness
 HSLC 3P93 - Nutrition in Health & Disease
 HLSC 3P94 - Health Administration
 HLSC 3P95 - Cardiac Rehabilitation Practicum
 HLSC 3P96 - The Development of Healthy Communities
 HSLC 3P97 - Medical Microbiology
 HLSC 3P99 - Pharmacology & the Nervous System
 HLSC 3Q20 - Constructing Health Campaigns
 HLSC 3Q21 - Health Campaigns in Action
 HLSC 3Q97 - Global Health
 HLSC 4P03 - Global Issues in Infectious Diseases
 HLSC 4P04 - Environmental Health
 HLSC 4P15 - Critical Health: Challenging Ideas in Health Care
 HLSC 4P19 - Integrated Cardiovascular Pharmacology
 HLSC 4P40 - Policy & Practice: Synthesis in Program Planning
 HLSC 4P51 - Pandemics & Their Impact on Society
 HSLC 4P59 - Diversity & Health
 HLSC 4P69 - Child Mental Health
 HLSC 4P80 - Physical Activity in Child Health and Disease
 HLSC 4P95 - Human Pathology
 HLSC 4P96 - Pathophysiology of Metabolic Syndrome
 HSLC 4P97 - Tropical Parasites of Humans & Animals
 HLSC 4P98 - Biomarkers & Disease Processes
 HLSC 4P99 - Clinical Epidemiology

Given the context of the need to offer online courses due to COVID-19, HLSC continues to evaluate the efficacy of these offerings in an online format and determine which are best suited moving forward to the benefit of the students.

The following represent HLSC initiatives aimed at engaging HLSC students:

- Sakai info-site which informs HLSC students through weekly “Friday News” emails about events, registration deadlines, placement and job opportunities, and volunteer and co-curricular opportunities.
- Event (“**TheEdge**”) tailored to each year of study as a means to provide relevant information to guide students on their next step in their academic journey.
- Enhanced protocol for HLSC student practicums for academic credit in which the student must engage with the Experiential Education Coordinator to determine interests and goals as a means to establish a sense of belonging and support.
- Year-specific e-mails sent out to students by the HLSC Academic Advisor regarding a range of issues, from registration to graduation.
- Organizing and participating in the HLSC Annual Alumni Day.
- Use of social media, specifically Twitter and Instagram.

HLSC supported the formation of a 3-year BSc in Human Health Sciences and subsequently submitted a Statement of Intent to the Vice-Provost and Associate Vice-President, Academic on March 13, 2020, which was approved by the Academic Review Committee on April 21, 2020. There had been some delay with the progression of the full program proposal due to COVID-19 but the

proposal was successfully submitted to the Vice-Provost and Associate Vice-President, Academic on December 9, 2021.

6-year graduation rates for HLSC programs are available in the [Retention and Graduation Report](#) (Brock University's Office of Institutional Analysis and Planning, April 2021), however this available data only reflects up to the 2014 cohort year, which is prior to this program review. HLSC will continue to monitor these numbers as they become available to see the true impact of the above-mentioned changes and if the data demonstrates an issue, HLSC will address it within the limits of their influence.

Recommendation #8- Confidential

As per the IQAP Section 2.10 regarding "confidential recommendations and/or comments relating to personnel issues or other matters specifically involving individuals. These will be treated as confidential to the Dean(s), the academic unit and ARC."

C. Unit Summative Analysis and Evaluation

1. To what extent has the Unit achieved the improvements suggested by the reviewers?

HLSC believes significant improvements have been made regarding the suggested recommendations despite some of the action items being delayed due to the COVID-19 pandemic. The top priority items that have significant impact on all HLSC programs, specifically clarity on Course Level Learning Outcomes (Recommendation #4), increased elective course offerings (Recommendation #5), and improved 1st year retention specifically in HLSC programs (Recommendation #7) have all been fully addressed. Second and third priority items were also successfully addressed early in the process. Only two improvements, specifically 6th year graduation rates and a BPH Co-op program with Fall and Winter work terms, are being delayed due to the availability of metrics and resources, respectively. Time will help demonstrate how the suggested improvements will translate into graduation rates. However, despite the clear and collaborative efforts to transform the BPH Co-op into a viable program that could be successfully accredited, the unit feels this cannot be realized without the necessary resources. HLSC will continue to advocate for resources to support the BPH Co-op program.

2. What overall impact has it had on the Unit's programs?

HLSC believes that it has seen an immediate impact on most of the programs, as evident by improved retention rates, specifically those continuing in HLSC programs, and application rates, specifically in the renamed Bachelor of Child Health program. The successfully implemented improvements will elevate all programs and HLSC looks forward to the continued benefits of these changes. One significant negative impact will be the inability to fully operationalize the revised BPH Co-op without appropriate resources. Reaching a peak in both applications, admissions, and registration in the BPH Co-op program in 2019, HLSC has seen a significant decline in these metrics in 2020 (difficult to ascertain the impact of the absence of Fall and Winter work terms in the BPH Co-op program on the backdrop of a global pandemic). It is feared that not addressing this deficiency, the BPH Co-op program would still be considered non-viable, as indicated by the program review, resulting in HLSC having to consider closing the program. HLSC remains hopeful that these resources can become available so as to retain such a valued program.

3. Is the Unit adopting a process of continuous quality improvement for its programs?

As evidence from HLSC's response to the external reviewer's recommendations, we have taken a proactive approach to improve the quality of our programs, as most of the recommendations were on HLSC's radar and, at the time, being addressed. This is the result of current and past HLSC Chairs meeting with staff (Academic Advisor, Experiential Education Coordinator, Administrative Assistant) on a regular basis, listening to concerns raised by students, and strategizing how to improve program delivery and, in turn, the student experience. These ideas are taken to the HLSC Curriculum Committee, which meets once a month, to assess impact on quality improvements for some or all programs. These ideas are subsequently taken to the Departmental Committee for discussion and approval. This process has served HLSC well, with plans to continue with this strategy moving forward.

4. How well do the programs now align with Brock University strategic priorities?

Prior to Brock University's recent Institutional Strategic Plan (2018-2025), the unit has been delivering programs that speak to Brock's previous Strategic Plan, specifically enhanced academic excellence and delivering an outstanding student experience. Despite the results and recommendations of HLSC's program review taking place before the release of Brock's current institutional strategic plan, HLSC continues to offer programs that speak to specific strategic priorities and the implementation of program review recommendations improve this alignment. Through changes to the Bachelor of Child Health program name (Recommendation #2), improvements in terminology for Course-Level Learning Outcomes (Recommendation #4) and increases in elective and online course offerings along with expanding and improving experiential education opportunities (Recommendations #5-7), HLSC feels the programs now offer a heightened ***transformational and accessible academic and university experience*** that will, in turn, translate into ***enhancing the life and vitality of our local region and beyond*** as graduating HLSC majors continue to be global ambassadors of health. Finally, HLSC has benefited from one of the two recommended full-time tenure-stream faculty members (Recommendation #1) as this member has been instrumental in helping to elevate course offerings and departmental activities through a lens of cultural sensitivity and inclusivity, initiating partnerships with Aboriginal Student Services, and being involved in various anti-racism working groups that ***foster a culture of inclusivity, accessibility, reconciliation, and decolonization***.

5. How does this review and its results position the programs as the Unit moves into the next review cycle?

HLSC believes the actions taken in response to the recommendations elevate all programs. HLSC remains committed to securing the necessary resources to ensure we can adequately operationalize the improved the BPH Co-op program structure to offer work terms in the Fall and Winter terms to the benefit of the students. The recent COVID-19 pandemic has presented unique challenges to all of Brock University, including HLSC program delivery. It has also demonstrated HLSC's ability to be nimble, resilient, and creative to ensure student success. Overall, the actions taken as a result of this review will continue to benefit and improve HLSC programs, positioning us well for the next review cycle.

D. ARC Final Summary

In final summary of the 2017/18 cyclical academic review of the programs offered by the Department of Health Sciences, ARC will determine the following:

1. Have the Reviewers' Recommendations have been addressed satisfactorily?
YES
2. Has the Unit established a direction for next steps as it prepares for the next review cycle?
YES
3. Has the Unit achieved a broad-based, reflective and forward-looking self-assessment?
YES

Statement of Intent for a New Program

Proponent's Contact Information	
New Program Name (degree and discipline):	B.Sc. (Hon) in Applied Ecology
Academic Unit Proposing the Program:	Department of Biological Sciences and Department of Geography & Tourism Studies
Proposed Start Date:	September 2023
Submitted by:	Jeff Stuart (Biology Chair) & Katharine Yagi
Email:	jstuart@brocku.ca , kyagi2@brocku.ca
Date of Submission:	January 12, 2022

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
<p>Provide a description of the program, clearly stating the purpose, structure and pedagogical rationale, including an explanation of the proposed degree nomenclature.</p> <p>The purpose of this new undergraduate program is to provide an interdepartmental curriculum structure for students pursuing a B.Sc. focusing on applied ecology, and to advance students knowledge of ecological theories, concepts, and applications, allowing them to prepare for highly competitive graduate programs or applied ecology-related careers. This program will be a collaboration between the Department of Biological Sciences and Department of Geography & Tourism Studies, due to the interdisciplinary nature of Applied Ecology. Indigenous knowledge and ways of knowing will be incorporated as well.</p> <p>The proposed honors program will have experiential learning scaffolded into the curriculum, allowing students to gain the much-needed hands-on experience and assisting in professional networking opportunities. This new program will be designed to expose students to the understanding of how ecosystems function in such a way that they can apply these concepts to solve challenges that can be found in managed and natural systems such as fisheries, agriculture, urban settings, and conservation. The program will help students develop a skillset required for working in the industry, government, or non-governmental organizations. While some faculty will have study sites in various locations across the globe, some of the experiential learning will occur within the local ecosystems of Niagara, allowing for engagement with the local community, including the public (e.g. naturalist groups), public sectors, e.g. Ontario government – Ministry of Environmental, Conservation and Parks (MECP) & the Ministry of Northern Development, Mines, Natural Resources and Forestry (NDMNRF), private sectors (e.g. NGOs, consulting businesses), and local elementary and high school initiatives (e.g. Envirothon).</p> <p>Structure: The Applied Ecology B.Sc. (Hon) degree will be a 4-year program. Students not meeting the >70% average cut off will be able to transition into the existing Biological Sciences & Geography cross major (requires >60% average), and/or transition to the associated Pass/Fail option. However, only the Honors degree will come with accreditation with Eco-Canada, and Society for Ecological Restoration (SER).</p> <p>Pedagogical Rationale: With the increased need of graduates who have acquired applied skills and the need for urgent action related to environmental protection, conservation and restoration, some universities have realized that it is time to develop programs that can respond to this urgent call. With the launch of the UN Decade on Ecosystem Restoration, over 7.6 trillion USD will be spent over the decade to try to restore many degraded</p>

ecosystems worldwide. This will require the hiring of highly qualified personnel not currently available. Indeed, ecosystem restoration, conservation, and nature-based Solutions, require applied professionals with a strong fundamental understanding in ecological systems. Brock is strategically well positioned to contribute to this professional need, and needs to move forward and evolve in adding disciplines like applied ecology to increase its capacity to respond to these challenges for the sustainability of the region and beyond.

This new program will give learners:

- Opportunities to develop knowledge and understanding of the foundational concepts that are required for the application of ecological concepts
- Confidence in asking good, logical questions and analyse issues through a system thinking approach for field application
- Opportunities to develop skills in experimental and managerial design using applied ecological concepts
- The ability to gain experience and confidence in scientific writing for purposes that include research, management, project proposals, policy making and community action.
- Experience in public speaking, and science communication
- Opportunities to network and build good working relationships with peers, employers, government, and non-governmental organizations (NGOs).

Proposed Degree Nomenclature: Bachelor of Science (B.Sc., Honors), in Applied Ecology.

Explain how the proposed program fits with the University's strategic plan.

I. Brock University's Strategic Plan 2018-2025:

- i. Offer a transformational and accessible academic and university experience*
The new Applied Ecology program (B.Sc.) aims to be a high-quality program that can offer globally oriented learning and experience opportunities. It will meet the interests and needs of the student community, and as such expand Brock's list of lifelong learning opportunities geared towards students and members of the community. It will allow Brock to embrace a new generation of applied thinkers who will be able to work in transforming the current ecological and environmental challenges into positive outcomes, that they are in restoration, conservation, sustainable agriculture, ecosystem management, or stewardship of the land.
- ii. Build Research Capacity across the university*
The new Applied Ecology program will help foster the research culture at Brock and enhance creative excellence of the students. Such a program will promote the engagement of students in the field of applied ecology by having leading faculty members incorporate their current research into the course curriculum, building student interest in research and providing the opportunity to work with Faculty in their research labs. The program will require collaborations across disciplines/departments at Brock, which will also support more collaborative teaching and research, and further enhance Brock's representation as a center of research excellence. For instance, the program will be able to support greater engagement on topics such as the use of Indigenous knowledge in environmental assessment, monitoring and conservation. It will allow students to build an understanding of what is ethical space, ways of knowing, and social concerns regarding any type of applied ecological interventions. Research in the field of sustainable agriculture, restoration, urban planning and management, and conservation at Brock is increasing and this will allow for increase in number of research students being capable to participate in such initiatives, not only at Brock but with the communities, NGOs, and industries currently interacting with faculty of the department.
- iii. Enhance the life and vitality of our local region and beyond*
The new Applied Ecology program will have new courses that focus on the issues that are relevant to the Niagara region, making it a unique addition to a list of Ecology-related programs throughout the province and the country (e.g. being unique to have a course in sustainable agro-ecosystems). Students learning and discovering the region through a scientific lens will bring further interest to the regions social and cultural vitality. Naturally, this will lead

to students engaging in the community in various ways. Additionally, this new program is also meant to incorporate Indigenous knowledge as under the TRC Call for Action. It is important for new applied ecologists to understand and acknowledge the importance of Indigenous ways of knowing for the management and stewardship of the land.

Details of Resource Implications

Provide details of the existing and new resources (human, physical and budgetary) required to mount the program.

Most courses planned for this new program currently exist, however seven new courses (**three core courses, four optional courses**) will be developed for year-3 and year-4 of the program. Assuming any faculty retirees (with a background relevant to the Applied Ecology program) will be replaced, two new faculty hires, one Senior Lab Demonstrator and a Program Coordinator hire would be required in a phased-in approach by year-3 after program launch (see **Appendix A**).

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.

There have been at least five departmental meetings in the Biology and Geography & Tourism Studies departments this year, where the progress of the AE program was discussed. In all cases feedback was positive and confirmed our direction. A draft outline of the program was circulated at the end of March 2021 and minor feedback, comments and suggestions were received and addressed in a revision (see Appendix A). Additional discussions among Jeff Stuart (Chair, Department of Biology), Liette Vasseur (Professor, Department of Biology), Glenn Tattersall (Professor, Department of Biology), Kiyoko Gotanda (Assistant Professor, Department of Biology), Heather VanVolkenburg (Research Assistant, Department of Biology), Michael Pisaric (Chair, Department of Geography & Tourism Studies), Jeffrey Boggs (Associate Professor, Department of Geography & Tourism Studies), and Katharine Yagi (Adjunct Faculty, Department of Biology) took place between January 2021 and May 2021 to help organize the proposed program outline. In August 2021, the updated draft program outline was circulated to Frank Fueten (Chair, Department of Earth Sciences), which was subsequently shared with the Earth Sciences Department faculty for further input and feedback. In September 2021, another a meeting with key Biology department faculty occurred where more details about the program outline were fleshed out, and the Statement of Intent (SOI) form was discussed. Email correspondence between Frank Fueten and Michael Pisaric occurred in mid-September to check for more feedback. After some consultation with the registrar's office and Eco-Canada and SER accreditation staff, a few quality checks of the SOI among the Biology and Geography faculty were done in October 2021. Finally, the Dean of FMS and Dean of FSS were informed of the proposal development in September 2021 and sent a copy to review by October 25, 2021.

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.

Since the program will offer several new courses, it would require lecture and lab space to accommodate in-person student learning. Many new courses are planned be field-based or at least have field components, and so there may be little additional space required for the lab components. The major space requirement would be for the offices of the four additional hires proposed: two faculty hires, one senior lab demonstrator, and one program coordinator.

A record of consultation with the Space Advisory Committee (Roland Mech) is attached (**Appendix B**). In summary, this preliminary discussion on space requirements for the new program confirmed that four additional office spaces (for the 2 proposed faculty hires, 1 proposed Senior Lab Demonstrator, and 1 proposed program coordinator) will be required. Upon approval to proceed to the next step, consultation with the FMS space coordinator (Dr. Fereidoon Razavi) will be made to identify opportunities for the offices. To date, there is

some space available, and there may be potential costs for renovation. Confirmation depends on the program start date, number of retiring faculty and the number of simultaneous program changes within FMS.

Evidence of Student Demand, including projected enrollments

1. Students from second- and third-year ecology courses in 2019 and 2020 were surveyed on their impression of ecology in general, and interest in having more ecology-based courses.
 - a. In Fall 2019, students in BIOL 2Q04 (Principles of Ecology) were surveyed about their specific experience with this course and asked about their desire for more ecology courses at Brock. The most relevant question and its response is provided below.

QU. Would you like to see more upper year course offerings geared toward ecological studies?

Yes: 40/56 = 71%

- b. In Spring 2020, students in ERSC 3P85 (Ecology of a Changing Planet) were polled on a variety of aspects about the course and general interest in having more ecology at Brock. Student answers to the final, most relevant, question is below.

Qu 17. Would you like to see more upper year course offerings geared toward ecological studies? Why or why not?

- 25 out of 32 students surveyed responded positively to the survey questions (with 6 students not giving specific comments). Generally, students would like to see more ecology-focused courses available at Brock because there are currently very few and it is a topic that many have become passionate about. Students enjoyed the applied aspect of 3P85 and appreciated the chance to develop technical skills which are useful in the industry after graduation.

2. Consultation with the Office of Institutional Analysis and Planning (headcount reports):
The biology programs at Brock University currently make up about 25% of FMS student enrolment. The main ecology course (2Q04) also has relatively high enrolment (Table 1), having students mainly from biology, but also those in geography, earth sciences, the combined geography-biology major, and likely other departments outside FMS. The headcount reports were used to examine the 2Q04 course enrolment from the academic years 2017 to 2020 (Table 1). The average number of students enrolling in this course is about 90, ranging from 77 to 102. Additionally, Brock's Master's program in Sustainability Science and Society (SSAS) receives between 100 and 160 applications every year, with only 12-13 positions available.

3. The Ecological Restoration program at Trent University, which is a 2+2 degree (first two years at Fleming College, last two years at Trent U), has 40 students enrol in the first year (at Fleming College), and 25-30 students enroll at Trent in the third year of the program. Retention rates for this program at Trent U is about 65%, although students who leave this program tend to move into other programs offered at Fleming College. Additionally, statistics from SER reveal that Niagara College produces 30-40 students from their Restoration Ecology diploma per year, who apply for their accreditation (CERPIT). Therefore, it would be reasonable to predict a **similar enrolment rate to the Trent University program, in the range of 30-40 students per year**. Our best guess at a steady-state annual intake is 30-40 students, with about 20-30 students graduating annually. Based on our experience, we expect the remaining 10-20 students to switch to other existing biology or geography programs offered at Brock (see Table 2).

Table 1. Summary of the annual headcount for students in Year 2 in the Department of Biological Sciences, and course Enrolment Reports for BIOL 2Q04, Principles of Ecology. While it appears that a high proportion of Biology students take 2Q04 from this table, it is acknowledged that the 2Q04 headcount may not all be represented by Biology students in Year 2 of their program.

Year	Year 2 headcount in Department of Biological Sciences	BIOL 2Q04 Enrolment	Source
2017	129	77	Institutional Analysis & Planning. March 2017. Full-time Equivalent (FTE) Enrolment Report. Pp. 185
2018	125	102	Office of Institutional Analysis & Planning. Academic Year 2018. Course Enrolment Report. Pp. 79
2019	124	99	Office of Institutional Analysis & Planning. Academic Year 2019. Course Enrolment Report. Pp. 82
2020	126	83	Office of Institutional Analysis & Planning. Academic Year 2020. Course Enrolment Report. Pp. 82

Table 2. Estimated enrolment for the Applied Ecology program, showing student head counts in each year of the program from 2022 (potential program launch) to 2028. We assume a loss of 5 students when transitioning to next program year. Years 2027 and 2028 reflect potential steady-state enrolment and program headcount.

	2022	2023	2024	2025	2026	2027	2028
Year 1	10	15	20	25	30	35	35
Year 2	--	10	15	20	25	30	30
Year 3	--	--	10	15	20	25	25
Year 4	--	--	--	10	15	20	20
Total enrolment in program	10	25	45	70	90	110	110

Evidence of Societal Need

The 2021-2030 have been declared the UN Decade on Ecosystem Restoration, under the purview of FAO and UNEP. Additionally, the United Nations Educational, Scientific and Cultural Organization (UNESCO) is leading the UN Decade on Ocean Science for Sustainable Development. We also are currently in the 2019-2028 UN Decade for Family Farming where agroecosystems and sustainable agriculture are essential for small sustainable family industries. Solutions need to be developed to reduce land and ocean degradation and thus secure a sustainable future. The Society for Ecological Restoration suggests that over \$6-7 trillion USD will be spent over the decade to restore global ecosystems. The Ontario Federation of Aggregates estimated that over 2000-3000 abandoned sites require rehabilitation. The UN Decade on Ocean Science also impacts us directly, as the Department of Fisheries and Oceans has included the Great Lakes and St Lawrence as an integrated component of the Blue Economy Strategy implementation. Research, solutions, and personnel will be needed to respond to these initiatives, and we can play a role here.

The Canadian Occupational Projection System (COPS) offers some insight into the demand for employment in various sectors including the those representing the environmental industry. For example, the projected demand for occupations in the “Consulting and Professional Services” sector increases by 17% from 2021 to 2025 and increases by 67% in the “Scientific Research & Design Services” sector for the same time frame. These projected increases suggest there will be a need for educated and skilled professionals in the workforce in these related fields as early as 4 years from now. Eco-Canada has also provided summary statistics on a surge in “green jobs” in Canada. Their online job posting data indicates the 4th consecutive quarter of increased job advertisements. There were 67,230 green jobs posted out of the 1 million unique jobs advertised online from April to June 2021. Even though the total online job postings have decreased by 8% since the beginning of the year, environmental job postings (enviro ads) have increased by approximately 20%. As a result, Canada’s proportion of enviro ads to total job ads increased from 5.1% to 6.7% (+1.6 percentage points), indicating higher labour demand growth in the environmental sector relative to other sectors across the country.

(https://eco.ca/research-and-resources/environmental-job-market-trends/?utm_term=See%20the%20latest%20job%20trends%20for%20the%20sector&utm_campaign=October%20newsletter&utm_content=email&utm_source=Act-On+Software&utm_medium=email&cm_mmc=Act-On%20Software-_-email-_-ECO%20Monthly%3A%20Hiring%20Support%20for%20Organizations%20%2526%20Individuals-_-See%20the%20latest%20job%20trends%20for%20the%20sector)

Finally, Consultation with local industry representatives show that a new program in Applied Ecology at Brock University would benefit the environmental planning process by having more skilled people in both governmental and consulting positions in the region (Appendix C). The Honours and the internships will help link professionals with students for research and acquisition of professional experience.

Brock has been promoting itself as a sustainable campus and has worked to increase its profile in sustainable development. With this global push for more sustainable solutions, this is an opportune time for Brock University to offer a program in Applied Ecology. The University is ideally situated to take advantage of its unique position in the Niagara Escarpment Biosphere Region. The Niagara Region is growing substantially, resulting in urban development and population growth. With this comes the need for ecological information for environmental assessments across the landscape in order for agencies and governments to make the best planning decisions for our green spaces and biodiversity. Currently the entire region is quite data poor in this sector. This program is an opportunity for Brock University to provide regional, national, and international leadership in a critical area.

The Ministry should approve a new B.Sc. program in Applied Ecology for three main reasons:

1. Applied Ecological knowledge, skills and expertise are increasingly in demand due to the urgent need to restore the environment, conserve our resources and fight against climate change.
2. Brock is ideally located to take advantage of the local ecosystems and research, which can align with several other activities such as governmental, non-governmental and environmental consulting projects. All of these initiatives and programs require experts that can apply scientific concepts to deal with such ecological issues.
3. This new program is being built primarily on existing courses, resources and expertise, and a new, thriving program would better enhance recruitment and retention of students in FMS. There is a vision that a Master’s in Applied Ecology will follow to enhance the capacity of Brock to continue to innovate in this field and in many aspects allow for collaboration with the new Engineering department.

Duplicative Similarities

Provide evidence that any duplicative similarities to existing programs, internally, provincially, or nationally, are justifiable for reasons of public funding.

Across Canada, 27 universities (out of 97) offer ecology-related undergraduate programs. University of British Columbia offers several ecology and forestry-based programs, University of Saskatoon offers an Applied Plant Ecology program, University of Manitoba offers an Agroecology program, and McGill University offers a

program in Biodiversity and Conservation, an Applied Ecology minor, an Agro-Environmental Science major, and an Ecological Agricultural minor. Interestingly, there is currently no “Applied Ecology” honors undergraduate program offered at a Canadian University.

In Ontario, a variety of Environmental Science programs are offered across all major universities, but not all of them integrate biological concepts, physical geography knowledge, ecological principles, and applied experiential learning opportunities. One of the main ecology undergraduate programs in Ontario is at Trent University, called “Ecological Restoration”, offered by the School of Environment. Students receive their B.Sc. degree from Trent, a diploma from Fleming College, and their in-training certification by the Society for Ecological Restoration (aka Certified Ecological Restoration Practitioner In-Training, or CERPIT) upon completion of this program. There is also an “ecosystem restoration” program offered by Niagara College, which is established with SER by running the SER Ontario Chapter. While this program does provide students the framework to apply for their CERPIT after graduating, the duration is quite short (only 1 year) with the requirement for students to already have a diploma in environmental technology, ecosystem management technology, or a B.Sc. in Biology, Ecology, Botany, Environmental Science, Zoology or Landscape Architecture. Another nearby university with a related program is at the University of Guelph, offering a B.Sc. in Environmental Science, with Ecology major, and a B.Sc. in Wildlife Biology and Conservation. Finally, the University of Toronto offers a variety of eco-evo related programs through the department of Ecology & Evolutionary Biology, such as the B.Sc. in Ecology & Evolutionary Biology specialist and major, Biodiversity & Conservation Biology major, and the B.Sc. Environmental Biology major and minor.

There is currently no similar program to Applied Ecology at Brock. The cross-major between Biology and Geography offers a resemblance to the first- and second-year requirements in the new program outline, but there is not a specific focus on ecological-based courses, relevant applied learning, nor excellent applications of faculty ecological research in course lectures. There is also no similar program at the nearest university, McMaster University, where there is major focus on Health Sciences. Although there is an Environmental & Earth Sciences program here, this does not cover any integrated biology or ecology concepts.

Our new program in Applied Ecology will be aligned with two accreditation programs, one for certifying ecological restoration practitioners in-training (CERPIT by SER), and the other for certifying Environmental Professionals in-training (EPT) by Eco-Canada. This program will focus on experiential learning by scaffolding those concepts into each year of the degree program and incorporate work-placement opportunities. The program will also offer new ecologically focused courses with seminars, and project-based labs in upper years. There will also be new courses offering field-based labs to educate students in relevant applied skills in data collection, taxonomic identification, field study design, and provide options for research in undergrad-thesis courses by Year 4 (or Year-5 if co-op) of the program.

In summary, this new program at Brock University will be strategic and unique in several ways:

1. As noted above, the university campus is uniquely situated within a UNESCO Biosphere reserve, and within a region of Canada with comparatively high levels of biodiversity, rare species, agricultural practice (including specialized crops like vineyards and orchards), high rates of urban development, and high tourism rates. There is substantial opportunity to utilize the local environment for experiential learning, helping students be taught in situ about the challenges our environment faces with different pressures created by humans, and how to discover best practices to protect and restore the remaining green spaces.
2. Brock faculty can utilize their own unique research labs to highlight the various aspects of the ongoing research on and off campus. Several faculty members conduct ecological research at sites within Canada, and around the globe, including the Galapagos Islands, China, and across the Canadian arctic. There will be enormous potential for students in the Applied Ecology program to get involved with these active research labs, potentially moving on to graduate studies, and building the research capacity at Brock University. An involved student community will likely lead to more engagement and growth.
3. There are currently no B.Sc. programs called “applied ecology” offered at a Canadian University. This means the example can be set by Brock University, creating an integrative learning experience that directly engages students in the fields required to develop competitive knowledge and skills in the ecology/environment industry.

4. Having the program aligned with two accreditation programs will be very attractive and desirable for many students living locally, nationally, and internationally. Eco-Canada's EPt credential is very prestigious to carry within Canada, and SERs CERPIT is recognized and respected on an international scale.

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.

Letters of commitment and support for this new program have been provided by Dr. Ejaz Ahmed (Dean of the Faculty of Mathematics & Science), and Dr. Ingrid Makus (Dean of the Faculty of Social Sciences), are attached here.



November 2, 2021

To whom it May concern,

Ecology is a rapidly growing field and is vital to the understanding of the effects of human activity on our planet, including global warming.

I am glad that our Biology department is taking the initiative to start this timely program and I support it wholeheartedly.

Yours truly

A handwritten signature in black ink, appearing to read "S. Ejaz Ahmed".

Dr. S. Ejaz Ahmed, Ph.D.
Dean Faculty of Math & Science

*Professor, Department of Mathematics and Statistics
Fellow, American Statistical Association
ASEAN Chair Professorship (Thammasat University)
Technometrics Review Editor
Associate Editor: SPL, JSCS & other*

MEMORANDUM

brocku.ca

FROM: Ingrid Makus, Dean, Faculty of Social Sciences

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

cc: Michael Pisaric, Chair, Geography & Tourism Studies

DATE: November 12, 2021

RE: **B.Sc. (Honours) in Applied Ecology**

I am in support of this new program that collaborates across Faculties and departments. It promotes strategic priorities of providing students with a transformational academic experience that offers interdisciplinary courses in the Departments of Biological Sciences and Geography and Tourism Studies, enhances experiential opportunities for students that promote employment and graduate school success, and fosters research in a significant current area of inquiry.



IM/fn

Appendix A

Draft outline for the new Applied Ecology undergraduate program, * indicates a required course. New courses are highlighted in yellow:

Year 1

*BIOL 1P91	Introduction to Biology I
*BIOL 1P92	Introduction to Biology II
*BIOL 1P96	Fundamental Skills in Biological Sciences
*GEOG 1F91	Principles of Physical Geography
*GEOG 1F90	Introduction to Human Geography (Social Science context credit)
Total = 3.5 credits	

Choose 0.5 credits from:

ERSC 1P02	Planet Earth - Surface Processes
CHEM 1P92	Chemical Principles and Properties II
MATH 1P97	Calculus with Applications

Recommended context credit (1 credit):

INDG 1F90	Introduction to Indigenous Studies (Humanities context credit)
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Year 2

*BIOL 2Q04	Ecology
*BIOL 2P05	Evolution
*BIOL 2P92	Principles of Zoology
*BIOL 2P93	Introduction to Botany
*BIOL 2P98	Principles of Microbiology
*GEOG 2P07	Introduction to Geospatial Technologies
*GEOG 2P13	Resource and Environmental Geographies
Total = 3.5 credits	

Choose 1.5 credits from the following courses:

BIOL 2P94	Plant Biology: Growth and Development
BIOL 2P96	Biology of Fungi
GEOG 2P08	Climate Crisis
GEOG 2P94	Human-dominated Ecosystems
ERSC 2P05	Earth Surface Processes
ERSC 2P15	Introduction to Oceanography

Year 3

*BIOL 3P96	Biometrics
*BIOL 3P##	Ecosystem Ecology (new – in review – lectures & project-based labs)
*BIOL 3P##	Agro-ecosystems (new – lectures & field-based labs)
*GEOG 3P05	Geographic Information Systems
*GEOG 3P09	Principles of Biogeography
*GEOG 3P14	Soil Science
Total = 3 credits	

Choose 2 credits from the following courses:

BIOL 3P43	Applied Microbiology
BIOL 3P60	Animal Behaviour
BIOL 3P64	Introductory Insect Biology
BIOL 3P71	Ontario Universities Field Course
BIOL 3P72	Ontario Universities Field Course
BIOL 3P95	Comparative Animal Physiology
BIOL 3P97	Molecular Ecology
BIOL 3P##	Exploring Niagara's Ecosystems (new – lectures & field-based labs)
GEOG 3P40	The New Niagara
GEOG 3P56	Physical Geography Field Course
GEOG 3P50	Resource Management: Discourses, Policies and Ethics
GEOG 3P07	Remote Sensing
GEOG 3P95	Advanced Geographic Information Systems
GEOG 3P83	Geography of Water Resources
TOUR 3P33	Tourism in Parks and Protected Areas
ERSC 3P35	Biomonitoring and Environmental Stress Assessment
ERSC 3P85	Ecology of a Changing Planet

Year 4

*BIOL 4P##	Science Communications (new – seminars, collaborative projects)
*BIOL 4P##	Restoration Ecology (new- field-based learning, project-driven)
*BIOL 4P##	Environmental Impact Assessments (new – field-based learning, project-driven)

Total = 1.5 credits

Students focusing on research may choose 1-2 credits from:

BIOL 4F90/91	Undergraduate thesis (2 credits)
BIOL 4F92	Undergraduate literature review thesis (1 credit)
GEOG 4F90	Undergraduate thesis (1 credit)

AND/OR

Students focusing on developing skills for the industry may choose 1 credit from:

GEOG 4F99	Internship (1 credit)
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New total = 2.5-3.5 credits

Choose remaining credits from the following courses:

BIOL 4P05	Concepts of Biodiversity in a Biosphere Reserve
BIOL 4P25	Bioremediation
BIOL 4P64	Insect Behaviour
BIOL 4P##	Indigenous Worldview of Ecology (new – seminars & field-based labs)
GEOG 4P26	Stream Form and Function
GEOG 4P80	Dendrochronology
GEOG 4P07	Advanced Remote Sensing
GEOG 4P95	Directed Readings I (0.5 credit)
GEOG 4P96	Directed Readings II (0.5 credit)
GEOG 4P83	Research Themes in Water Resources
ERSC 4P13	Paleobotany and Palynology
ERSC 4P85	Ecosystems and Changing Disturbance Regimes
ERSC 4P46	Advanced Environmental Issues
ERSC 4P31	Watershed Study and Assessment

APPENDIX B - SPACE ADVISORY CONSULTATION

From: [Roland Mech](#)
To: [Katharine Yagi](#)
Cc: [Fiona Hunter](#); [Jeff Stuart](#)
Subject: RE: Applied Ecology program update - space consultation 2
Date: September 14, 2021 5:03:17 PM

Hi Katharine,

Yes, my previous feedback is sufficient as long as the SOI is updated to identify the two additional faculty offices.

Regards,

Roland Mech, Licensed Technologist OAA, ASCT, LEED AP
Associate Director, Space Management and Planning
Brock University | Facilities Management

From: Katharine Yagi <kyagi2@brocku.ca>
Sent: September 14, 2021 4:38 PM
To: Roland Mech <rmech@brocku.ca>
Cc: Fiona Hunter <fhunter@brocku.ca>; Jeff Stuart <jstuart@brocku.ca>
Subject: Applied Ecology program update - space consultation 2

Hi Roland,

I wanted to give you an update on the draft SOI I sent out last week. After meeting with some faculty today, it was decided that we must request for more new positions than we originally discussed. In summary, we are requesting up to 2 new faculty hires (one within Biology department, one cross-appointed between Geography and Biology), 1 senior lab demonstrator and 1 program coordinator. I understand that Jeff Stuart (currently on sabbatical) knows a little bit about the space situation within the Biology department, so he is CC'ed here if he wanted to add anything to this thread.

Would your previous feedback still suffice for this change? If not, we can meet again to discuss, or you can send me any comments/recommendations as needed.

Thank you!
-Katharine

Katharine Yagi (she/her), PhD, CERPIT
Research Associate | 8Trees Inc. | www.8trees.ca
Department of Biological Sciences | Brock University
Amphibian and Reptile Specialist Subcommittee | COSEWIC
E1: katharine.yagi@8trees.ca | E2: kyagi2@brocku.ca

From: [Roland Mech](#)
To: [Katharine Yagi](#)
Subject: RE: Draft SOI Applied Ecology - looking for comments
Date: September 7, 2021 11:17:11 AM

Thanks Katharine,

The space needs section looks good.

Roland Mech, Licensed Technologist OAA, ASCT, LEED AP
Associate Director, Space Management and Planning
Brock University | Facilities Management

From: Katharine Yagi <kyagi2@brocku.ca>
Sent: September 3, 2021 3:22 PM
To: Fiona Hunter <fhunter@brocku.ca>
Cc: Liette Vasseur <lvasseur@brocku.ca>; Kiyoko Gotanda <kgotanda@brocku.ca>; Glenn Tattersall <gtattersall@brocku.ca>; Roland Mech <rmech@brocku.ca>; Jeff Stuart <jstuart@brocku.ca>
Subject: Draft SOI Applied Ecology - looking for comments

Hi Fiona et al.

I have put together the Draft SOI form for the Applied Ecology program. I was hoping to get some feedback from some faculty before I review it with the Registrars office. Feel free to forward it on if you feel more faculty should take a look! And no pressure if some of you are too busy, I know it is a hectic time of year!

I am still waiting on a few letters for Appendix E (consultation with Industry – currently not labeled at the end of the document), and I will incorporate feedback from Roland Mech in Appendix C once he has this email file to look at. We already had a Teams meeting and discussed the potential for space needs for the new program.

Looking forward to discussing this with you all if and when you have the time!

Cheers,
Katharine

Katharine Yagi (she/her), PhD, CERPIT
Research Associate | 8Trees Inc. | www.8trees.ca
Department of Biological Sciences | Brock University
Amphibian and Reptile Specialist Subcommittee | COSEWIC
E1: katharine.yagi@8trees.ca | E2: kyagi2@brocku.ca



RE: Support request for a new Brock University program – B.Sc. in Applied Ecology

To Whom it May Concern,

I am writing to communicate my support for a new undergraduate program at Brock University in Applied Ecology. I have over 30 years experience working for the provincial government as a regional Biologist, and since my retirement in 2016, I've been working in private sector as an environmental consultant. In my opinion, there is a great need for experienced Ecologists, both in theoretical and practical applications, that have regulatory control of land use decisions in the Niagara Region. I have come across dozens of examples over the last few years, where I find myself needing to educate the agency Ecologists, in basic ecology and ecosystem restoration practice. Too often, I am met with restrictive answers that are driven by policy, and not ecology. Policies were designed based on ecological principles and should not be blindly applied to every planning decision.

Brock University is ideally located to support such a need in this industry, and I truly hope the future generations can enter the industry with decent, up-to-date working knowledge in ecology, with some practical experience in ecological applications.

Education and mentorship are very important aspects of our mandate at 8Trees Inc. Thank you for consulting with me and various other members of the industry in this important matter.

Best Regards,



Anne Yagi, M.Sc., EP, CERP

President | 8Trees Inc.

From: [Katharine Yagi](#)
To: [Katharine Yagi](#)
Subject: FW: Looking for Feedback
Date: September 2, 2021 1:39:04 PM

From: Lucchetta, Lucas <Lucas.Lucchetta@colliers.com>
Sent: September 2, 2021 1:38 PM
To: Katharine Yagi <kyagi2@brocku.ca>
Subject: RE: Looking for Feedback

That is ok with me, keep up the good work.

From: Katharine Yagi <kyagi2@brocku.ca>
Sent: September 2, 2021 1:33 PM
To: Lucchetta, Lucas <Lucas.Lucchetta@colliers.com>
Subject: RE: Looking for Feedback

Thanks Lucas, this is perfect! I will be including this email exchange in my report as evidence for consultation with industry parties. Let me know if you are OK with this or if you have any other questions!

I am happy to hear your experience with Anne and 8Trees has been positive. We hope to continue mentoring students and early career professionals to help develop their knowledge and experiences so they can carry on a similar approach in future consulting work.

All the best,
Katharine

Katharine Yagi (she/her), PhD, CERPIT
Research Associate | 8Trees Inc. | www.8trees.ca
Department of Biological Sciences | Brock University
Amphibian and Reptile Specialist Subcommittee | COSEWIC
E1: katharine.yagi@8trees.ca | E2: kyagi2@brocku.ca | T: (905) 328-2450

From: Lucchetta, Lucas <Lucas.Lucchetta@colliers.com>
Sent: September 2, 2021 1:19 PM
To: Katharine Yagi <kyagi2@brocku.ca>
Subject: RE: Looking for Feedback

Hi Katharine,

I can say that my experience working with Anne has been nothing but positive! Her varied experience as a biologist is clear to see, for example when she is explaining complex ecological concepts and is able to simplify them. She also is able to see the balance between development and the protection of the environment, and offers innovative opinions and recommendations in order to solve issues. In regards to ecologists employed by governmental organizations, in my experience I have found them to be mostly rigid

and inflexible, as would be expected. That is why I believe that having more independent consultants such as Anne is important as they provide a bridge between parties and are able to offer an unbiased, professional opinion that balances stewardship with development. Given the current housing crisis that is being experienced in much of Ontario, ecologists will be ever more important as environmental considerations are faced when inevitable development occurs.

Hope this helps!
Lucas

From: Katharine Yagi <kyagi2@brocku.ca>
Sent: September 1, 2021 10:00 AM
To: Lucchetta, Lucas <Lucas.Lucchetta@colliers.com>
Subject: RE: Looking for Feedback

Hi Lucas,

That is fine, you can give positive feedback (if your experience was positive!) or negative if that is true as well. Just to be clear, there are Ecologists employed at Niagara Region, and NPCA, as well as consulting companies so maybe you have had more interaction with Ecologists than you think?

Thank you for your help with this!
-Katharine

From: Lucchetta, Lucas <Lucas.Lucchetta@colliers.com>
Sent: September 1, 2021 9:57 AM
To: Katharine Yagi <kyagi2@brocku.ca>
Subject: RE: Looking for Feedback

Hi Katherine,

I would be willing to help, but to be honest my experience working with ecologists is small and has only been with Anne. Let me know what I can do regardless.

Lucas

From: Katharine Yagi <kyagi2@brocku.ca>
Sent: September 1, 2021 9:47 AM
To: Lucchetta, Lucas <Lucas.Lucchetta@colliers.com>
Cc: Anne Yagi <anne.yagi@8trees.ca>
Subject: Looking for Feedback

Hello Mr. Lucchetta,

Anne Yagi recently forwarded an email from me about requesting feedback from people working in the planning and/or environmental industry regarding the need for more education in Ecology in the region.

I've decided to reach out to our contacts individually about this to help me stay organized.

Would you or anyone on your team be willing to send me a statement/email or letter explaining your experiences with Ecologists employed in the Niagara Region? And whether or not you would be supportive of a new program in Ecology at Brock University? It wouldn't need to be very long, just informative.

I am currently working with Brock University Faculty to develop a new undergraduate program in Applied Ecology, and having input by people working in the industry would be very helpful. I would be happy to answer any other questions you may have.

Looking forward to your reply,

Best Regards,
Katharine

Katharine Yagi (she/her), PhD, CERPIT
Research Associate | 8Trees Inc. | www.8trees.ca
Department of Biological Sciences | Brock University
Amphibian and Reptile Specialist Subcommittee | COSEWIC
E1: katharine.yagi@8trees.ca | E2: kyagi2@brocku.ca

September 20, 2021

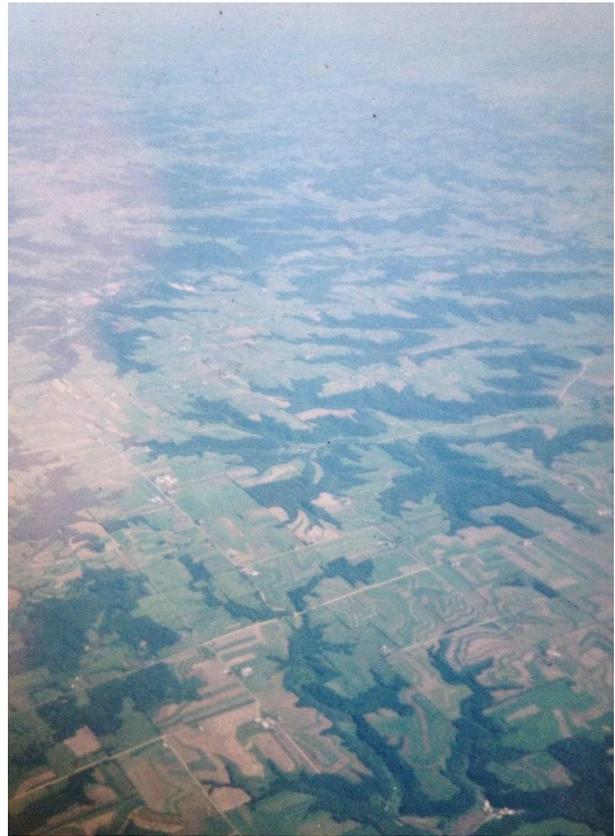
To Whom it Concerns

Re: Development of an Ecology Program at Brock University

I support the development of an ecology program at Brock University that teaches ecological principles and practices that will train and mentor students to 'see' what they are looking at.

Ontario will benefit from programs that train students to look at the landscape and see how the land lies, how does the surface and groundwater behave, how do the animals use it and travel through it, what is the history of the land, how does Municipal Drainage affect the area, what is the short and long term trend in the natural system.

Many areas are heavily impacted from a long history of manipulation and Ontario needs programs to mentor students to see and understand the implications of context, and often, to see what can be or needs to be done. This kind of mentoring is especially vital in today's political environment that uses a hands-off approach to ecological land management with the application of broad policies that have not been ground-truthed. And this kind of mentoring is also vital to prepare students to fight for or make the big decisions to allow the greatly needed changes that can reverse or alter the trajectories of Ontario's many endangered species.



Looking out airplane over Michigan, US, 1998.
Photo by B. Reilly

I was fortunate to have been mentored to look at the context of the land and the water, and it was this kind of teaching that allowed me to use the technical skills to the best of my ability, and that has allowed me to contribute to the progress of good environmental management and teaching in Ontario. I support and look forward to the future with an ecology program at Brock University that continues to pass on good teaching and mentoring. Consideration of a Co-operative Program would be ideal.

Sincerely,

A handwritten signature in black ink, appearing to read 'C Blott'.

Cathy Blott, Hon BSc.

November 23, 2021

To Whom it May Concern,

On behalf of Wildlife Preservation Canada, I would like to acknowledge our support for a new undergraduate program at Brock University called Applied Ecology. There is a great need for more training in this interdisciplinary field, particularly in terms of Indigenous knowledge systems and hands-on experience. It is becoming more and more difficult to find university graduates with hands-on applied experience in ecology in the work force. This new program offers a wonderful opportunity to integrate experiential learning and networking throughout each year of the program.

Wildlife Preservation Canada is a national charity with active conservation programs for Canada's most endangered species across the country, with our most established programs in Ontario and British Columbia. We at WPC would be more than happy to work with Brock University to take on and provide learning opportunities for student interns or co-op students and provide guest presentations and mentoring opportunities for students within such an applied program. We look forward to hearing more about this program as it gets developed. Please let us know how we can be of assistance.

Kind regards,

A handwritten signature in blue ink that reads "Lance Woolaver Jr". The signature is written in a cursive, flowing style.

Lance Woolaver, PhD, Executive Director, Wildlife Preservation Canada



December 8, 2021

[Category]

To Whom it May Concern,

RE: Development of an Applied Ecology Program at Brock University

On behalf of Natural Resource Solutions Inc. (NRSI), I am writing to provide support for the proposed Applied Ecology undergraduate program at Brock University.

NRSI is an environmental consulting firm comprised of over 50 permanent biologists specializing in aquatic, terrestrial, and wetland biology. NRSI provides professional environmental services to a range of clients across Canada, including Species at Risk (SAR) surveys and inventories, SAR status assessments and recovery strategy development, research, subwatershed studies, Environmental Impact Studies, Class Environmental Assessments, transportation and linear infrastructure studies, construction inspection, tree inventories, and permitting among others.

The environmental sector in Canada is expected to grow in by 8% by 2029 (Eco Canada 2020). This growth, combined with the job openings due to retirements (close to 30% of the current workforce will retire by 2029), will create an estimated 233,500 new jobs in the Canadian environmental sector (Eco Canada 2020). There will be a need for highly trained, experienced ecologists to join the workforce. A new Applied Ecology program at Brock University would be well-poised to provide this training for young professionals looking to join the environmental sector.

Every year NRSI employs 30-40 seasonal contract staff, including co-op students, to assist with terrestrial and aquatic surveys, environmental monitoring, data entry, reporting writing, and other aspects of our operations, as necessary. NRSI strives to ensure that these staff are provided valuable hands-on experience and mentorship in the field of environmental consulting. NRSI would be interested in supporting Brock University to provide its new Applied Ecology program students with work placements so they can get the valuable hands-on experience they need.

Sincerely,
Natural Resource Solutions Inc.

Jennifer McCarter, M.Sc.
Terrestrial and Wetland Biologist
jmccarter@nr.si.on.ca

Reference:

Eco Canada. 2020. From Recession to Recovery: Environmental Labour Demand Outlook.
<https://eco.ca/new-reports/environmental-labour-demand-outlook/>



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

FROM: Professor Drew Dane
Chair, Senate Undergraduate Program Committee

DATE: March 15 , 2022

REPORT TO SENATE 698, March 23, 2022

CONSENT ITEMS - FOR APPROVAL

MOVED (DANE/)

THAT Senate approve the draft *Pathway for Students from Niagara College General Arts & Science Diploma to Humanities or Social Sciences at Brock University's* outlined in **Appendix 1**.

Submission Rationale: Agreement has passed legal review and has been approved by the Dean to move forward. UPC has approved the draft and it is being submitted to Senate for approval. See **Appendix 1**.

MOVED (DANE/)

THAT Senate approve the revision of year 3 of the Bachelor of Early Childhood Education calendar chapter as outlined in **Appendix 2**.

Submission Rationale: Bachelor of Early Childhood Education (Honours only) Year 3 be revised to reflect missing one-half credit. See **Appendix 2**.

MOVED (DANE/)

THAT Senate approve the draft Pathway for Students from General Arts & Science University Transfer, Certificate to Brock University Bachelor of Education, Adult Education (As a First Degree) as outlined in **Appendix 3**.

Submission Rationale: Agreement has passed legal review and has been approved by the Dean to move forward. UPC has approved the draft and it is being submitted to Senate for approval. See **Appendix 3**.

MOVED (DANE/)

THAT Senate approve the revision to the Engineering 2022-2023 undergraduate calendar as outlined in **Appendix 4**.

Submission Rationale: See **Appendix 4** for proposal/explanation.

MOVED (DANE/)

THAT Senate approve the revision to the Mathematics and Statistics 2022-2023 undergraduate calendar as outlined in **Appendix 5**.

Submission Rationale: See **Appendix 5** for proposal/explanation..

MOVED (DANE/)

THAT Senate approve the revision to the Physics 2022-2023 undergraduate calendar as outlined in **Appendix 6**.

Submission Rationale: See **Appendix 6** for proposal/explanation..

MOVED (DANE/)

THAT Senate approve the revision to the Recreation & Leisure Studies 2022-2023 undergraduate calendar as outlined in **Appendix 7**.

Submission Rationale: See **Appendix 7** for proposal/explanation..

MOVED (DANE/)

THAT Senate approve the revision to the Studies in Arts & Culture 2022-2023 undergraduate calendar as outlined in **Appendix 8**.

Submission Rationale: See **Appendix 8** for proposal/explanation..

MOVED (DANE/)

THAT Senate approve the revision to the Modern Languages, Literatures, and Culture 2022-2023 undergraduate calendar as outlined in **Appendix 9**.

Submission Rationale: See **Appendix 9** for proposal/explanation..

MOVED (DANE/)

THAT Senate approve the revision to the Business 2022-2023 undergraduate calendar as outlined in **Appendix 10**.

Submission Rationale: See **Appendix 10** for proposal/explanation.

CONSENT ITEMS - FOR INFORMATION

1. At the February 15, 2022 meeting the committee passed a motion to add a new administrative section to reflect the new admissions category of Academic Bridging.

MOVED (Jones/Lawrance) to **APPROVE** the addition of a new Academic Bridging chapter in the undergraduate calendar.

2. At the February 15, 2022 meeting, at the request of the Governance committee and the University Secretariat, the committee reviewed the Faculty Handbook Reporting Requirements.

**Articulation Agreement
Brock University & Niagara College**

**Pathway for Students from Niagara College General Arts & Science Diploma to
Humanities or Social Sciences at Brock University**

PARTIES Brock University (“Brock”)
1812 Sir Isaac Brock Way
St. Catharines, ON L2S 3A1

and

Niagara College (“Niagara College”)
100 Niagara College Blvd
Welland, ON, L3C 7L3

DATE April 1, 2022 (“Effective Date”)

BACKGROUND

Brock is a public university operating under the authority of provincial legislation and is located in St. Catharines, Ontario, Canada.

Niagara College is a public college operating under the authority of provincial legislation and has campuses in Welland & Niagara-on-the-Lake Ontario, Canada.

Brock and Niagara College (individually, the “Party” and collectively, the “Parties”) have agreed to provide a pathway for Niagara College students in the General Arts & Sciences Diploma into either the Bachelor of Arts in Humanities or Bachelor of Arts in Social Sciences, in accordance with the terms set out in this agreement (“Agreement”) and the course equivalencies set out in Appendix A of this Agreement.

The participating divisions at the respective institutions are the Faculties of Humanities & Social Sciences at Brock University, as well as the School of Academic & Liberal Studies at Niagara College.

AGREEMENT

In consideration of the mutual terms and covenants contained in this Agreement, the Parties agree as follows:

1. PROGRAM

1.1. Degree Requirements. Students admitted to either the BA in Humanities or Social Science are required to complete a minimum of 15.0 credits as described in the Brock University Academic Calendar in order to obtain their degree. Brock retains sole discretion with respect to all student admission decisions.

1.2. Equivalent Courses. Brock will award a maximum of 6.0 credits towards either the BA in Humanities or Social Sciences to incoming students from the General Arts & Sciences program in recognition of their course work at Niagara College. The Niagara College courses agreed by both Parties to count towards satisfying these credit requirements are outlined in Appendix A attached hereto. It is acknowledged by the Parties that approximately 2 further years of study will be required at Brock to complete the degree program.

1.3. Ongoing Review. Each Party agrees to notify the other in the event of any material curriculum modifications to the General Arts & Sciences Diploma, General Humanities or General Social Sciences programs during the Term. In the event of such modifications, Brock will review and may at its sole discretion update the course equivalents in Appendix A.

1.4. Admission Requirements. Students may apply for transfer to the Brock portion of the program at the completion of Year 2 or while completing Year 2 at Niagara College. The minimum requirement for entry into either Brock program is a cumulative average of 70%. Successful completion of the General Arts & Sciences Diploma program will satisfy all admission prerequisite subject requirements for entry to either Brock program. It is anticipated that the first students could enter the Brock portion of the program as early as Fall 2022.

2. TERM & TERMINATION

2.1. Term. This Agreement commences on the Effective Date and shall continue for a three-year period until April 1, 2025 (“Term”) unless terminated earlier in accordance with this Agreement.

2.1.1. This Agreement will also apply to any graduates of the General Arts & Sciences Diploma dating back to 2019.

2.2. Termination. This Agreement may be terminated as follows:

2.2.1. Termination for cause: The occurrence of any one or more of the following events or conditions will constitute an event of default of a Party, and the other Party may terminate this Agreement immediately:

2.2.1.1. if any representation, warranty, or statement made or given by or on behalf of a Party is determined to have been untrue in any material respect at the time it was made or deemed to be made;

2.2.1.2. if a Party becomes insolvent or files or has filed against it a petition in bankruptcy; or

2.2.1.3. if a Party ceases or threatens to cease to carry on business.

2.2.2. Termination for convenience. Either Party may terminate this Agreement for convenience, and without penalty, upon providing one (1) year written notice to the other party at any time during the Term.

2.2.3. Termination by both Parties. This Agreement may be terminated upon written agreement of both Parties.

2.3. Consequences of termination. Termination of this Agreement will not relieve either Party from any obligations accrued but unsatisfied prior to such termination and unless the Parties otherwise agree in writing, the Parties will immediately update their students and any relevant promotional material regarding the subject matter of this Agreement accordingly.

3. CONFIDENTIALITY OBLIGATIONS.

3.1. Definition of Confidential Information. "Confidential Information" will include any and all information of a confidential or proprietary nature which is disclosed during the Term by Brock to Niagara College or by Niagara College to Brock, and is identified by the Party that discloses the Confidential Information (the "Disclosing Party") as confidential, either in writing or orally, or should reasonably be known to be confidential given the nature of the information and the circumstances in which it was furnished. For further clarity, "Confidential Information" will include any recorded information about an identifiable individual. Confidential Information does not include information that: (a) is or becomes generally known to the public through no act on the part of the Party that receives the Confidential Information (the "Recipient"); (b) is furnished or made known to the Recipient on a non-confidential basis by a third party who has a lawful right to disclose such information; or (c) is required by law or court order to be disclosed, but only to the extent of such required disclosure and provided that the Disclosing Party is first given notice of such required disclosure and an opportunity to contest such required disclosure.

3.2. Use. During the Term, the Recipient may have access to Confidential Information. The Recipient will use the Confidential Information solely for the purpose of fulfilling the Recipient's obligations under this Agreement.

3.3. Security. The Recipient will protect the Confidential Information with the same degree of care as the Recipient utilizes for its own similar confidential or non-public information, but in no event with less than a reasonable degree of care.

3.4. Disclosure. During the Term and following expiry or termination of the Agreement, neither the Recipient, nor any person acting on behalf of the Recipient will disclose any Confidential Information to any third party, including any governmental authority, without the express written consent of the Disclosing Party, unless otherwise required by law. The Recipient will restrict access to Confidential Information to those individuals who need to have access in order to fulfil the obligations under this Agreement.

3.5. Return/Destruction. The Recipient agrees that upon the conclusion of this Agreement, or earlier if requested by the Disclosing Party, the Recipient will promptly return to the Disclosing Party all Confidential Information in the Recipient's possession and that the Recipient will delete all such information from all of its electronic, digital or similar document storage systems.

3.6. Breach. The Recipient agrees to promptly notify the Disclosing Party in the event of any actual, potential or threatened breach of any obligations under this section and will take all necessary and appropriate actions to restrain any and all use or further continuing use or disclosure of such Confidential Information.

3.7. Survival. This section will survive the expiration and/or termination of this Agreement for the maximum period provided by law.

4. FREEDOM OF INFORMATION.

4.1. Niagara College acknowledges that Brock is subject to the requirements of the *Freedom of Information and Protection of Privacy Act*, R.S.O. 1990, c. F.31 (“FIPPA”).

4.2. Niagara College agrees to (i) treat all Personal Information (as such term is defined in FIPPA) received by it in connection with the Agreement as required by FIPPA; and (ii) be responsible to Brock for any breach of FIPPA by it or its directors, officers and employees relating to such Personal Information. Obligations in this section shall survive any termination of this Agreement.

4.3. Each Party will:

- 4.3.1.** provide all necessary assistance and cooperation as reasonably requested by the other to enable that Party to comply with its obligations under FIPPA;
- 4.3.2.** where they relate to the other Party, to transfer to the other all requests for information relating to this Agreement that it receives as soon as practicable; and
- 4.3.3.** co-operate in the provision of information which is in its possession or control in the form that the affected Party requires as soon as practicable of the affected Party’s request for such information.

5. GENERAL

5.1. Entire agreement and amendment. This Agreement represents the entire agreement between the Parties with regard to the subject matter of this Agreement and supersedes any previous understandings, commitments or agreements, whether written or oral. Any amendment to this Agreement must be in writing and signed by authorized representatives of both Parties.

5.2. Binding effect. This Agreement is binding upon and will continue to the benefit of the parties and their respective successors, administrators, executors and permitted assigns.

5.3. Severability. If any provision of this Agreement is wholly or partially unenforceable for any reason, all other provisions will continue in full force and effect.

5.4. Counterparts. This Agreement may be executed in one or more counterparts, each of which will be deemed an original, but all of which will constitute one and the same instrument. Delivery by facsimile or by electronic transmission in portable document format (PDF) of an executed counterpart of this Agreement is as effective as delivery of an originally executed counterpart of this Agreement.

5.5. Governing law. This Agreement will be governed and construed in accordance with the laws of the Province of Ontario and the laws of Canada and the Parties submit to the exclusive jurisdiction of the courts of Ontario.

IN WITNESS WHEREOF the Parties have executed this Agreement.

NIAGARA COLLEGE

Fiona Allan
Vice President, Academic

Date

David Atherton
Dean, School of Academic & Liberal Studies

Date

BROCK UNIVERSITY

Lynn Wells
Provost and Vice-President, Academic

Date

Dean Carol Merriam
Dean, Faculty of Humanities

Date

Dean Ingrid Makus
Dean, Faculty of Social Sciences

Date

APPENDIX A: Transfer credits

Graduates of the 2-year General Arts & Sciences program transferring to the BA in Humanities program will receive the following transfer credits:

- 4.0 unspecified Year 1 Humanities credits (including context credit)
- 2.0 unspecified Year 1 Social Science credits (including context credit)

Graduates of the 2-year General Arts & Sciences program transferring to the BA in Social Sciences program will receive the following transfer credits:

- 4.0 unspecified Year 1 Social Sciences credits (including context credit)
- 2.0 unspecified Year 1 Humanities credits (including context credit)

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: Bachelor of Early Childhood Education

Brief description of proposed revision(s):

Bachelor of Early Childhood Education (Honours only) Year 3 be revised to reflect missing one-half credit.

Consultation and Approvals

Debra Harwood

dharwood@brocku.ca

Departmental Designate for Questions

Brock E-Mail

D Harwood

Chair (Print Name)

David Hutchison

2022-02-07

Chair (Signature)

Date

David Hutchison

Dean or Designate(Print Name)

[Signature]

February 7 2022

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.

Proposal: Bachelor of Early Childhood Education (Honours only) Year 3 be revised to reflect missing one-half credit.

Rationale: one-half credit was not included in submission in error. Adding requirement back in to program.

Bachelor of Early Childhood Education (Honours only)

This program does not lead to an Ontario Teacher Certificate.

Years 1 and 2

- Completion of Early Childhood Education diploma or equivalent

Year 3

- ECEC 2F95
- ECEC 3P50, 3P51, 3P53, 3P54, 3P55 and 3P85
- one credit from EDUC 2P65, 3F01, 3P00, 3P40, 3P45, 3P70, 3P91, 3P97, 4P03, 4P46, 4P62, 4P70, ADED 2F90, 2F91, 3P12,
- 3P41, 3F90

Spring/Summer Sessions:

- EDUC 4P35
- one Humanities context credit
- one Sciences context credit
- **one-half elective credit**

Year 4

- ECEC 4D50, 4P14, 4P24, 4P52, 4P81 and 4P85
- one Social Sciences context credit (see program note 3)
- Under exceptional circumstances, the Department may require the substitution of other relevant courses for those usually required.

**Articulation Agreement
Brock University & Fleming College**

Pathway for Students from General Arts & Science - University Transfer, Certificate

to

Brock University Bachelor of Education, Adult Education (As a First Degree)

PARTIES Brock University (“Brock”)
1812 Sir Isaac Brock Way
St. Catharines, ON L2S 3A1

and

The Sir Sandford Fleming College of Applied Arts & Technology (“Fleming”)
599 Brealey Drive
Peterborough, ON, K9J 7B1

DATE January 1, 2022 (“Effective Date”)

BACKGROUND

Brock is a public university operating under the authority of provincial legislation and is located in St. Catharines, Ontario, Canada.

Fleming is a public college operating under the authority of provincial legislation with campuses located Peterborough, Cobourg, Haliburton & Lindsay, Ontario, Canada.

Brock & Fleming (individually, the “Party” and collectively, the “Parties”) have agreed to provide a pathway for Fleming students in the Ontario College Certificate in General Arts & Science - University Transfer program (“General Arts & Science, University Transfer Certificate”) into the Bachelor of Education, Adult Education (As a First Degree) program offered by Brock, in accordance with the terms set out in this agreement (“Agreement”) and the course equivalencies set out in Appendix A of this Agreement.

The participating divisions at the respective institutions are the Department of Adult Education & the Faculty of Education at Brock, as well as the General Arts & Sciences Department at Fleming.

AGREEMENT

In consideration of the mutual terms and covenants contained in this Agreement, the Parties agree as follows:

1. PROGRAM

1.1. Degree Requirements. Students admitted to the Bachelor of Education, Adult Education (As a First Degree) are required to complete a minimum of 15.0 credits as described in the Brock

University Academic Calendar in order to obtain their degree. Brock retains sole discretion with respect to all student admission decisions.

- 1.2. Equivalent Courses.** Brock will award 5.0 credits (as outlined in Appendix A) towards the Bachelor of Education, Adult Education (As a First Degree) program to incoming students from Fleming in recognition of their course work in the General Arts & Science, University Transfer Certificate. These courses will count towards satisfying the credit requirements for the Brock program. It is acknowledged by the Parties that approximately 2 further years of study will be required at Brock to complete the degree program.
- 1.3. Ongoing Review.** Each Party agrees to notify the other in the event of any material curriculum modification to either the General Arts & Sciences, University Transfer Certificate or Bachelor of Education, Adult Education (As a First Degree) during the Term. In the event of such modifications, Brock will review and may at its sole discretion update the course equivalents in Appendix A.
- 1.4. Admission Requirements.** Students may apply for transfer to the Brock portion of the program after graduation or while completing Term 2 at Fleming College. The minimum requirement for entry into the Brock portion of the program is a minimum cumulative program average of 75% and successful completion of the Fleming program. Successful completion of the General Arts & Sciences, University Transfer Certificate program will satisfy admission prerequisite subject requirements for entry to the Bachelor of Education, Adult Education (As a First Degree) program. It is anticipated that the first students could enter the Brock portion of the program as early as spring 2022.

2. TERM & TERMINATION

- 2.1. Term.** This Agreement commences on the Effective Date and shall continue for a five-year period until January 1, 2027 (“Term”) unless terminated earlier in accordance with this Agreement.
 - 2.1.1.** This agreement will apply to applicants applying to the Adult Education (As a First Degree) program at Brock after January 1, 2022, who are graduates of the General Arts & Sciences, University Transfer Certificate program dating back to June 2004.
- 2.2. Termination.** This Agreement may be terminated as follows:
 - 2.2.1. Termination for cause:** The occurrence of any one or more of the following events or conditions will constitute an event of default of a Party, and the other Party may terminate this Agreement immediately:
 - 2.2.1.1.** if any representation, warranty, or statement made or given by or on behalf of a Party is determined to have been untrue in any material respect at the time it was made or deemed to be made;
 - 2.2.1.2.** if a Party becomes insolvent or files or has filed against it a petition in bankruptcy; or
 - 2.2.1.3.** if a Party ceases or threatens to cease to carry on business.
 - 2.2.2. Termination for convenience.** Either Party may terminate this Agreement for convenience, and without penalty, upon providing one (1) year written notice to the other party at any time during the Term.

2.2.3. Termination by both Parties. This Agreement may be terminated upon written agreement of both Parties.

2.3. Consequences of termination. Termination of this Agreement will not relieve either Party from any obligations accrued but unsatisfied prior to such termination and unless the Parties otherwise agree in writing, the Parties will immediately update their students and any relevant promotional material regarding the subject matter of this Agreement accordingly.

3. CONFIDENTIALITY OBLIGATIONS.

3.1. Definition of Confidential Information. "Confidential Information" will include any and all information of a confidential or proprietary nature which is disclosed during the Term by Brock to Fleming or by Fleming to Brock, and is identified by the Party that discloses the Confidential Information (the "Disclosing Party") as confidential, either in writing or orally, or should reasonably be known to be confidential given the nature of the information and the circumstances in which it was furnished. For further clarity, "Confidential Information" will include any recorded information about an identifiable individual. Confidential Information does not include information that: (a) is or becomes generally known to the public through no act on the part of the Party that receives the Confidential Information (the "Recipient"); (b) is furnished or made known to the Recipient on a non-confidential basis by a third party who has a lawful right to disclose such information; or (c) is required by law or court order to be disclosed, but only to the extent of such required disclosure and provided that the Disclosing Party is first given notice of such required disclosure and an opportunity to contest such required disclosure.

3.2. Use. During the Term, the Recipient may have access to Confidential Information. The Recipient will use the Confidential Information solely for the purpose of fulfilling the Recipient's obligations under this Agreement.

3.3. Security. The Recipient will protect the Confidential Information with the same degree of care as the Recipient utilizes for its own similar confidential or non-public information, but in no event with less than a reasonable degree of care.

3.4. Disclosure. During the Term and following expiry or termination of the Agreement, neither the Recipient, nor any person acting on behalf of the Recipient will disclose any Confidential Information to any third party, including any governmental authority, without the express written consent of the Disclosing Party, unless otherwise required by law. The Recipient will restrict access to Confidential Information to those individuals who need to have access in order to fulfil the obligations under this Agreement.

3.5. Return/Destruction. The Recipient agrees that upon the conclusion of this Agreement, or earlier if requested by the Disclosing Party, the Recipient will promptly return to the Disclosing Party all Confidential Information in the Recipient's possession and that the Recipient will delete all such information from all of its electronic, digital or similar document storage systems.

3.6. Breach. The Recipient agrees to promptly notify the Disclosing Party in the event of any actual, potential or threatened breach of any obligations under this section and will take all necessary

and appropriate actions to restrain any and all use or further continuing use or disclosure of such Confidential Information.

3.7. Survival. This section will survive the expiration and/or termination of this Agreement for the maximum period provided by law.

4. FREEDOM OF INFORMATION.

4.1. Fleming acknowledges that Brock is subject to the requirements of the *Freedom of Information and Protection of Privacy Act*, R.S.O. 1990, c. F.31 (“FIPPA”).

4.2. Fleming agrees to (i) treat all Personal Information (as such term is defined in FIPPA) received by it in connection with the Agreement as required by FIPPA; and (ii) be responsible to Brock for any breach of FIPPA by it or its directors, officers and employees relating to such Personal Information. Obligations in this section shall survive any termination of this Agreement.

4.3. Each Party will:

- 4.3.1.** provide all necessary assistance and cooperation as reasonably requested by the other to enable that Party to comply with its obligations under FIPPA;
- 4.3.2.** where they relate to the other Party, to transfer to the other all requests for information relating to this Agreement that it receives as soon as practicable; and
- 4.3.3.** co-operate in the provision of information which is in its possession or control in the form that the affected Party requires as soon as practicable of the affected Party’s request for such information.

5. GENERAL

5.1. Entire agreement and amendment. This Agreement represents the entire agreement between the Parties with regard to the subject matter of this Agreement and supersedes any previous understandings, commitments or agreements, whether written or oral. Any amendment to this Agreement must be in writing and signed by authorized representatives of both Parties.

5.2. Binding effect. This Agreement is binding upon and will continue to the benefit of the parties and their respective successors, administrators, executors and permitted assigns.

5.3. Severability. If any provision of this Agreement is wholly or partially unenforceable for any reason, all other provisions will continue in full force and effect.

5.4. Counterparts. This Agreement may be executed in one or more counterparts, each of which will be deemed an original, but all of which will constitute one and the same instrument. Delivery by facsimile or by electronic transmission in portable document format (PDF) of an executed counterpart of this Agreement is as effective as delivery of an originally executed counterpart of this Agreement.

5.5. Governing law. This Agreement will be governed and construed in accordance with the laws of the Province of Ontario and the laws of Canada and the Parties submit to the exclusive jurisdiction of the courts of Ontario.

IN WITNESS WHEREOF the Parties have executed this Agreement.

THE SIR SANDFORD FLEMING COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Dr. Stephanie Dimech
Vice President, Academic Experience & Chief Learning Officer

Date

BROCK UNIVERSITY

Lynn Wells
Provost and Vice-President, Academic

Date

Michael Owen
Dean, Faculty of Education

Date

APPENDIX A: Transfer credits

Graduates of the Ontario College Certificate in General Arts & Sciences, University Transfer program transferring to the Bachelor of Education, Adult Education (As a First Degree) will receive the following transfer credits:

- 3.0 unspecified Year 1 elective credits
- 1.0 unspecified Humanities Context Credit
- 1.0 unspecified Social Science Context Credit

DRAFT

Calendar Revision Submission

Form C-1 – Course Additions

Form C-1 is to be completed when there is an addition to the course bank. One complete submission for each course. Cross-listed courses are to be submitted by the home/primary Department/Centre.

Course code:

Cross-listed course codes (if applicable):

Course title: Information Security Engineering

Course description:

Fundamentals of information security. Topics may include: security risk management; CIA triad, threats, attacks, and assets; vulnerabilities; cryptography; user authentication; access control; firewalls; intrusion detection systems.

Format/Contact hours:

Lectures 3 hours per week

Restriction:

Open to Engineering minor students up to a specified date, or permission of instructor

Pre-requisites:

Co-requisites:

Note:

Exclusion:

Please provide responses to the questions below:

1. Proposal for this course addition:

ENGS 2P01 Information Security Engineering be added to the course bank.

2. Explanation for this course addition:

New course added.

3. Is this course listed as a context credit?

No Yes, a Form A - Program Additions/Terminations will be uploaded with the 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. Are 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. Course fee submission template has been submitted and approved by Finance.

6. Does this addition affect program requirements in your department?

No Yes, a Calendar Submission - Form B- Calendar Revisions will also be uploaded with this submission.

7. Does this addition affect program requirements in other departments?

No Yes, a Verification of Consultation form will be uploaded with this submission.

8. Does this addition have any impact on future admission requirements to Brock?

No Yes, record of the approval from Academic Review Committee will be uploaded with the submission.

9. Will this course be delivered on-line? Is this a new modality (i.e. formerly delivered face to face)?

No Yes, an ITS and CPI Support Forms will be uploaded with this submission

10. Does this course result from the splitting or joining of course(s) in the course bank?

No Yes (split) Yes (joined) Identify the course code(s) of the split or joined course(s) below:

11. Does this course result from the renumbering of another (current or previously offered) course?

No Yes (please identify the course code of the current or previously offered that is being renumbered 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.

ITS/CPI Consultation

Please upload a copy of the ITS and CPI [forms](#) 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

Josie Zhao	3239	yzhao6@brocku.ca
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Departmental Designate for Questions

Ext

Brock E-Mail Address

Beatrice Ombuki-Berman

Chair (Print Name)



Chair (Signature)

March 03, 2022

Date

Shyamal K. Bose

Dean or Designate (Print Name)

Course fee submission template has been submitted and approved by Finance



Dean or Designate(Signature)

March 03, 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.



James A. Gibson Library
Library Support for New
Courses Form

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

To be completed by the Academic Program

Undergraduate Program Committee Graduate Studies Committee

Academic Unit: Engineering Course Number: 2P01

Course Title: Information Security Engineering

Proposed Calendar Description: Fundamentals of information security. Topics may include: security risk management; CI, firewalls; intrusion detection systems.

To be completed by the Liaison Librarian

Assessment of existing collection (print & online) in areas relevant to this course:

- Strong, no budgetary implications
- Adequate, minimal budgetary implications beyond current funding allocations
- Inadequate, requires additional one time only and/or ongoing additional funding

Comments: The Brock Library retains databases, journal and ebook subscriptions that support research and teaching in security, systems, computer science and supported disciplines. The Library is currently accessing resources to support engineering, applied and business applications. Input will be important to help shape these collections.

Budget implications of this proposed course:

- Books, e-books, monographic collections, etc.
- Reference resources, handbooks, encyclopedias, dictionaries, etc.
- Journals, newspapers, serials, databases, etc.
- Geospatial maps, data, statistics, GIS, etc.
- Special collections, primary resources, etc.

Comments: Access to disciplinary databases, datasets, tools and resources will be needed to provide textbooks, magazine and journal articles, patents, standards, business IP knowledge, datasets, and secondary supportive resources.

- The Library can support this proposed course with current funding
- The Library can support this proposed course with additional funding
- The Library can't support this proposed course

Ian Gordon
Liaison Librarian

Signature

March 4, 2022
Date

Beatrice Ombuki-Berr
Academic Program
Library Representative,
Chair or Director

Signature

March 03, 2022
Date

Centre for Pedagogical Innovation

Support for Course Additions

This form should be completed for all new courses submitted to UPC. The form will be reviewed by a member of the Centre for Pedagogical Innovation Team.

ACADEMIC UNIT: Engineering

COURSE NUMBER: ENGS 2P01

Part 1: Course Type

1. Please check the delivery mode for this course. You can find the definitions of these types outlined in the Academic Calendar at the following link:

<https://brocku.ca/webcal/2021/undergrad/CRSE.html>.

Please note: It is understood that the structure of this course may change over time due to instructor pedagogical preferences. Please complete this based on the first offering.

Course options are:

- Lecture
- Seminar
- Lab
- Fully online; asynchronous
- Fully Online: synchronous
- Blended
- Experience Education - [Link here](#) and describe the type of EE this course aligns.
 - Field Course
 - International Field Course
 - Service Learning
 - Project Course
 - Clinical Course
 - Internship Experience
 - Other (*Please elaborate*): _____
- Other - If your course structure is different than the options above please elaborate: _____

Part 2: Teaching Considerations

- 1 Will you, or anyone involved in this course, be sharing any information about Brock University students with a third party as part of the delivery of this course? (I.e., outside vendors such as Turnitin, TopHat, etc.) If so, please confirm that a Privacy Impact Assessment has been obtained. To determine if Brock holds a Privacy Agreement with the vendor related to Educational Technologies, please contact CPI at edtech@brocku.ca

NO.

- 2 For those courses with an experiential education component in an off-campus environment, please describe the student consent and waiver process? (Please consult with your Experiential Education Coordinator if required).

NO

- 3 Please outline what materials will be distributed electronically through your course and describe how they align with one of the following:
 - a **Owned by Brock University (Library) or yourself;**
 - b ~~Covered by a license from the copyright holder; or~~
 - c ~~Out of copyright (i.e., the copyright has expired);~~

CPI Recommendations

- CPI has no concerns with the proposed course in relation to the teaching and learning approach.
- CPI has concerns with the proposed course in relation to the teaching and learning approach and makes the following recommendations:

*Recommendations will be sent directly to UPC Administrative Support

Part 3: Course Alignment * *optional content.*

This section is to engage faculty in thoughtful development of courses. You are welcome to provide as much information as you deem appropriate and a member of CPI will connect with you to provide further support and consultation if requested.

1. Please consider how the proposed course aligns to your Department's Program Learning Outcomes. These Program Learning Outcomes can be found in Department documents related to the Institutional Quality Assurance Process (IQAP). This document can be accessed through your Department Chair.
2. Please consider how this course aligns to the overall strategic plan of Brock as appropriate. Please link here to the Brock strategic plan. <https://brocku.ca/strategic-plan/>

CPI Form

Brock Strategic Pillars	Check <input type="checkbox"/>	Please Explain
Offer a transformational and accessible academic and university experience.	No <input type="checkbox"/> Yes <input checked="" type="checkbox"/>	Develop program that meet labour market
Build research capacity across the University	No <input type="checkbox"/> Yes <input checked="" type="checkbox"/>	Capacity to incorporate experiential learning
Enhance the life and vitality of our local region and beyond.	No <input type="checkbox"/> Yes <input checked="" type="checkbox"/>	Potential for experiential learning involving local region
Foster a culture of inclusivity, accessibility, reconciliation and decolonization	No <input type="checkbox"/> Yes <input checked="" type="checkbox"/>	Courses will become part of integrated Engineering program at Brock that is meant to be inclusive and accessible to all

Information Technology Services
TECHNOLOGY SUPPORT CONSIDERATION

Information Technology Services Support for Course Additions

All UPC submissions are asked to have this form completed upon submission for review by Information Technology Services (ITS). Send completed form to Zaher Elahi (zelahi@brocku.ca) - Director, Client Services.

ACADEMIC UNIT: Engineering

COURSE NUMBER: 2P01

COURSE TITLE: Information Security Engineering

PROJECTED ENROLLMENT:15

PROPOSED CALENDAR DESCRIPTION: Fundamentals of information security. Topics may include: security risk management; CIA triad, threats, attacks, and assets; vulnerabilities; cryptography; user authentication; access control; firewalls; intrusion detection systems.

INSTRUCTOR (if applicable):Glaucio Haroldo Silva de Carvalho

Chair/Director: Beatrice Ombuki-Berman

Date: March 2, 2022

Dean/Associate Dean: Shyamal K. Bose

Date: March 2, 2022

Information Technology Services
TECHNOLOGY SUPPORT CONSIDERATION

Please approximate the distribution between online delivery and other types of delivery:

100% face-to- face

Measures might be in the form of percentage, ratios, time, etc.

According to the following descriptions, based on the Ministry of Colleges and Universities' categorizations, what type of course is this? a

a Face-to-Face

This type of course can be considered a conventional or classical course at Brock University. Typically these courses have physical space associated with the delivery of the course where instructors and students meet two or more hours a week.

b Directed reading

Research course with directed study and regular meetings with a faculty member on or offline. Pre-allocated physical space is typically not associated with the delivery of this type of course, meetings are coordinated between the student(s) and the instructor.

c Blended Learning Course

This is a course where face-to-face teaching time is reduced, but not eliminated, to allow students more time for online study. This model comes in a number of formats; however **the online component is typically 50%-80% of the total course delivery**. In this case, a blended learning course may have components delivered via traditional face-to-face; however, over half the course delivery should be online.

d On-Line: Synchronous Conferencing Course

This describes a course delivered through audio and video conferencing to provide synchronous communications (i.e., at the same time) between an instructor at one site and students at other sites. **A course is considered to be offered via synchronous conferencing if 80% or more of the content is delivered this way**. For example, a synchronous conferencing course may have occasional face-to-face meetings, a proctored exam, etc. with the remainder of the content delivered through audio and video conferencing.

e On-Line: Fully Online Learning (asynchronous) Course

This is a form of distance learning delivered to individuals with access to the Internet, either at home, work or through an access centre. Although courses may have a set start date and set due dates for assignments, students can otherwise access and participate in courses at times and places of their own choosing. **The online component is typically over 80% of the total delivery**. For example, a fully online course may include occasional face-to-face meetings, a proctored exam, etc. with the remainder of the content delivered online.

Information Technology Services
TECHNOLOGY SUPPORT CONSIDERATION

- 1 Are there any required technologies that differ from what Brock University currently provides? See list of provided Educational Technologies here(<https://brocku.ca/pedagogical-innovation/teaching-tools/supported-tools/>)

no

- 2 Will the course have scheduled classes in any of the ITS managed computer labs?

yes

- 3 Will students require access to software in the ITS managed computer labs?

TBD

- 4 Will exams be written in one of the ITS managed computer labs?

TBD

- 5 Please indicate the approximate frequency and duration of each scheduled meeting. *For example: 2 times a week for an hour.*

3 hours once week

4. Will there be non-text-based forms of instruction such as video, audio or large computer files and what services will be used to distribute these files? *For example: A weekly video produced by the instructor or from other sources that is posted on Echo 360, LMS, YouTube as an unlisted video...*

Yes

5. Will there be non-text-based forms of assessment such as video, audio or large computer files and what services will be used to collect these files? *For example: Video submitted to the Isaak/Sakai Assignments tool or posted on a public video site such as YouTube.*

Yes

ITS has no concerns with the technological requirements of this course.

ITS has concerns with the technological requirements of this course and makes the following recommendations:



Calendar Revision Submission

Form C-1 – Course Additions

Form C-1 is to be completed when there is an addition to the course bank. One complete submission for each course. Cross-listed courses are to be submitted by the home/primary Department/Centre.

Course code:

Cross-listed course codes (if applicable):

Course title: Smart Interconnected Systems.

Use of sensors, systems, and networks to support healthier communities. Technologies for varied applications such as environmental monitoring, or ambient assisted living. This course will bridge the gap between science and engineering, with hands-on experience with up-to-date systems.

Format/Contact hours:

Lectures, 3 hours per week. Laboratory: 2 hours every other week.

Restriction:

open to Engineering minor students up to a specified date, or permission of instructor

Pre-requisites:

Co-requisites:

Note:

Exclusion:

Please provide responses to the questions below:

1. Proposal for this course addition:

ENGS 3P20 Smart Interconnected Systems be added to the course bank

2. Explanation for this course addition:

New course added.

3. Is this course listed as a context credit?

No Yes, a Form A - Program Additions/Terminations will be uploaded with the 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. Are 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. Course fee submission template has been submitted and approved by Finance.

6. Does this addition affect program requirements in your department?

No Yes, a Calendar Submission - Form B- Calendar Revisions will also be uploaded with this submission.

7. Does this addition affect program requirements in other departments?

No Yes, a Verification of Consultation form will be uploaded with this submission.

8. Does this addition have any impact on future admission requirements to Brock?

No Yes, record of the approval from Academic Review Committee will be uploaded with the submission.

9. Will this course be delivered on-line? Is this a new modality (i.e. formerly delivered face to face)?

No Yes, an ITS and CPI Support Forms will be uploaded with this submission

10. Does this course result from the splitting or joining of course(s) in the course bank?

No Yes (split) Yes (joined) Identify the course code(s) of the split or joined course(s) below:

11. Does this course result from the renumbering of another (current or previously offered) course?

No Yes (please identify the course code of the current or previously offered that is being renumbered 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.

ITS/CPI Consultation

Please upload a copy of the ITS and CPI [forms](#) 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

Josie Zhao	3239	yzhao6@brocku.ca
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Departmental Designate for Questions

Ext

Brock E-Mail Address

Beatrice Ombuki-Berman

Chair (Print Name)



Chair (Signature)

March 03, 2022

Date

Shyamal K. Bose

Dean or Designate (Print Name)

Course fee submission template has been submitted and approved by Finance



Dean or Designate(Signature)

March 03, 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.



James A. Gibson Library
Library Support for New
Courses Form

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

To be completed by the Academic Program

[X] Undergraduate Program Committee [] Graduate Studies Committee

Academic Unit: Engineering Course Number: 3P20

Course Title: Smart Interconnected Systems

Proposed Calendar Description: The use of sensors, systems, and networks to support healthier communities. Technology will bridge the gap between science and engineering, with hands-on experience with up-

To be completed by the Liaison Librarian

Assessment of existing collection (print & online) in areas relevant to this course:

- [] Strong, no budgetary implications
[X] Adequate, minimal budgetary implications beyond current funding allocations
[] Inadequate, requires additional one time only and/or ongoing additional funding

Comments: The Brock Library retains databases, journal and ebook subscriptions that support teaching and research in scientific, technology, computer science and supported disciplines. The Library is currently accessing resources to support engineering, applied and business applications. Input will be important to help shape these collections.

Budget implications of this proposed course:

- [X] Books, e-books, monographic collections, etc.
[] Reference resources, handbooks, encyclopedias, dictionaries, etc.
[X] Journals, newspapers, serials, databases, etc.
[] Geospatial maps, data, statistics, GIS, etc.
[] Special collections, primary resources, etc.

Comments: Access to disciplinary databases, data sets, tools and resources will be needed to provide textbooks, magazine and journal articles, patents, standards, business IP knowledge, datasets, and secondary supportive resources.

- [] The Library can support this proposed course with current funding
[X] The Library can support this proposed course with additional funding
[] The Library can't support this proposed course

Ian Gordon
Liaison Librarian

IDG
Signature

March 4, 2022
Date

Beatrice Ombuki-Berr
Academic Program
Library Representative,
Chair or Director

[Signature]
Signature

March 03, 2022
Date

Centre for Pedagogical Innovation

Support for Course Additions

This form should be completed for all new courses submitted to UPC. The form will be reviewed by a member of the Centre for Pedagogical Innovation Team.

ACADEMIC UNIT: Engineering
COURSE NUMBER: ENGS 3P20

Part 1: Course Type

1. Please check the delivery mode for this course. You can find the definitions of these types outlined in the Academic Calendar at the following link:
<https://brocku.ca/webcal/2021/undergrad/CRSE.html>.

Please note: It is understood that the structure of this course may change over time due to instructor pedagogical preferences. Please complete this based on the first offering.

Course options are:

- Lecture
- Seminar
- Lab
- Fully online; asynchronous
- Fully Online: synchronous
- Blended
- Experience Education - [Link here](#) and describe the type of EE this course aligns.
 - Field Course
 - International Field Course
 - Service Learning
 - Project Course
 - Clinical Course
 - Internship Experience
 - Other (*Please elaborate*): _____
- Other - If your course structure is different than the options above please elaborate: _____

Part 2: Teaching Considerations

- 1 Will you, or anyone involved in this course, be sharing any information about Brock University students with a third party as part of the delivery of this course? (I.e., outside vendors such as Turnitin, TopHat, etc.) If so, please confirm that a Privacy Impact Assessment has been obtained. To determine if Brock holds a Privacy Agreement with the vendor related to Educational Technologies, please contact CPI at edtech@brocku.ca

NO.

- 2 For those courses with an experiential education component in an off-campus environment, please describe the student consent and waiver process? (Please consult with your Experiential Education Coordinator if required).

NO

- 3 Please outline what materials will be distributed electronically through your course and describe how they align with one of the following:
 - a **Owned by Brock University (Library) or yourself;**
 - b ~~Covered by a license from the copyright holder; or~~
 - c ~~Out of copyright (i.e., the copyright has expired);~~

CPI Recommendations

- CPI has no concerns with the proposed course in relation to the teaching and learning approach.
- CPI has concerns with the proposed course in relation to the teaching and learning approach and makes the following recommendations:

*Recommendations will be sent directly to UPC Administrative Support

Part 3: Course Alignment * *optional content.*

This section is to engage faculty in thoughtful development of courses. You are welcome to provide as much information as you deem appropriate and a member of CPI will connect with you to provide further support and consultation if requested.

1. Please consider how the proposed course aligns to your Department's Program Learning Outcomes. These Program Learning Outcomes can be found in Department documents related to the Institutional Quality Assurance Process (IQAP). This document can be accessed through your Department Chair.
2. Please consider how this course aligns to the overall strategic plan of Brock as appropriate. Please link here to the Brock strategic plan. <https://brocku.ca/strategic-plan/>

CPI Form

Brock Strategic Pillars	Check <input type="checkbox"/>	Please Explain
Offer a transformational and accessible academic and university experience.	No <input type="checkbox"/> Yes <input checked="" type="checkbox"/>	Develop program that meet labour market
Build research capacity across the University	No <input type="checkbox"/> Yes <input checked="" type="checkbox"/>	Capacity to incorporate experiential learning
Enhance the life and vitality of our local region and beyond.	No <input type="checkbox"/> Yes <input checked="" type="checkbox"/>	Potential for experiential learning involving local region
Foster a culture of inclusivity, accessibility, reconciliation and decolonization	No <input type="checkbox"/> Yes <input checked="" type="checkbox"/>	Courses will become part of integrated Engineering program at Brock that is meant to be inclusive and accessible to all

Information Technology Services
TECHNOLOGY SUPPORT CONSIDERATION

Information Technology Services Support for Course Additions

All UPC submissions are asked to have this form completed upon submission for review by Information Technology Services (ITS). Send completed form to Zaher Elahi (zelahi@brocku.ca) - Director, Client Services.

ACADEMIC UNIT: Engineering

COURSE NUMBER: 3P20

COURSE TITLE: Smart Interconnected Systems

PROJECTED ENROLLMENT: 15

PROPOSED CALENDAR DESCRIPTION: The use of sensors, systems, and networks to support healthier communities. Technologies for varied applications such as environmental monitoring, or ambient assisted living. This course will bridge the gap between science and engineering, with hands-on experience with up-to-date systems

INSTRUCTOR (if applicable): Shengrong Bu

Chair/Director: Beatrice Ombuki-Berman

Date: March 2, 2022

Dean/Associate Dean: Shyamal K. Bose

Date: March 2, 2022

Information Technology Services
TECHNOLOGY SUPPORT CONSIDERATION

Please approximate the distribution between online delivery and other types of delivery:

100% face-to-face

Measures might be in the form of percentage, ratios, time, etc.

According to the following descriptions, based on the Ministry of Colleges and Universities' categorizations, what type of course is this? **a**

a Face-to-Face

This type of course can be considered a conventional or classical course at Brock University. Typically these courses have physical space associated with the delivery of the course where instructors and students meet two or more hours a week.

b Directed reading

Research course with directed study and regular meetings with a faculty member on or offline. Pre-allocated physical space is typically not associated with the delivery of this type of course, meetings are coordinated between the student(s) and the instructor.

c Blended Learning Course

This is a course where face-to-face teaching time is reduced, but not eliminated, to allow students more time for online study. This model comes in a number of formats; however **the online component is typically 50%-80% of the total course delivery**. In this case, a blended learning course may have components delivered via traditional face-to-face; however, over half the course delivery should be online.

d On-Line: Synchronous Conferencing Course

This describes a course delivered through audio and video conferencing to provide synchronous communications (i.e., at the same time) between an instructor at one site and students at other sites. **A course is considered to be offered via synchronous conferencing if 80% or more of the content is delivered this way**. For example, a synchronous conferencing course may have occasional face-to-face meetings, a proctored exam, etc. with the remainder of the content delivered through audio and video conferencing.

e On-Line: Fully Online Learning (asynchronous) Course

This is a form of distance learning delivered to individuals with access to the Internet, either at home, work or through an access centre. Although courses may have a set start date and set due dates for assignments, students can otherwise access and participate in courses at times and places of their own choosing. **The online component is typically over 80% of the total delivery**. For example, a fully online course may include occasional face-to-face meetings, a proctored exam, etc. with the remainder of the content delivered online.

Information Technology Services
TECHNOLOGY SUPPORT CONSIDERATION

- 1 Are there any required technologies that differ from what Brock University currently provides? See list of provided Educational Technologies here(<https://brocku.ca/pedagogical-innovation/teaching-tools/supported-tools/>)

no

- 2 Will the course have scheduled classes in any of the ITS managed computer labs?

yes

- 3 Will students require access to software in the ITS managed computer labs?

TBD

- 4 Will exams be written in one of the ITS managed computer labs?

TBD

- 5 Please indicate the approximate frequency and duration of each scheduled meeting. *For example: 2 times a week for an hour.*

1.5 hours twice a week

4. Will there be non-text-based forms of instruction such as video, audio or large computer files and what services will be used to distribute these files? *For example: A weekly video produced by the instructor or from other sources that is posted on Echo 360, LMS, YouTube as an unlisted video...*

YES

5. Will there be non-text-based forms of assessment such as video, audio or large computer files and what services will be used to collect these files? *For example: Video submitted to the Isaak/Sakai Assignments tool or posted on a public video site such as YouTube.*

YES

ITS has no concerns with the technological requirements of this course.

ITS has concerns with the technological requirements of this course and makes the following recommendations:



Calendar Revision Submission

Form C-1 – Course Additions

Form C-1 is to be completed when there is an addition to the course bank. One complete submission for each course. Cross-listed courses are to be submitted by the home/primary Department/Centre.

Course code:

Cross-listed course codes (if applicable):

Course title: Nanotechnology in Energy Systems

Course description:

Exploration of advanced materials in energy generation, conversion and storage systems, their intersection with industry, environment, and society. Materials engineering and development of multifunctional materials suitable for specific exploitation in fields of batteries, fuel cells and hydrogen technologies, with impact on power generation utilities, the automotive sector, and society at large.

Format/Contact hours:

Lectures, 3 hours per week. Laboratory: 1 hour per week.

Restriction:

open to Engineering minor students up to a specified date, or permission of instructor

Pre-requisites:

Co-requisites:

Note:

Exclusion:

Please provide responses to the questions below:

1. Proposal for this course addition:

ENGS 3P44 Nanotechnology in Energy Systems

2. Explanation for this course addition:

New course added.

3. Is this course listed as a context credit?

No Yes, a Form A - Program Additions/Terminations will be uploaded with the 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. Are 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. Course fee submission template has been submitted and approved by Finance.

6. Does this addition affect program requirements in your department?

No Yes, a Calendar Submission - Form B- Calendar Revisions will also be uploaded with this submission.

7. Does this addition affect program requirements in other departments?

No Yes, a Verification of Consultation form will be uploaded with this submission.

8. Does this addition have any impact on future admission requirements to Brock?

No Yes, record of the approval from Academic Review Committee will be uploaded with the submission.

9. Will this course be delivered on-line? Is this a new modality (i.e. formerly delivered face to face)?

No Yes, an ITS and CPI Support Forms will be uploaded with this submission

10. Does this course result from the splitting or joining of course(s) in the course bank?

No Yes (split) Yes (joined) Identify the course code(s) of the split or joined course(s) below:

11. Does this course result from the renumbering of another (current or previously offered) course?

No Yes (please identify the course code of the current or previously offered that is being renumbered 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.

ITS/CPI Consultation

Please upload a copy of the ITS and CPI [forms](#) 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

Josie Zhao	3239	yzhao6@brocku.ca
Departmental Designate for Questions	Ext	Brock E-Mail Address

Beatrice Ombuki-Berman
Chair (Print Name)


Chair (Signature)

March 03, 2022
Date

Shyamal K. Bose
Dean or Designate (Print Name)

Course fee submission template has been submitted and approved by Finance


Dean or Designate(Signature)

March 03, 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.



James A. Gibson Library
Library Support for New
Courses Form

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

To be completed by the Academic Program

Undergraduate Program Committee Graduate Studies Committee

Academic Unit: Engineering Course Number: 3P44

Course Title: Nanotechnology in Energy Systems

Proposed Calendar Description: Exploration of advanced materials in energy generation, conversion and storage systems; multifunctional materials suitable for specific exploitation in fields of batteries, fuel cells and society at large

To be completed by the Liaison Librarian

Assessment of existing collection (print & online) in areas relevant to this course:

- Strong, no budgetary implications
- Adequate, minimal budgetary implications beyond current funding allocations
- Inadequate, requires additional one time only and/or ongoing additional funding

Comments: The Brock Library retains databases, journal and ebook subscriptions that support teaching and research in scientific, technology, energy, computer science and supported disciplines. The Library is currently accessing resources to support engineering, technology and applied business applications. Input will be important.

Budget implications of this proposed course:

- Books, e-books, monographic collections, etc.
- Reference resources, handbooks, encyclopedias, dictionaries, etc.
- Journals, newspapers, serials, databases, etc.
- Geospatial maps, data, statistics, GIS, etc.
- Special collections, primary resources, etc.

Comments: Access to disciplinary databases, data sets, tools and resources will be needed to provide textbooks, magazine and journal articles, patents, standards, business IP knowledge, datasets and secondary supportive resources.

- The Library can support this proposed course with current funding
- The Library can support this proposed course with additional funding
- The Library can't support this proposed course

Ian Gordon
Liaison Librarian

IDG
Signature

March 4, 2022
Date

Beatrice Ombuki-Berr
Academic Program
Library Representative,
Chair or Director

Signature

March 03, 2022
Date

Centre for Pedagogical Innovation

Support for Course Additions

This form should be completed for all new courses submitted to UPC. The form will be reviewed by a member of the Centre for Pedagogical Innovation Team.

ACADEMIC UNIT: Engineering
COURSE NUMBER: ENGS 3P44

Part 1: Course Type

1. Please check the delivery mode for this course. You can find the definitions of these types outlined in the Academic Calendar at the following link:
<https://brocku.ca/webcal/2021/undergrad/CRSE.html>.

Please note: It is understood that the structure of this course may change over time due to instructor pedagogical preferences. Please complete this based on the first offering.

Course options are:

- Lecture
- Seminar
- Lab
- Fully online; asynchronous
- Fully Online: synchronous
- Blended
- Experience Education - [Link here](#) and describe the type of EE this course aligns.
 - Field Course
 - International Field Course
 - Service Learning
 - Project Course
 - Clinical Course
 - Internship Experience
 - Other (*Please elaborate*): _____
- Other - If your course structure is different than the options above please elaborate: _____

Part 2: Teaching Considerations

- 1 Will you, or anyone involved in this course, be sharing any information about Brock University students with a third party as part of the delivery of this course? (I.e., outside vendors such as Turnitin, TopHat, etc.) If so, please confirm that a Privacy Impact Assessment has been obtained. To determine if Brock holds a Privacy Agreement with the vendor related to Educational Technologies, please contact CPI at edtech@brocku.ca

NO.

- 2 For those courses with an experiential education component in an off-campus environment, please describe the student consent and waiver process? (Please consult with your Experiential Education Coordinator if required).

NO

- 3 Please outline what materials will be distributed electronically through your course and describe how they align with one of the following:
 - a **Owned by Brock University (Library) or yourself;**
 - b ~~Covered by a license from the copyright holder; or~~
 - c ~~Out of copyright (i.e., the copyright has expired);~~

CPI Recommendations

CPI has no concerns with the proposed course in relation to the teaching and learning approach.

CPI has concerns with the proposed course in relation to the teaching and learning approach and makes the following recommendations:

*Recommendations will be sent directly to UPC Administrative Support

Part 3: Course Alignment * *optional content.*

This section is to engage faculty in thoughtful development of courses. You are welcome to provide as much information as you deem appropriate and a member of CPI will connect with you to provide further support and consultation if requested.

1. Please consider how the proposed course aligns to your Department's Program Learning Outcomes. These Program Learning Outcomes can be found in Department documents related to the Institutional Quality Assurance Process (IQAP). This document can be accessed through your Department Chair.
2. Please consider how this course aligns to the overall strategic plan of Brock as appropriate. Please link here to the Brock strategic plan. <https://brocku.ca/strategic-plan/>

CPI Form

Brock Strategic Pillars	Check <input type="checkbox"/>	Please Explain
Offer a transformational and accessible academic and university experience.	No <input type="checkbox"/> Yes <input checked="" type="checkbox"/>	Develop program that meet labour market
Build research capacity across the University	No <input type="checkbox"/> Yes <input checked="" type="checkbox"/>	Capacity to incorporate experiential learning
Enhance the life and vitality of our local region and beyond.	No <input type="checkbox"/> Yes <input checked="" type="checkbox"/>	Potential for experiential learning involving local region
Foster a culture of inclusivity, accessibility, reconciliation and decolonization	No <input type="checkbox"/> Yes <input checked="" type="checkbox"/>	Courses will become part of integrated Engineering program at Brock that is meant to be inclusive and accessible to all

Information Technology Services
TECHNOLOGY SUPPORT CONSIDERATION

Information Technology Services Support for Course Additions

All UPC submissions are asked to have this form completed upon submission for review by Information Technology Services (ITS). Send completed form to Zaher Elahi (zelahi@brocku.ca) - Director, Client Services.

ACADEMIC UNIT: Engineering

COURSE NUMBER: 3P44

COURSE TITLE: Nanotechnology in Energy Systems

PROJECTED ENROLLMENT: 15

PROPOSED CALENDAR DESCRIPTION: Exploration of advanced materials in energy generation, conversion and storage systems, their intersection with industry, environment, and society. Materials engineering and development of multifunctional materials suitable for specific exploitation in fields of batteries, fuel cells and hydrogen technologies, with impact on power generation utilities, the automotive sector, and society at large.

INSTRUCTOR (if applicable): Jasneet Kaur

Chair/Director: Beatrice Ombuki-Berman

Date: March 2, 2022

Dean/Associate Dean: Shyamal K. Bose

Date: March 2, 2022

Information Technology Services
TECHNOLOGY SUPPORT CONSIDERATION

Please approximate the distribution between online delivery and other types of delivery:

100 Face-to-face

Measures might be in the form of percentage, ratios, time, etc.

According to the following descriptions, based on the Ministry of Colleges and Universities' categorizations, what type of course is this? a

a Face-to-Face

This type of course can be considered a conventional or classical course at Brock University. Typically these courses have physical space associated with the delivery of the course where instructors and students meet two or more hours a week.

b Directed reading

Research course with directed study and regular meetings with a faculty member on or offline. Pre-allocated physical space is typically not associated with the delivery of this type of course, meetings are coordinated between the student(s) and the instructor.

c Blended Learning Course

This is a course where face-to-face teaching time is reduced, but not eliminated, to allow students more time for online study. This model comes in a number of formats; however **the online component is typically 50%-80% of the total course delivery**. In this case, a blended learning course may have components delivered via traditional face-to-face; however, over half the course delivery should be online.

d On-Line: Synchronous Conferencing Course

This describes a course delivered through audio and video conferencing to provide synchronous communications (i.e., at the same time) between an instructor at one site and students at other sites. **A course is considered to be offered via synchronous conferencing if 80% or more of the content is delivered this way**. For example, a synchronous conferencing course may have occasional face-to-face meetings, a proctored exam, etc. with the remainder of the content delivered through audio and video conferencing.

e On-Line: Fully Online Learning (asynchronous) Course

This is a form of distance learning delivered to individuals with access to the Internet, either at home, work or through an access centre. Although courses may have a set start date and set due dates for assignments, students can otherwise access and participate in courses at times and places of their own choosing. **The online component is typically over 80% of the total delivery**. For example, a fully online course may include occasional face-to-face meetings, a proctored exam, etc. with the remainder of the content delivered online.

Information Technology Services
TECHNOLOGY SUPPORT CONSIDERATION

- 1 Are there any required technologies that differ from what Brock University currently provides? See list of provided Educational Technologies here(<https://brocku.ca/pedagogical-innovation/teaching-tools/supported-tools/>)

NO

- 2 Will the course have scheduled classes in any of the ITS managed computer labs?

Yes

- 3 Will students require access to software in the ITS managed computer labs?

TBD

- 4 Will exams be written in one of the ITS managed computer labs?

TBD

- 5 Please indicate the approximate frequency and duration of each scheduled meeting. *For example: 2 times a week for an hour.*

1.5 hours twice a week

4. Will there be non-text-based forms of instruction such as video, audio or large computer files and what services will be used to distribute these files? *For example: A weekly video produced by the instructor or from other sources that is posted on Echo 360, LMS, YouTube as an unlisted video...*

YES

5. Will there be non-text-based forms of assessment such as video, audio or large computer files and what services will be used to collect these files? *For example: Video submitted to the Isaak/Sakai Assignments tool or posted on a public video site such as YouTube.*

YES

ITS has no concerns with the technological requirements of this course.

ITS has concerns with the technological requirements of this course and makes the following recommendations:



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

Brock E-Mail

Chair (Print Name)



Chair (Signature)

Date

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.

Students must satisfy the following requirements with a minimum 70 percent average:

- ▶ ENGS 1P01

- ▶ At least one and one-half credits from ENGS 2P01, 2P02, 3P12, 3P20, 3P21, 3P22, 3P41, 3P42, 3P44

- ▶ 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.

Calendar Revision Submission

Form C-1 – Course Additions

Form C-1 is to be completed when there is an addition to the course bank. One complete submission for each course. Cross-listed courses are to be submitted by the home/primary Department/Centre.

Course code:

Cross-listed course codes (if applicable):

Course title:

Course description:

Format/Contact hours:

Restriction:

Pre-requisites:

Co-requisites:

Note:

Exclusion:

Please provide responses to the questions below:

1. Proposal for this course addition:

2. Explanation for this course addition:

3. Is this course listed as a context credit?

No Yes, a Form A - Program Additions/Terminations will be uploaded with the 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. Are 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. Course fee submission template has been submitted and approved by Finance.

6. Does this addition affect program requirements in your department?

No Yes, a Calendar Submission - Form B- Calendar Revisions will also be uploaded with this submission.

7. Does this addition affect program requirements in other departments?

No Yes, a Verification of Consultation form will be uploaded with this submission.

8. Does this addition have any impact on future admission requirements to Brock?

No Yes, record of the approval from Academic Review Committee will be uploaded with the submission.

9. Will this course be delivered on-line? Is this a new modality (i.e. formerly delivered face to face)?

No Yes, an ITS and CPI Support Forms will be uploaded with this submission

10. Does this course result from the splitting or joining of course(s) in the course bank?

No Yes (split) Yes (joined) Identify the course code(s) of the split or joined course(s) below:

11. Does this course result from the renumbering of another (current or previously offered) course?

No Yes (please identify the course code of the current or previously offered that is being renumbered 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.

ITS/CPI Consultation

Please upload a copy of the ITS and CPI [forms](#) 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

Course fee submission template
has been submitted and
approved by Finance

Dean or Designate (Print Name)



Dean or Designate(Signature)

February 3, 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.



James A. Gibson Library Library Support for New Courses Form

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

To be completed by the Academic Program

Undergraduate Program Committee Graduate Studies Committee

Academic Unit: Mathematics and Statistics Course Number: STAT 1P50

Course Title: Introduction to Data Science

Proposed Calendar Description: Topics may include basic programming skills in Python and Git; data collection and reading; data visualization; introductory statistical concepts; machine learning fundamentals; basics of regressions, decision trees, and neural networks; data ethics.

To be completed by the Liaison Librarian

Assessment of existing collection (print & online) in areas relevant to this course:

- Strong, no budgetary implications
- Adequate, minimal budgetary implications beyond current funding allocations
- Inadequate, requires additional one time only and/or ongoing additional funding

Comments: The Library regularly acquires books/ebooks, reference materials, journals, databases and streaming video in support of mathematics/statistics/data teaching, research and learning. As an introductory course that is textbook and OER driven there are few demands for library resources.
The Library would appreciate feedback from the instructor and students to add essential resources as appropriate.

Budget implications of this proposed course:

- Books, e-books, monographic collections, etc.
- Reference resources, handbooks, encyclopedias, dictionaries, etc.
- Journals, newspapers, serials, databases, etc.
- Geospatial maps, data, statistics, GIS, etc.
- Special collections, primary resources, etc.

Comments: The Library can support this course with digital resources in addition to team teaching, instruction and related workshops.

- The Library can support this proposed course with current funding
- The Library can support this proposed course with additional funding
- The Library can't support this proposed course

Ian Gordon
Liaison Librarian

IDG
Signature

Jan 20, 2022
Date

Stephen Anco
Academic Program
Library Representative,
Chair or Director

Stephen Anco
Signature

Jan 20, 2022
Date

Centre for Pedagogical Innovation Support for Course Additions

This form should be completed for all new courses submitted to UPC. The form will be reviewed by a member of the Centre for Pedagogical Innovation Team.

ACADEMIC UNIT: Mathematics and Statistics

COURSE NUMBER: MATH 1P50 Introduction to data science

Part 1: Course Type

1. Please check the delivery mode for this course. You can find the definitions of these types outlined in the Academic Calendar at the following link:
<https://brocku.ca/webcal/2021/undergrad/CRSE.html>.

Please note: It is understood that the structure of this course may change over time due to instructor pedagogical preferences. Please complete this based on the first offering.

Course options are:

- Lecture
- Seminar
- Lab
- Fully online; asynchronous
- Fully Online: synchronous
- Blended
- Experience Education - [Link here](#) and describe the type of EE this course aligns.
 - Field Course
 - International Field Course
 - Service Learning
 - Project Course
 - Clinical Course
 - Internship Experience
 - Other (*Please elaborate*): _____
- Other - If your course structure is different than the options above please elaborate: _____

Part 2: Teaching Considerations

- 1 Will you, or anyone involved in this course, be sharing any information about Brock University students with a third party as part of the delivery of this course? (I.e., outside vendors such as Turnitin, TopHat, etc.) If so, please confirm that a Privacy Impact

CPI Form

Assessment has been obtained. To determine if Brock holds a Privacy Agreement with the vendor related to Educational Technologies, please contact CPI at edtech@brocku.ca

No

- 2 For those courses with an experiential education component in an off-campus environment, please describe the student consent and waiver process? (Please consult with your Experiential Education Coordinator if required).

Not applicable

- 3 Please outline what materials will be distributed electronically through your course and describe how they align with one of the following:
- a Owned by Brock University (Library) or yourself;
 - b Covered by a license from the copyright holder; or
 - c Out of copyright (i.e., the copyright has expired);

Lecture notes, project assignment, and homework, which will be mainly owned by myself.

CPI Recommendations

CPI has no concerns with the proposed course in relation to the teaching and learning approach.

CPI has concerns with the proposed course in relation to the teaching and learning approach and makes the following recommendations:

*Recommendations will be sent directly to UPC Administrative Support

Part 3: Course Alignment *optional content.

This section is to engage faculty in thoughtful development of courses. You are welcome to provide as much information as you deem appropriate, and a member of CPI will connect with you to provide further support and consultation if requested.

1. Please consider how the proposed course aligns to your Department's Program Learning Outcomes. These Program Learning Outcomes can be found in Department documents

related to the Institutional Quality Assurance Process (IQAP). This document can be accessed through your Department Chair.

By targeting a wide variety of students from different fields and faculties, this course will introduce and attract them to the fields of data science and statistics. A portion of the students who successfully complete the course are likely to become interested in taking further advanced courses on related topics that are offered at the Department of Mathematics and Statistics, enhancing the enrolment of the courses in the department. The course also fosters the data science section of the department, potentially increasing the number of students who would like to pursue their studies in this field either at an undergraduate or graduate level.

2. Please consider how this course aligns to the overall strategic plan of Brock as appropriate. Please link here to the Brock strategic plan.

<https://brocku.ca/strategic-plan/>

Brock Strategic Pillars	Check <input type="checkbox"/>	Please Explain
Offer a transformational and accessible academic and university experience.	No <input type="checkbox"/> Yes <input checked="" type="checkbox"/>	The course will introduce, from scratch, the highly-attractive machine-learning field and provide the necessary data-science skill set to apply the obtained knowledge to practical problems. For those students that have limited prior experience in working with data, the course will be truly transformational.
Build research capacity across the University	No <input type="checkbox"/> Yes <input checked="" type="checkbox"/>	By introducing several basic and advanced machine-learning tools, the course leverages the students' skills and options when they face research projects involving data.
Enhance the life and vitality of our local region and beyond.	No <input type="checkbox"/> Yes <input type="checkbox"/>	
Foster a culture of inclusivity, accessibility, reconciliation and decolonization	No <input type="checkbox"/> Yes <input checked="" type="checkbox"/>	The field of machine-learning is mainly male dominated. By opening the course to all first-year students on campus, not just those at the Faculty of Mathematics and Science, a culture of inclusivity will be fostered.

Calendar Revision Submission

Form C-1 – Course Additions

Form C-1 is to be completed when there is an addition to the course bank. One complete submission for each course. Cross-listed courses are to be submitted by the home/primary Department/Centre.

Course code:

Cross-listed course codes (if applicable):

Course title: Introduction to Actuarial Modeling

Course description:

Introduction to long-term insurance coverages (life insurance, annuities, pensions); survival models and life tables; life insurance benefits; life annuities. Introduction to short-term insurance coverages (property and casualty insurance); frequency and severity distributions; aggregate claim models; parametric and nonparametric estimations.

Format/Contact hours:

Lecture, 3 hours per week; Lab/Tutorial 1 hour per week

Restriction:

Pre-requisites:

MATH 2P75, one of MATH 1P98 and MATH 2P81, or permission by the instructor.

Co-requisites:

Note:

This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Exclusion:

Please provide responses to the questions below:

1. Proposal for this course addition:

2. Explanation for this course addition:

The course is expected to serve as the foundation of establishing a new concentration in actuarial science and mathematical finance in our department. The concentration is expected to increase the enrollment in BSc in Mathematics and Statistics.

3. Is this course listed as a context credit?

No Yes, a Form A - Program Additions/Terminations will be uploaded with the 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. Are 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. Course fee submission template has been submitted and approved by Finance.

6. Does this addition affect program requirements in your department?

No Yes, a Calendar Submission - Form B- Calendar Revisions will also be uploaded with this submission.

7. Does this addition affect program requirements in other departments?

No Yes, a Verification of Consultation form will be uploaded with this submission.

8. Does this addition have any impact on future admission requirements to Brock?

No Yes, record of the approval from Academic Review Committee will be uploaded with the submission.

9. Will this course be delivered on-line? Is this a new modality (i.e. formerly delivered face to face)?

No Yes, an ITS and CPI Support Forms will be uploaded with this submission

10. Does this course result from the splitting or joining of course(s) in the course bank?

No Yes (split) Yes (joined) Identify the course code(s) of the split or joined course(s) below:

11. Does this course result from the renumbering of another (current or previously offered) course?

No Yes (please identify the course code of the current or previously offered that is being renumbered 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.

ITS/CPI Consultation

Please upload a copy of the ITS and CPI [forms](#) 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

Jayne Zarecky	3300	jzarecky@brocku.ca
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Departmental Designate for Questions

Ext

Brock E-Mail Address

Stephen Anco

Chair (Print Name)



Chair (Signature)

--

Date

Shyamal Bose

Dean or Designate (Print Name)



Dean or Designate(Signature)

Course fee submission template has been submitted and approved by Finance

March 7, 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.

Information Technology Services
TECHNOLOGY SUPPORT CONSIDERATION

Information Technology Services Support for Course Additions

All UPC submissions are asked to have this form completed upon submission for review by Information Technology Services (ITS). Send completed form to Zaher Elahi (zelahi@brocku.ca) - Director, Client Services.

ACADEMIC UNIT: Mathematics and Statistics COURSE NUMBER: MATH 3P30

COURSE TITLE: Introduction to Actuarial Modeling PROJECTED ENROLLMENT: 20

PROPOSED CALENDAR DESCRIPTION: INSTRUCTOR (if applicable):

Introduction to long-term insurance coverages (life insurance, annuities, pensions); survival models and life tables; life insurance benefits; life annuities. Introduction to short-term insurance coverages (property and casualty insurance); frequency and severity distributions; aggregate claim models; parametric and nonparametric estimations.

Chair/Director: Stephen Anco



Date: March 4,
2022

Dean/Associate Dean: Shyamal Bose



Date: March 7,
2022

Information Technology Services
TECHNOLOGY SUPPORT CONSIDERATION

Please approximate the distribution between online delivery and other types of delivery:

The course will be delivered in person.

Measures might be in the form of percentage, ratios, time, etc.

According to the following descriptions, based on the Ministry of Colleges and Universities' categorizations, what type of course is this?

Face-to-Face.

a Face-to-Face

This type of course can be considered a conventional or classical course at Brock University. Typically these courses have physical space associated with the delivery of the course where instructors and students meet two or more hours a week.

b Directed reading

Research course with directed study and regular meetings with a faculty member on or offline. Pre-allocated physical space is typically not associated with the delivery of this type of course, meetings are coordinated between the student(s) and the instructor.

c Blended Learning Course

This is a course where face-to-face teaching time is reduced, but not eliminated, to allow students more time for online study. This model comes in a number of formats; however **the online component is typically 50%-80% of the total course delivery**. In this case, a blended learning course may have components delivered via traditional face-to-face; however, over half the course delivery should be online.

d On-Line: Synchronous Conferencing Course

This describes a course delivered through audio and video conferencing to provide synchronous communications (i.e., at the same time) between an instructor at one site and students at other sites. **A course is considered to be offered via synchronous conferencing if 80% or more of the content is delivered this way**. For example, a synchronous conferencing course may have occasional face-to-face meetings, a proctored exam, etc. with the remainder of the content delivered through audio and video conferencing.

e On-Line: Fully Online Learning (asynchronous) Course

This is a form of distance learning delivered to individuals with access to the Internet, either at home, work or through an access centre. Although courses may have a set start date and set due dates for assignments, students can otherwise access and participate in courses at times and places of their own choosing. **The online component is typically over 80% of the total delivery**. For example, a fully online course may include occasional face-to-face meetings, a proctored exam, etc. with the remainder of the content delivered online.

Information Technology Services
TECHNOLOGY SUPPORT CONSIDERATION

- 1 Are there any required technologies that differ from what Brock University currently provides? See list of provided Educational Technologies here(<https://brocku.ca/pedagogical-innovation/teaching-tools/supported-tools/>)

No.

- 2 Will the course have scheduled classes in any of the ITS managed computer labs?

No.

- 3 Will students require access to software in the ITS managed computer labs?

No.

- 4 Will exams be written in one of the ITS managed computer labs?

No.

- 5 Please indicate the approximate frequency and duration of each scheduled meeting. *For example: 2 times a week for an hour.*

3 hours of lecture (2 times a week, 1.5 hours each) and 1 hour of lab/tutorial.

4. Will there be non-text-based forms of instruction such as video, audio or large computer files and what services will be used to distribute these files? *For example: A weekly video produced by the instructor or from other sources that is posted on Echo 360, LMS, YouTube as an unlisted video...*

No.

5. Will there be non-text-based forms of assessment such as video, audio or large computer files and what services will be used to collect these files? *For example: Video submitted to the Isaak/Sakai Assignments tool or posted on a public video site such as YouTube.*

No.

ITS has no concerns with the technological requirements of this course.

ITS has concerns with the technological requirements of this course and makes the following recommendations:



James A. Gibson Library
Library Support for New
Courses Form

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

To be completed by the Academic Program

Undergraduate Program Committee Graduate Studies Committee

Academic Unit: Mathematics and Statistics Course Number: MATH 3P30

Course Title: Introduction to Actuarial Modeling

Proposed Calendar Description: Introduction to long-term insurance coverages (life insurance, annuities, pensions); survival models and life tables; life insurance benefits; life annuities. Introduction to short-term insurance coverages (property and casualty insurance); frequency and severity distributions; aggregate claim models; parametric and nonparametric estimations.

To be completed by the Liaison Librarian

Assessment of existing collection (print & online) in areas relevant to this course:

- Strong, no budgetary implications
- Adequate, minimal budgetary implications beyond current funding allocations
- Inadequate, requires additional one time only and/or ongoing additional funding

Comments: The Library regularly acquires books/ebooks, reference materials, journals, databases and streaming video in support of mathematics/statistics/actuarial teaching, research and learning. As an advanced course that is textbook driven with a limited number of published current texts, manuals and additional resources the Library has sufficient ongoing resources to support this course. The Library would appreciate feedback from the instructor and students to add essential resources as appropriate.

Budget implications of this proposed course:

- Books, e-books, monographic collections, etc.
- Reference resources, handbooks, encyclopedias, dictionaries, etc.
- Journals, newspapers, serials, databases, etc.
- Geospatial maps, data, statistics, GIS, etc.
- Special collections, primary resources, etc.

Comments: The Library can support this course using existing resources.

- The Library can support this proposed course with current funding
- The Library can support this proposed course with additional funding
- The Library can't support this proposed course

Ian Gordon
Liaison Librarian

Academic Program
Library Representative,
Chair or Director

IDG
Signature

Signature

Jan 20, 2022
Date

Date

Centre for Pedagogical Innovation

Support for Course Additions

This form should be completed for all new courses submitted to UPC. The form will be reviewed by a member of the Centre for Pedagogical Innovation Team.

ACADEMIC UNIT: Mathematics and Statistics

COURSE NUMBER: MATH 3P40 Introduction to Actuarial Modeling

Part 1: Course Type

1. Please check the delivery mode for this course. You can find the definitions of these types outlined in the Academic Calendar at the following link:

<https://brocku.ca/webcal/2021/undergrad/CRSE.html>.

Please note: It is understood that the structure of this course may change over time due to instructor pedagogical preferences. Please complete this based on the first offering.

Course options are:

- Lecture
- Seminar
- Lab
- Fully online; asynchronous
- Fully Online: synchronous
- Blended
- Experience Education - [Link here](#) and describe the type of EE this course aligns.
 - Field Course
 - International Field Course
 - Service Learning
 - Project Course
 - Clinical Course
 - Internship Experience
 - Other (*Please elaborate*): _____
- Other - If your course structure is different than the options above please elaborate: _____

Part 2: Teaching Considerations

- 1 Will you, or anyone involved in this course, be sharing any information about Brock University students with a third party as part of the delivery of this course? (I.e., outside vendors such as Turnitin, TopHat, etc.) If so, please confirm that a Privacy Impact Assessment has been obtained. To determine if Brock holds a Privacy Agreement with the vendor related to Educational Technologies, please contact CPI at edtech@brocku.ca

No.

- 2 For those courses with an experiential education component in an off-campus environment, please describe the student consent and waiver process? (Please consult with your Experiential Education Coordinator if required).

NA.

- 3 Please outline what materials will be distributed electronically through your course and describe how they align with one of the following:
 - a Owned by Brock University (Library) or yourself;
 - b Covered by a license from the copyright holder; or
 - c Out of copyright (i.e., the copyright has expired);

Owned by Brock University (Library) or myself.

CPI Recommendations

- CPI has no concerns with the proposed course in relation to the teaching and learning approach.
- CPI has concerns with the proposed course in relation to the teaching and learning approach and makes the following recommendations:

*Recommendations will be sent directly to UPC Administrative Support

Part 3: Course Alignment **optional content.*

This section is to engage faculty in thoughtful development of courses. You are welcome to provide as much information as you deem appropriate, and a member of CPI will connect with you to provide further support and consultation if requested.

1. Please consider how the proposed course aligns to your Department's Program Learning Outcomes. These Program Learning Outcomes can be found in Department documents related to the Institutional Quality Assurance Process (IQAP). This document can be accessed through your Department Chair.

CPI Form

2. Please consider how this course aligns to the overall strategic plan of Brock as appropriate. Please link here to the Brock strategic plan. <https://brocku.ca/strategic-plan/>

Brock Strategic Pillars	Check <input type="checkbox"/>	Please Explain
Offer a transformational and accessible academic and university experience.	No <input type="checkbox"/> Yes <input type="checkbox"/>	
Build research capacity across the University	No <input type="checkbox"/> Yes <input type="checkbox"/>	
Enhance the life and vitality of our local region and beyond.	No <input type="checkbox"/> Yes <input type="checkbox"/>	
Foster a culture of inclusivity, accessibility, reconciliation and decolonization	No <input type="checkbox"/> Yes <input type="checkbox"/>	

Calendar Revision Submission

Form C-1 – Course Additions

Form C-1 is to be completed when there is an addition to the course bank. One complete submission for each course. Cross-listed courses are to be submitted by the home/primary Department/Centre.

Course code:

Cross-listed course codes (if applicable):

Course title: Advanced Topics in Actuarial Modeling

Course description:

Selected topics from advanced long-term and/or short-term actuarial modeling: premium calculation; policy values; multiple state models; multiple decrement models; joint life and last survivor models; pension mathematics; pricing and reserving of equity-linked life insurance; coverage modifications; construction and selection of parametric models; credibility theory; pricing and reserving for short-term insurance coverages; reinsurance coverages.

Format/Contact hours:

Lecture, 3 hours per week; Lab, 1 hour per week

Restriction:

Pre-requisites:

MATH 3P30, MATH 2P82, or permission of the instructor.

Co-requisites:

Note:

This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Exclusion:

Please provide responses to the questions below:

1. Proposal for this course addition:

2. Explanation for this course addition:

This course is expected to serve as the foundation of establishing a new concentration in actuarial science and mathematical finance in our department. The concentration is expected to increase the enrollment in BSc in Mathematics and Statistics.

3. Is this course listed as a context credit?

No Yes, a Form A - Program Additions/Terminations will be uploaded with the 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. Are 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. Course fee submission template has been submitted and approved by Finance.

6. Does this addition affect program requirements in your department?

No Yes, a Calendar Submission - Form B- Calendar Revisions will also be uploaded with this submission.

7. Does this addition affect program requirements in other departments?

No Yes, a Verification of Consultation form will be uploaded with this submission.

8. Does this addition have any impact on future admission requirements to Brock?

No Yes, record of the approval from Academic Review Committee will be uploaded with the submission.

9. Will this course be delivered on-line? Is this a new modality (i.e. formerly delivered face to face)?

No Yes, an ITS and CPI Support Forms will be uploaded with this submission

10. Does this course result from the splitting or joining of course(s) in the course bank?

No Yes (split) Yes (joined) Identify the course code(s) of the split or joined course(s) below:

11. Does this course result from the renumbering of another (current or previously offered) course?

No Yes (please identify the course code of the current or previously offered that is being renumbered 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.

ITS/CPI Consultation

Please upload a copy of the ITS and CPI [forms](#) 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

Jayne Zarecky	3300	jzarecky@brocku.ca
Departmental Designate for Questions	Ext	Brock E-Mail Address

Stephen Anco
Chair (Print Name)


Chair (Signature)

Date

Shyamal Bose
Dean or Designate (Print Name)

Course fee submission template has been submitted and approved by Finance


Dean or Designate(Signature)

March 7, 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.

Information Technology Services
TECHNOLOGY SUPPORT CONSIDERATION

Information Technology Services Support for Course Additions

All UPC submissions are asked to have this form completed upon submission for review by Information Technology Services (ITS). Send completed form to Zaher Elahi (zelahi@brocku.ca) - Director, Client Services.

ACADEMIC UNIT: Mathematics and Statistics

COURSE NUMBER: MATH 4P30

TITLE: Advanced Topics in Actuarial Modeling

PROJECTED ENROLLMENT: 15

PROPOSED CALENDAR DESCRIPTION:

INSTRUCTOR (if applicable):

Selected topics from advanced long-term and/or short-term actuarial modeling: premium calculation; policy values; multiple state models; multiple decrement models; joint life and last survivor models; pension mathematics; pricing and reserving of equity-linked life insurance; coverage modifications; construction and selection of parametric models; credibility theory; pricing and reserving for short-term insurance coverages; reinsurance coverages.

Chair/Director: Stephen Anco



Date: March 4, 2022

Dean/Associate Dean: Shyamal Bose



Date: March 7 2022

Information Technology Services
TECHNOLOGY SUPPORT CONSIDERATION

Please approximate the distribution between online delivery and other types of delivery:

The course will be delivered in person.

Measures might be in the form of percentage, ratios, time, etc.

According to the following descriptions, based on the Ministry of Colleges and Universities' categorizations, what type of course is this?

Face-to-Face

a Face-to-Face

This type of course can be considered a conventional or classical course at Brock University. Typically these courses have physical space associated with the delivery of the course where instructors and students meet two or more hours a week.

b Directed reading

Research course with directed study and regular meetings with a faculty member on or offline. Pre-allocated physical space is typically not associated with the delivery of this type of course, meetings are coordinated between the student(s) and the instructor.

c Blended Learning Course

This is a course where face-to-face teaching time is reduced, but not eliminated, to allow students more time for online study. This model comes in a number of formats; however **the online component is typically 50%-80% of the total course delivery**. In this case, a blended learning course may have components delivered via traditional face-to-face; however, over half the course delivery should be online.

d On-Line: Synchronous Conferencing Course

This describes a course delivered through audio and video conferencing to provide synchronous communications (i.e., at the same time) between an instructor at one site and students at other sites. **A course is considered to be offered via synchronous conferencing if 80% or more of the content is delivered this way**. For example, a synchronous conferencing course may have occasional face-to-face meetings, a proctored exam, etc. with the remainder of the content delivered through audio and video conferencing.

e On-Line: Fully Online Learning (asynchronous) Course

This is a form of distance learning delivered to individuals with access to the Internet, either at home, work or through an access centre. Although courses may have a set start date and set due dates for assignments, students can otherwise access and participate in courses at times and places of their own choosing. **The online component is typically over 80% of the total delivery**. For example, a fully online course may include occasional face-to-face meetings, a proctored exam, etc. with the remainder of the content delivered online.

Information Technology Services
TECHNOLOGY SUPPORT CONSIDERATION

- 1 Are there any required technologies that differ from what Brock University currently provides? See list of provided Educational Technologies here(<https://brocku.ca/pedagogical-innovation/teaching-tools/supported-tools/>)

No,

- 2 Will the course have scheduled classes in any of the ITS managed computer labs?

No.

- 3 Will students require access to software in the ITS managed computer labs?

No.

- 4 Will exams be written in one of the ITS managed computer labs?

No.

- 5 Please indicate the approximate frequency and duration of each scheduled meeting. *For example: 2 times a week for an hour.*

3 hours of lecture (2 times a week, 1.5 hours each) and 1 hour of lab/tutorial.

4. Will there be non-text-based forms of instruction such as video, audio or large computer files and what services will be used to distribute these files? *For example: A weekly video produced by the instructor or from other sources that is posted on Echo 360, LMS, YouTube as an unlisted video...*

No.

5. Will there be non-text-based forms of assessment such as video, audio or large computer files and what services will be used to collect these files? *For example: Video submitted to the Isaak/Sakai Assignments tool or posted on a public video site such as YouTube.*

No.

ITS has no concerns with the technological requirements of this course.

ITS has concerns with the technological requirements of this course and makes the following recommendations:



James A. Gibson Library Library Support for New Courses Form

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

To be completed by the Academic Program

Undergraduate Program Committee Graduate Studies Committee

Academic Unit: Mathematics and Statistics Course Number: MATH 4P30

Course Title: Advanced Topics in Actuarial Modeling

Proposed Calendar Description: Selected topics from advanced long-term and/or short-term actuarial modeling: premium calculation; policy values; multiple state models; multiple decrement models; joint life and last survivor models; pension mathematics; pricing and reserving of equity-linked life insurance; coverage modifications; construction and selection of parametric models; credibility theory; pricing and reserving for short-term insurance coverages; reinsurance coverages.

To be completed by the Liaison Librarian

Assessment of existing collection (print & online) in areas relevant to this course:

- Strong, no budgetary implications
- Adequate, minimal budgetary implications beyond current funding allocations
- Inadequate, requires additional one time only and/or ongoing additional funding

Comments: The Library regularly acquires books/ebooks, reference materials, journals, databases and streaming video in support of mathematics/statistics/actuarial teaching, research and learning. As an advanced course that resources materials in programming, modeling, statistics and mathematical theory there is a limited number of digital ebooks and journals that will be of use to faculty and students. Essential texts, ebooks in important series and literature that speaks to the implication, application and management of actuarial modeling will be of important to instruction. Feedback from the instructor would be welcome.

Budget implications of this proposed course:

- Books, e-books, monographic collections, etc.
- Reference resources, handbooks, encyclopedias, dictionaries, etc.
- Journals, newspapers, serials, databases, etc.
- Geospatial maps, data, statistics, GIS, etc.
- Special collections, primary resources, etc.

Comments: The Library can support this course with additional input from faculty.

- The Library can support this proposed course with current funding
- The Library can support this proposed course with additional funding
- The Library can't support this proposed course

Ian Gordon
Liaison Librarian

Academic Program
Library Representative,
Chair or Director

IDG
Signature

Signature

Jan 20, 2022
Date

Date

Centre for Pedagogical Innovation

Support for Course Additions

This form should be completed for all new courses submitted to UPC. The form will be reviewed by a member of the Centre for Pedagogical Innovation Team.

ACADEMIC UNIT: Mathematics and Statistics

COURSE NUMBER: MATH 4P30 Advanced Topics in Actuarial Modeling

Part 1: Course Type

1. Please check the delivery mode for this course. You can find the definitions of these types outlined in the Academic Calendar at the following link:

<https://brocku.ca/webcal/2021/undergrad/CRSE.html>.

Please note: It is understood that the structure of this course may change over time due to instructor pedagogical preferences. Please complete this based on the first offering.

Course options are:

- Lecture
- Seminar
- Lab
- Fully online; asynchronous
- Fully Online: synchronous
- Blended
- Experience Education - [Link here](#) and describe the type of EE this course aligns.
 - Field Course
 - International Field Course
 - Service Learning
 - Project Course
 - Clinical Course
 - Internship Experience
 - Other (*Please elaborate*): _____
- Other - If your course structure is different than the options above please elaborate: _____

Part 2: Teaching Considerations

- 1 Will you, or anyone involved in this course, be sharing any information about Brock University students with a third party as part of the delivery of this course? (I.e., outside vendors such as Turnitin, TopHat, etc.) If so, please confirm that a Privacy Impact Assessment has been obtained. To determine if Brock holds a Privacy Agreement with the vendor related to Educational Technologies, please contact CPI at edtech@brocku.ca

No.

- 2 For those courses with an experiential education component in an off-campus environment, please describe the student consent and waiver process? (Please consult with your Experiential Education Coordinator if required).

NA.

- 3 Please outline what materials will be distributed electronically through your course and describe how they align with one of the following:
 - a Owned by Brock University (Library) or yourself;
 - b Covered by a license from the copyright holder; or
 - c Out of copyright (i.e., the copyright has expired);Owned by Brock University (Library) or myself.

CPI Recommendations

CPI has no concerns with the proposed course in relation to the teaching and learning approach.

CPI has concerns with the proposed course in relation to the teaching and learning approach and makes the following recommendations:

*Recommendations will be sent directly to UPC Administrative Support

Part 3: Course Alignment **optional content.*

This section is to engage faculty in thoughtful development of courses. You are welcome to provide as much information as you deem appropriate, and a member of CPI will connect with you to provide further support and consultation if requested.

1. Please consider how the proposed course aligns to your Department's Program Learning Outcomes. These Program Learning Outcomes can be found in Department documents related to the Institutional Quality Assurance Process (IQAP). This document can be accessed through your Department Chair.

CPI Form

2. Please consider how this course aligns to the overall strategic plan of Brock as appropriate. Please link here to the Brock strategic plan. <https://brocku.ca/strategic-plan/>

Brock Strategic Pillars	Check <input type="checkbox"/>	Please Explain
Offer a transformational and accessible academic and university experience.	No <input type="checkbox"/> Yes <input type="checkbox"/>	
Build research capacity across the University	No <input type="checkbox"/> Yes <input type="checkbox"/>	
Enhance the life and vitality of our local region and beyond.	No <input type="checkbox"/> Yes <input type="checkbox"/>	
Foster a culture of inclusivity, accessibility, reconciliation and decolonization	No <input type="checkbox"/> Yes <input type="checkbox"/>	

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): ECON 3P73

Course title:

1. Proposal for this course revision:

MATH/ECON 3P73 be renumbered MATH/ECON 3P99 and homed in the Department of Mathematics & Statistics

2. Explanation for this course revision:

To help MATH students meet the requirement of 3.0 MATH credits numbered 3(alpha)90 and above. We have plenty of courses at 2(alpha)90-3(alpha)89 and not enough above 3(alpha)90.

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

Jayne Zarecky

Departmental Designate for Questions

Ext

jzarecky@brocku.ca

Brock E-Mail Address

Stephen Anco

Chair (Print Name)



Chair (Signature)

Date

Shyamal Bose

Dean or Designate (Print Name)



Dean or Designate (Signature)

February 3, 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.

2.Explanation for this course revision:

To help MATH students meet the requirement of 3.0 MATH credits numbered 3(alpha)90 and above. We have plenty of courses at 2(alpha)90-3(alpha)89 and not enough above 3(alpha)90.

***MATH 3P73 3P99**

Game Theory

(also offered as ECON 3P73 3P99)

Representation of Games. Strategies and payoff functions. Static and dynamic games of complete or incomplete information. Equilibria concepts: Nash, Bayesian Nash and Perfect Bayesian Nash equilibria. Convexity concepts, fixed points for correspondences and minimax. Core and Shapley value of a game. Refinements and Applications.

Lectures, 3 hours per week; lab/tutorial, 1 hour per week.

Prerequisite(s): one of MATH 2P91 (2P72), ECON 3P91, 3Q91.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previously assigned grade and credit obtained in MATH 3P73.

Verification of Consultation Form for Changes affecting other Faculties/Departments/Centres

This form verifies that we are aware and have engaged in consultation regarding the proposed changes in this submission that affect our respective programs (e.g. additions, deletions, revisions to courses or course components, revision to program requirements that impact a program in another Department/Centre).

Please provide relevant/appropriate evidence regarding this consultation (e.g., confirmation e-mail).

Reason for consultation (identify addition/deletion/revision as appropriate):

- All parties agree to the proposed changes and have updated our UPC submissions to reflect the changes.
- Consultation has occurred but changes have not been agreed to by all parties.

I. For changes that cross Departments/Centres within the *same* Faculty:

<hr/>	
Chair/Director (submitting Dept/Centre)	Signature

If multiple Dept/Centres affected, please include all signatures on this form.

<hr/>	
Chair/Director (affected Dept/Centre)	Signature

<hr/>	<hr/>
Chair/Director (affected Dept/Centre)	Signature

<hr/>	<hr/>
Chair/Director (affected Dept/Centre)	Signature

II. For changes that cross Faculties:

<hr/>	
Dean (submitting Faculty)	Signature

<hr/>	
Dean (affected Faculty)	Signature

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

Elizabeth Horvath

Departmental Designate for Questions

Ext

ehorvath@brocku.ca

Brock E-Mail Address

Thad Harroun

Chair (Print Name)



Chair (Signature)

11 FEB 2022

Date

Ejaz Ahmed

Dean or Designate (Print Name)



Dean or Designate (Signature)

February 17, 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.

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

Elizabeth Horvath

Departmental Designate for Questions

Ext

ehorvath@brocku.ca

Brock E-Mail Address

Thad Harroun

Chair (Print Name)



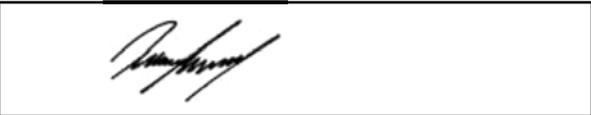
Chair (Signature)

11 FEB 2022

Date

Ejaz Ahmed

Dean or Designate (Print Name)



Dean or Designate (Signature)

February 14, 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.

Changes to Physics UG APC 2022-23

Program Notes

1. Students should consult a faculty adviser when planning years 3 and 4 of the BSc programs or year 3 of the BSc Pass program.
2. CHEM 1P91, 1P92, MATH 1P05 and 1P11 expect a certain level of achievement on relevant high-school courses and conduct placement tests early in the term. Students who do not meet the preparation requirements are able to enroll in alternate courses: CHEM 1P00, MATH 1P20, 1P12 and 2P12, respectively, before continuing in the courses required for their program. As a result, the students may take more than four years and 20.0 credits to graduate. Students should contact an Academic Adviser for their program.
- ~~3. Students must check to ensure that any additional specific prerequisites for each course are met. Students may be deregistered, at the request of the instructor, from any course for which prerequisites and/or restrictions have not been met.
Courses delivered in the Faculty of Mathematics and Science include APCO 1P00, 1P93, 2P11, BIOL 2Q04, 4P25, BTEC 2P09, CHEM 2P12, 2P42, 2P63, ENGS 1P01, 3P12, 3P21, 3P22, ERSC 2P07, 2P61, 3P95, FMSC 1P00, MATH 1P05, 1P06, 1P20, 1P70, 1P98, 1F92, PHYS 1P21, 1P22, 2P02, and 2P30.
The Minor in Engineering Science is a limited enrolment program.
Students who did not previously take ASTR 1P01 are expected to make up any missing background material on their own time.~~
3. In 20 credit degree programs a maximum of eight credits may be numbered 1(*alpha*)00 to 1(*alpha*)99; at least three credits must be numbered 2(*alpha*)90 or above; at least three credits must be numbered 3(*alpha*)90 or above; and the remaining credits must be numbered 2(*alpha*)00 or above.
In 15 credit degree program a maximum of eight credits may be numbered 1(*alpha*)00 to 1(*alpha*)99; at least three credits must be numbered 2(*alpha*)90 or above; and the remaining credits must be numbered 2(*alpha*)00 or above.

In some circumstances, in order to meet university degree and program requirements, more than 15 or 20 credits may be taken.

ASTR 1P02

Introduction to Astronomy II

Stars and galaxies; black holes, curved spacetime, and general relativity; dark matter and dark energy; cosmology and the Big Bang; life beyond Earth.

Lectures, 3 hours per week.

Prerequisite(s): ASTR 1P01

Note: ~~ASTR 1P01 is highly recommended, see program note 34.~~ This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

*PHYS 2P42

Astrophysics and Cosmology

(also offered as ASTR 2P42)

Structure, formation, and evolution of planets, stars, and galaxies; white dwarfs, neutron stars, black holes, and other exotic entities; the possibility of life on other planets, interstellar travel, and space colonies; dark matter and dark energy; Origin and ultimate fate of the universe; Applications of general relativity and quantum mechanics to astrophysics and cosmology. Lectures, 3 hours per week.

Lectures, 3 hours per week.

Prerequisite(s): PHYS 1P21 or 1P91 (recommended); PHYS 1P22 or 1P92 (recommended); MATH 1P01 and 1P02, or MATH 1P05 and 1P06 (recommended); ASTR 1P01 and 1P02.

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

Brock E-Mail

Chair (Print Name)

Chair (Signature)

Date

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.

Therapeutic Recreation

Year 1

- ▶ [RECL 1P90](#), [1P95](#) and [1P99](#) (see [program note 1](#))
- ▶ [KINE 1P99](#)
- ▶ [PSYC 1F90](#)
- ▶ one Humanities context credit
- ▶ one [Sciences](#) context credit
- ▶ one half elective credit (see [program note 2](#))

Year 2

- ▶ [RECL 2P02](#), [2P07](#), [2P11](#), [2P52](#) and [2P62](#)
- ▶ [RECL 2P15](#) or [2P16](#)
- ▶ [PSYC 2P12](#)
- ▶ one and one-half elective credit (see [program note 2](#))

Year 3

- ▶ [RECL 3P11](#), [3P32](#), [3P62](#), [3Q07](#) and [3Q17](#)
- ▶ [PSYC 3P28](#)
- ▶ one half RECL credit numbered 2(*alpha*)90 or above
- ▶ one and one-half elective credits (see [program notes 2](#) and [8](#))

Year 4

- ▶ [RECL 3P95](#), [4F02](#), [4F22](#) and [4P77](#) (see [program note 7](#))
- ▶ one of [RECL 3Q92](#), [3Q99](#), [4P92](#)
- ▶ one and one-half elective credits (see [program notes 2](#) and [8](#))

CalendarRevisionSubmission

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:

Add note

2. Explanation for this course revision:

Note was removed from course description in error in 2020 UPC submission. The note that was removed in error was the following:
Note: may include weekend field experience; field experience fee may be charged; consult the Department.

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

<input type="text" value="Erin Sharpe"/>	3989	<input type="text" value="esharpe@brocku.ca"/>
Departmental Designate for Questions	Ext	Brock E-Mail Address

<input type="text" value="Erin Sharpe"/>
Chair (Print Name)

<input type="text" value="Erin Sharpe"/>
Chair (Signature)

<input type="text" value="March 7, 2022"/>
Date

<input type="text"/>
Dean or Designate (Print Name)

<input type="text" value="Kirsty Spence"/>
Dean or Designate (Signature)

<input type="text" value="March 7, 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.

RECL 1P95

Recreation Programming

Theoretical and practical foundations for planning, designing, promoting, implementing and evaluating recreation programs.

Lecture, seminar, 3 hours per week; plus fieldwork.

Restriction: open to RECL majors and minors.

Note: may include weekend field experience; field experience fee may be charged; consult the Department. This course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

Completion of this course will replace previous assigned grade and credit obtained in RECL 2P00.

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):

Reinstate (updated) notes removed in '19 since they describe a variance on the requirements of the Honours Major Degree when a student elects to follow the concentration in cultural management.

Consultation and Approvals

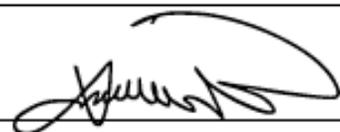
Departmental Designate for Questions

Chair (Print Name)

david vivian

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.

Studies in Arts and Culture

Director

David Vivian

Associate Professor

Catherine Parayre

Co-operating faculty from:

Canadian Studies, Communication, Popular Culture and Film, Dramatic Arts, Geography and Tourism Studies, Goodman School of Business, History, Modern Languages, Literatures and Cultures, Music, and Visual Arts

Academic Advisors

Michael Gicante

General Information

Administrative Assistant

stac@brocku.ca

Marilyn I. Walker 337A

The Centre for Studies in Arts and Culture, part of the Marilyn I. Walker School of Fine and Performing Arts, is designed for students who wish to gain a critical view as well as experiential knowledge of contemporary culture from the perspectives of observer, creator, performer or cultural agent.

Our aim is to contribute to the vitality of the arts by developing informed audiences, practitioners or critics who are engaged by interdisciplinary practices and discourses in creative work, whether dance, video, music, theatre or the visual arts. The Centre for Studies in Arts and Culture is dedicated to developing a context in which the contemporary artist, performer, critic, curator or cultural agent can examine pragmatic and theoretical approaches to understanding the creative process and its cultural implications.

In consultation with the Director, students are encouraged to organize their program of study around one of the following emphases: arts and cultural management, intermedia and interdisciplinarity, and cultural critique and agency.

As part of their Studies in Arts and Culture Honours degree program, students may complete a Concentration in Cultural Management offered in co-operation with the Faculty of Business, a Concentration in Languages, Arts and Cultures in co-operation with the Department of Modern Languages, Literatures and Cultures or a Concentration in Cultural Transmission and Heritage Studies in co-operation with the Department of History and the Department of Geography and Tourism Studies.

Students intending to work in the public sector for culture in Canada are encouraged to have a working facility in the other official language.

Program Notes

1. APCO 1P00, 1P50, COMM 2P63 and 3P63 are recommended.
2. PCUL 2P20 and 2P21 are recommended.

3. Students concentrating in Cultural Management complete one and one-half credits from this list.

4. Students concentrating in Cultural Management complete one and one-half credits from this list.

5. Students concentrating in Cultural Management complete one and one-half credits from this list, which must include STAC 3P93 or 4P01.

6. Students concentrating in Cultural Management complete one-half credit from this list.

3-7. In 20 credit degree programs a maximum of eight credits may be numbered 1(alpha)00 to 1(alpha)99; at least threecredits must be numbered 2(alpha)90 or above; at least three credits must be numbered 3(alpha)90 or above; and the remaining credits must be numbered 2(alpha)00 or above.

In 15 credit degree programs a maximum of eight credits may be numbered 1(alpha)00 to 1(alpha)99; at least three credits must be numbered 2(alpha)90 or above; and the remaining credits must be numbered 2(alpha)00 or above.

In some circumstances, in order to meet university degree and program requirements, more than 15 or 20 credits may be taken.

Honours Program

Year 1

- STAC 1P96 and 1P97
- two credits from STAC 1P03, 1P50, 1P95, 1P99, CANA 1F91, DART 1P91, 1P92, 1P94, 1P95, FREN 1F00, 1F50, 1F90, HIST 1F90, 1F92, 1F95, 1P50, 1P94, 1P95, 1P96, GEOG 1F90, GERM 1F00, 1F90, ITAL 1F00, 1F90, SPAN 1F00, 1F90, TOUR 1P91, 1P92, VISA 1Q98 and 1Q99 (see program note 3)
- COMM 1F90 or FILM 1F94
- one Sciences context credit or one Social Sciences context credit

Year 2

- STAC 2P93 and 2P94
- two credits from STAC courses numbered 2(alpha)00 or above, CANA 2P91, 2P92, DART 2P96, 2P97, 2Q92, IASC 2P60, VISA 2P26, 2P27, 2P50, 2P51, 2P53, 2P88, 2P90, 2Q98, 3P52 (see program note 4)
- one credit from FILM 2P54, 2P56, 2P94, FREN 1F50, 1F90, 2F00, GEOG 2P03, 2P06, GERM 1F90, GERM 2(alpha)00 to 2(alpha)99, ITAL 1F90, 2F00, PCUL 2P20, 2P21, 2P93, SPAN 1F90 (see program note 2)
- the Sciences context credit or Social Sciences context credit (not taken in year 1)

Year 3

- two credits from STAC courses numbered 3(alpha)00 or above, CANA 3P15, DART 3Q91, 3Q92, MUSI 3P95, VISA 3P05, 3P06, VISA 3P41, 3P42, VISA 3P50
- one credit from FILM 2P91, 2P94, 3P20, 3P21, FREN 1F90, 2F00, FREN 2(alpha)03 to 2(alpha)99, GEOG 2P03, 2P06, GERM 2(alpha)00 to 2(alpha), ITAL 2F00, ITAL 2(alpha)03 to 2(alpha), MLLC 3P20, SPAN 2(alpha)00 to 2(alpha)99, TOUR 2P30
- two elective credits (see program note 1)

Year 4

- STAC 4F40-3P99, 4P40, 4P41 and 4P68
- two credits from STAC 3P93, 3P95, 3P96, 3P97, 3P98, 3Q91, 3V90-3V99, 4F41, 4F99, 4P01, 4P72, 4P90, DART 4F90, MUSI 3P95, VISA 3P90, 3P91, 3V95-3V99, 4V70-4V79 (see program note 5)
- one credit from COMM 3P92, FILM 3P91, 3P93, 3P95, FILM 3P97 and 3P98, FILM 4P30, 4P31, 4P34, GEOG 3P45, 3P70, 3P86, PCUL 3P96, TOUR 3P93 (see program note 6)

Pass Program

Satisfactory completion of the first three years of the honours program entitles students to apply for a Pass degree.

Combined Major Program

Combined Major

Students may take a combined major in Studies in Arts and Culture and a second discipline. For requirements in the other discipline, the student should consult the relevant department/centre. It should be noted that not all departments/centres provide a combined major option.

Honours program:

- STAC 1P96 and 1P97
- three credits from STAC 1P03, 1P50, 1P99, 2P93, 2P94, 2M90-99, 3M00-09, 3P01, 3P14, 3P93
- three credits from STAC 3P95, 3P96, 3P99, 3V90-99, 4P01, 4P40, 4P41, 4P68, 4P72, 4F40, 4F99, 4V70-79

Pass program:

- STAC 1P96 and 1P97
- three credits from STAC 1P03, 1P50, 1P99, 2P93, 2P94, 2M90-99, 3M00-09, 3P01, 3P14, 3P93
- one credit from STAC 3P95, 3P96, 3P99, 3V90-99, 4P01

Concentration Program

Concentration in Languages, Arts and Culture

Students may earn a Concentration in Languages, Arts and Culture by successfully completing the following courses as part of the academic work leading to a BA (Honours) in Studies in Arts and Culture:

- Two credits from STAC 1P96, 1P97, 2P93, 2P94, 3M00-99, 3P95
- one of STAC 3P01, 3P96, 3P99, 4P01, 4P68, 4P72
- two credits from FREN 1F00, FREN 1F50, 1F90, 2F00, ITAL 1F00, 1F90, 2F00, GERM 1F00, 1F90, SPAN 1F00, 1F90
- one-half FREN, GERM, ITAL or SPAN credit

Concentration in Cultural Transmission and Heritage Studies

Students may earn a Concentration in Cultural Transmission and Heritage Studies by successfully completing the following courses as part of the academic work leading to a BA (Honours) in Studies in Arts and Culture, History, Geography or Tourism and Environment:

- Two credits from STAC 1P96, 1P97, 2P93, 2P94, 3P01, 3P96, 3P99, ~~4F40~~, 4P01, ~~4P40, 4P41~~, 4P68, 4P72
- GEOG 1F90, or TOUR 1P91 and 1P92
- one credit from GEOG 2P03, 2P06, 3P45, 3P70, 3P86, TOUR 2P30, 3P93
- one credit from HIST 1F90, 1F92, 1F95, 1F96, 1P50, 1P94, 1P95
- one HIST credit numbered 2(alpha)90 to 3(alpha)90

Concentration in Cultural Management

Students may earn a Concentration in Cultural Management by successfully completing the following courses as part of the academic work leading to a BA (Honours) in Studies in Arts and Culture:

- STAC 1P96, 1P97, 2P93, 2P94, ~~4F40~~ ~~4P40, 4P41~~ and 4P68
- STAC 3P93 or 4P01
- MGMT 1P93
- one and one-half credits from ACTG 2P51, ENTR 2P51, FNCE 2P50, 2P51, ITIS 2P51, MKTG 2P51, 2P52, OBHR 2P51, 2P52, OPER 2P51

Minor in Studies in Arts and Culture

Students in other disciplines can obtain a minor in Studies in Arts and Culture within their degree program by completing the following courses with a minimum 60 percent overall average:

- One credit from DART 1P91, 1P92, 1P94, 1P95, STAC 1P03, 1P50, 1P96, 1P97, 1P99, VISA 1Q98 and 1Q99
- STAC 2P93 and 2P94
- one credit from STAC courses numbered 2(alpha)00 to 3(alpha)99, VISA 2P50, 2P51, 2P53, 2P90, 3P08, 3P52
- one credit from STAC courses numbered 3(alpha)00 to 4(alpha)99, DART 3Q91, 3Q92, MUSI 3P95, VISA 3P05, 3P06, 3P50, 3P90, 3P91

Certificate Programs

Certificate in Arts and Culture Studies

The Centre for Studies in Arts and Culture offers a Certificate in Arts and Culture for non-degree students who wish to acquire an interdisciplinary background in arts and culture, and are interested in applying such knowledge to their initial field of study or in their career. University admission standards apply.

The Certificate in Arts and Culture Studies is awarded upon the successful completion of the following courses with an overall average of 60%:

- STAC 1P96 and 1P97
- 3 credits from STAC 1P99, 2P93, 2P94, 3P01, 3P14, 3P41, 3P42, 3P93, 3P96, 3P98, 3P99
- 1 credit from STAC courses

Certificate in Arts Management

The Centre for Studies in Arts and Culture offers a Certificate in Arts Management for non-degree seeking students who

Program Notes

1. APCO 1P00, 1P50, COMM 2P63 and 3P63 are recommended.

2. PCUL 2P20 and 2P21 are recommended.

3. Students concentrating in Cultural Management complete one and one-half credits from this list.

4. Students concentrating in Cultural Management complete one and one-half credits from this list.

5. Students concentrating in Cultural Management complete one and one-half credits from this list, which must include STAC 3P93 or 4P01.

6. Students concentrating in Cultural Management complete one-half credit from this list.

~~3.~~ 7. In 20 credit degree programs a maximum of eight credits may be numbered 1(alpha)00 to 1(alpha)99; at least three credits must be numbered 2(alpha)90 or above; at least three credits must be numbered 3(alpha)90 or above; and the remaining credits must be numbered 2(alpha)00 or above.

In 15 credit degree programs a maximum of eight credits may be numbered 1(alpha)00 to 1(alpha)99; at least three credits must be numbered 2(alpha)90 or above; and the remaining credits must be numbered 2(alpha)00 or above.

In some circumstances, in order to meet university degree and program requirements, more than 15 or 20 credits may be taken.

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

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

<input type="text" value="Violetta Clitheroe"/>	3312	<input type="text" value="moderns@brocku.ca"/>
Departmental Designate for Questions	Ext	Brock E-Mail Address

<input type="text" value="Renée-Claude Breitenstein"/>
Chair (Print Name)

<input type="text" value="R. Breitenstein"/>
Chair (Signature)

<input type="text" value="March 1, 2022"/>
Date

<input type="text" value="Neta Gordon"/>
Dean or Designate (Print Name)

<input type="text" value="Neta Gordon"/>
Dean or Designate (Signature)

<input type="text" value="March 1, 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 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.~~ 3 hours lecture, in addition to 1 hour asynchronous online component.

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.

Rationale: This structured approach and redesigning of SPAN 1F90 responds to and assists with budgetary concerns as expressed by the Dean of Humanities. These changes to SPAN1F90 are in line with the changes presented and approved for SPAN 1F00 at the February 1, 2022 UPC Meeting.

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

Brock E-Mail

Chair (Print Name)

Chair (Signature)

Date

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.

Explanation of Proposed Change(s)

The Certificate in Administrative Studies was designed to prepare mature students who have completed undergraduate degrees to successfully pursue studies in business at the graduate level.

Similar to other Certificates, this revision would open it to those who do not wish to proceed to a degree or who already have a degree in a different field as a direct entry option. It is of special interest to people interested in applying such knowledge to their initial field of study or in their career.

The Certificate in Administrative Studies (CAS) committee reviewed both the Minor in Business and Minor in Management against the current CAS requirements and felt that the Minor in Business would be the best program align CAS with in order to provide students with an overview of all functional areas to meet the goals of both the new pathway and existing graduate studies pathway. As the Certificate requires 5.0 credits, the ECON 1P91 and MATH 1P98 (STAT 1P98) will remain with the provision that those applying to the graduate studies program be required to complete STAT 1P98. The Minor in Business normally requires ETHC 3P82 but ETHC 2P51 was substituted to align with the 2P51 requirement and to avoid any advanced standing towards graduate program admission.

Program Changes - Proposed Calendar Copy

Certificate in Administrative Studies:

The Goodman School of Business offers a Certificate in Administrative Studies. This program provides an overview for interested people who do not wish to proceed to a degree or those who have already have a degree in a different field and interested in applying such knowledge to their initial field of study or in their career. For those who already have a degree, it can also designed-prepare mature students to successfully pursue the Master of Business Administration program.

Admission requirements are as listed in the [Admission section of the calendar](#).
~~studies in business at graduate level.~~

Eligibility requirements:

- ~~Proficiency in English language as required for admission to an undergraduate degree program;~~
- ~~Undergraduate degree or equivalent with minimum C standing;~~
- ~~At least one year of full-time work experience (or permission of the Associate Dean, Goodman School of Business Undergraduate Programs)~~

Students wishing to pursue conditional admission to graduate programs at the point of application to the Certificate must also submit a full graduate application package for their program of interest **and meet graduate admission requirements.**

~~Under exceptional circumstances, a student may be permitted to substitute other relevant course for those that form the usual program with permission of the Associate Dean, Goodman School of Business Undergraduate Programs.~~

~~See "Certificate Requirements" under Academic Regulations.~~

The Certificate in Administrative Studies will be awarded upon completion of the following courses with a minimum **70-60** percent overall average:

Students must maintain a minimum 70 percent average in the required courses listed below to **to be considered for admission to the Master of Business Administration program.**

~~continue in the certificate program.~~

CHANGES TO THE CURRENT LISTING IN THE CALENDAR:

- ACTG 1P01-**2P51**
- ECON 1P91
- **ENTR 2P51**
- **ETHC 2P51**
- FNCE 2P51
- **ITIS 2P51**
- ~~MATH 1P98~~
- ~~MGMT 1P93 and 1P96~~ or **STAT 1P98 (those applying to Graduate Studies must complete STAT 1P98)**
- MKTG 2P51
- OBHR 2P51
- **OPER 2P51**
- ~~one elective credit (see program note 8)~~

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

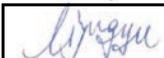
Departmental Designate for Questions

Brock E-Mail

Chair (Print Name)

Chair (Signature)

Date



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.

Proposal

That program requirements in the ESB Reutlingen International Double Degree Program (ESB students attending Brock in Years 3 and 4 - Inbound) be revised to include a Research Topics course (4F90) to meet ESB's thesis requirement.

Explanation of Proposed Change(s)

ESB Reutlingen requires the completion of a thesis by undergraduate learners as a mandatory requirement of its program. The thesis is intended to be completed in the 4th year so as to provide the learner with a sufficient theoretical base, backstopped by work experience, derived through the cooperative work term(s). The inclusion of the thesis component, while not initially addressed within the program development phase was identified as a deficiency by the responsible program teams following the Agreement's execution.

The proposed change intends to address this deficiency and reduce the impact to learners by ESB enabling students at Brock who are completing final year courses to also complete the thesis in Canada under supervision by a Brock faculty member. The thesis would fulfil course requirements, as noted in the motion without creating new burdens for ESB learners at Brock. The change, if successful would alleviate significant challenges in relation to program sequencing and program completion.

The proposed model for thesis completion at Brock builds on the successful application over several years at four (4) accredited business schools situated within the US, namely:

- Elon University
- North Carolina State University
- Northeastern University
- Rollins College

Program Changes - Proposed Calendar Copy

Reutlingen

For Reutlingen Students attending Brock in Years 3 and 4 (Inbound)

Year 4

(taken at Brock University)

- One credit in ~~of~~ ENTR 4P93, FNCE 4P05, MKTG 4P33, MGMT 4P35, MGMT 4P36, MGMT 4P94, OBHR 4P90
- ETHC 3P82
- one Sciences context credit
- MGMT 4P90
- Two **One** credit from ACTG, ENTR, FNCE, ITIS, MKTG, OBHR, OPER numbered 3(alpha)90 or above
- **Thesis/Research Topic; one of ENTR 4F90, FNCE 4F90, ITIS 4F90, MGMT 4F90, MKTG 4F90, OBHR 4F90, OPER 4F90**
- one-half elective credit

Subject: FW: UPC Goodman - Business
Date: Wednesday, March 9, 2022 at 1:42:52 PM Eastern Standard Time
From: Tricia MacDonald
To: Ug Calendar
Attachments: Template for Calendar Revision - Certificate in Administrative Studies UPC Senate.docx, GSB - Form B - Certificate in Administration (1) (1).pdf, Template for Calendar Revision - International Double Degree Thesis motion UPC Senate.docx, GSB - Form B - International Double Degree - ESB Reutlingen (1).pdf

From: Brüggemann, Julia <Julia.Brueggemann@Reutlingen-University.DE>
Sent: Monday, March 7, 2022 3:56:42 PM
To: Abbas Sumar <asumar@brocku.ca>
Cc: Dengler, Julie <Julie.Dengler@Reutlingen-University.DE>
Subject: Re: CONFIRMATION SOUGHT - ESB Bachelor Thesis Completion at Goodman School of Business (Academic Undergraduate Calendar Change Process)

Dear Abbas,

thank you for your email. I confirm that we agree to this revision.
Kind regards, julia

Von meinem iPhone gesendet

Am 07.03.2022 um 17:04 schrieb Abbas Sumar <asumar@brocku.ca>:

Hi Julia,

I hope you are well.

With regards to formalizing the ESB thesis option at Goodman, may I ask you to confirm (by way of response to this email) that the following academic calendar change (below and attached) reflects our discussions and agreement to proceed to having ESB inbound learners complete their Bachelor thesis at Goodman under supervision of GSB faculty.

2. Explanation of Proposed Change(s)

Provide the academic/program reasons for, and implications of, the proposal(s). These

should correspond to the proposals in #1 above.

ESB Reutlingen requires the completion of a thesis by undergraduate learners as a mandatory requirement of its program. The thesis is intended to be completed in the 4th year so as to provide the learner with a sufficient theoretical base, backstopped by work experience, derived through the cooperative work term(s). The inclusion of the thesis component, while not initially addressed within the program development phase was identified as a deficiency by the responsible program teams following the Agreement's execution.

The proposed change intends to address this deficiency and reduce the impact to learners by ESB enabling students at Brock who are completing final year courses to also complete the thesis in Canada under supervision by a Brock faculty member. The thesis would fulfil course requirements, as noted in the motion without creating new burdens for ESB learners at Brock. The change, if successful would alleviate significant challenges in relation to program sequencing and program completion.

The proposed model for thesis completion at Brock builds on the successful application over several years at four (4) accredited business schools situated within the US, namely:

- Elon University
- North Carolina State University
- Northeastern University
- Rollins College

I would be grateful if you can confirm at your earliest.

Thanks

Abbas

Abbas Sumar
Goodman School of Business
Brock University



To: Chabriol Colebatch, University Secretary &
General Legal Counsel, Brock University

From: Tim Ribaric
Chair, Information, Technology, and
Infrastructure Committee

Date: March 10, 2022

Report to Senate 698, March 23, 2022

CONSENT ITEMS – INFORMATION

At its meeting on February 16, the Committee received the following:

A report from Facilities Management (FM)

A report from Information, Technology Services (ITS)

An update on the Burlington Campus

Report to the Information, Technology & Infrastructure (IT&I) Committee

INFORMATION ITEM

TOPIC: Major Capital Projects Update - FM

February 17, 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 February 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

February 17, 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 \$1,300,000 (2.4% of budget) as forecasted by Brock and the consultants includes additional costs associated with the fire stopping and overtime to accelerate the schedule. We continue to review the remaining outstanding costs with the contractor “without prejudice” in order to align with Brock’s forecast. Also, we continue to take advise from external legal counsel as we move to completion.

Upcoming Milestones:

Occupancy achieved December 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	\$47,724,184	
Commitments to Date	\$4,596,631	
Forecasted Future Spend	\$2,605,891	
Total Projected Cost	\$54,926,706	
Variance to Revised Budget	-\$1,300,000	-2.4%

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

February 17, 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. Overall, the 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 an April 2022 completion date.

Upcoming Milestones:

Enclose building shell with tarps and provide winter heat to pour concrete floors and 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	

Budget

Budget	\$11,000,000	
Actuals (construction)	\$2,721,378	
Commitments (construction)	\$2,802,379	
Equipment - Actual/Committed	\$4,810,155	
Forecasted Future Spend	\$666,088	
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

February 17, 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:

Currently out to tender.
 Construction start-up early March 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)	\$89,465	
Commitments (construction)	\$111,403	
Forecasted Future Spend	\$1,799,132	
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

February 17, 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 and the equipment has been ordered. The Contractor is experiencing delays in materials and a reduction in workforce due to the Covid pandemic and is forecasting a completion date of April 2022.

Upcoming Milestones:

Serianni Construction is progressing with the construction of the interior walls, mechanical and electrical work.

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	\$206,053	
Commitments	\$494,097	
Forecasted Future Spend	\$508,213	
Total Projected Cost	\$1,208,363	
Variance to Revised Budget	\$0	0.0%

Project Team

<p>Facilities Management Research Architect General Contractor</p>	<p>Randy Poland, Director CPPM, Janet Muenzberger, PM, CPPM Deborah O’Leary, Associate Dean Zeidler Architects TBD</p>
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Report to the Information Technology & Infrastructure Committee

INFORMATION ITEM

TOPIC: Major Projects Update - ITS

February 17, 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
Infrastructure: Hardware update (Appendix 1)	Underway
Infrastructure: Telecommunications update (Appendix 2)	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 - Infrastructure: Hardware update (1 page)

Appendix 2 - Infrastructure: Telecommunications update (1 page)

Appendix 1 - Infrastructure: Hardware update

February 10, 2022

Project Status Update

Project Description: Brock University’s core IT infrastructure was deployed in 2013 and has reached its end of life. Included in this hardware are datacentre network, servers and primary storage that host over 500 University systems. As part of ITS’ ongoing deferred maintenance, this hardware will be refreshed with modern equivalents. ITS will also take the strategic opportunity to implement advancements in network security including datacentre micro segmentation, ransomware protection and modernized backup solutions.

Impact: Students, faculty, and staff

Status/Issues: New equipment has been deployed; however space and power capacity limitations in primary and secondary datacentres are causing this process to take additional time as new equipment will need to be rotated in as old equipment is decommissioned to prevent overloading. Virtual server workloads will need to be migrated from old equipment to new. Implementation of microsegmentation requires detailed analysis of application data flows which is a long process.

Upcoming Milestones:

- Migrate workloads to new equipment FY2022/2023

Schedule

	Original	Current
Procure equipment	FY2021/22 T1 to T2	FY2021/22 T1 to T2
Deploy equipment	FY2021/22 T2 to T3	FY2021/22 T2 to T3
Migrate workloads to new equipment	FY2022/23	FY2022/23

Project Team

Information Technology Services	Mike Tisi, Project Manager Roman Ciorny, Team Member Patti Froese, Team Member Todor Dinevski, Team Member Allan Surrey, Team Member Roger Herman, Team Member Mitch Robichaud, Team Member Cale Fairchild, Team Member Luciano Della Smirra, Team Member Daniel Minniti, Team Member Phil Ferraro, Team Member
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Appendix 2 - Infrastructure: Telecommunications update

February 10, 2022

Project Status Update

Project Description: Brock University's telephone system was deployed in 2000 and has reached its end of life. As part of ITS' ongoing deferred maintenance, this hardware will be refreshed with a modern equivalent to address key risks and shortcomings with the current system. Focus will be put on Unified Communications technologies that enhance the current hybrid work scenario leveraging flexible and mobile solutions to better integrate in modern workflows.

Impact: Students, faculty, and staff

Status/Issues: The pandemic has caused many delays to this project due to resource and budget constraints. Momentum has gained in recent months and this project is on track for product selection and to begin implementation by early FY2022/23.

Upcoming Milestones:

- Gather requirements FY2021/2022 T3
- Launch RFP FY2021/2022 T3
- Begin implementation FY2022/2023 T1

Schedule

	Original	Current
Convert analog phone lines to SIP trunks	FY2020/21 T3	Complete
Risk Mitigation	FY2020/21 T3	Complete
Gather requirements	FY2021/2022 T3	FY2021/2022 T3
Launch RFP	FY2021/2022 T3	FY2021/2022 T3
Begin implementation	FY2022/2023 T1	FY2022/2023 T1

Project Team

Information Technology Services	Maria Pillitteri, Project Manager Patti Froese, Team Member Michael Tisi, Team Member Luciano Della Smirra, Team Member Daniel Minniti, Team Member Dawit Telahun, Team Member Andreas Paulisch, Team Member
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Update on Burlington Campus

Lynn Wells, Provost & Interim President

Michael Owen, Dean, Faculty of Education

February 17, 2022



Academic programming

- Faculty of Education
- MADS
- Professional and Continuing Studies
- Student services
- Library services
- Shared research space
- Hoteling workspace
- ... and more to come!

Infrastructure process and consultation

- Brock Space Management consulted with academic, administrative, and student services stakeholders in developing a draft functional program to identify space needs.
- Brock Facilities Management worked with the City of Burlington, with the support of a consultant, to develop redevelopment options for the Robert Bateman Highschool. The proposed redevelopment project includes parking expansion.
- A Burlington Space Planning Committee (BSPC) was established in November 2021.
- The objective of the BSPC is to provide direction for the functional space program, space adjacencies and room data sheets (including instructional space equipment and infrastructure) for the redevelopment.
- The committee's goal was to utilize the time between November 2021 and the start of design to confirm the University's space needs and be in the position to provide clear and concise direction to the consulting team when requested.



Infrastructure process and consultation

- A think tank on instructional space led by CPI and FOE was held on December 21, 2021.
- The BSCP is currently evaluating research space needs for the facility.
- The City of Burlington issued an RFP for architectural consulting services on December 22, 2021. The tender closed on February 7, 2022. Submissions are being evaluated by the City of Burlington and Brock University. Project award is anticipated before the end of February 2022.
- John Rizzo from CPPM office is Brock's project manager for the Burlington Site project. He will be the liaison for Brock between the City of Burlington project manager and any consultant retained by the City of Burlington during the construction.
- Brock's specific space is currently targeted for substantial performance in June 2023, allowing for time to move in and prepare for mid-August 2023.



Planning & stakeholder engagement

Burlington Planning Committee

Burlington Space Planning Sub-Committee

Principles

- Faculty & staff engagement occurs via Deans, Vice-Provosts/Associate Vice-Presidents, and/or unit heads
 - Two-way communication
- Consultant is responsible for planning all spaces and consulting with all partners (e.g., Brock, Burlington Public Library, HDSB, HalTech ...)

Other



Current initiatives

Fit test

- Completed in 2020

Proximity priorities & adjacency matrix

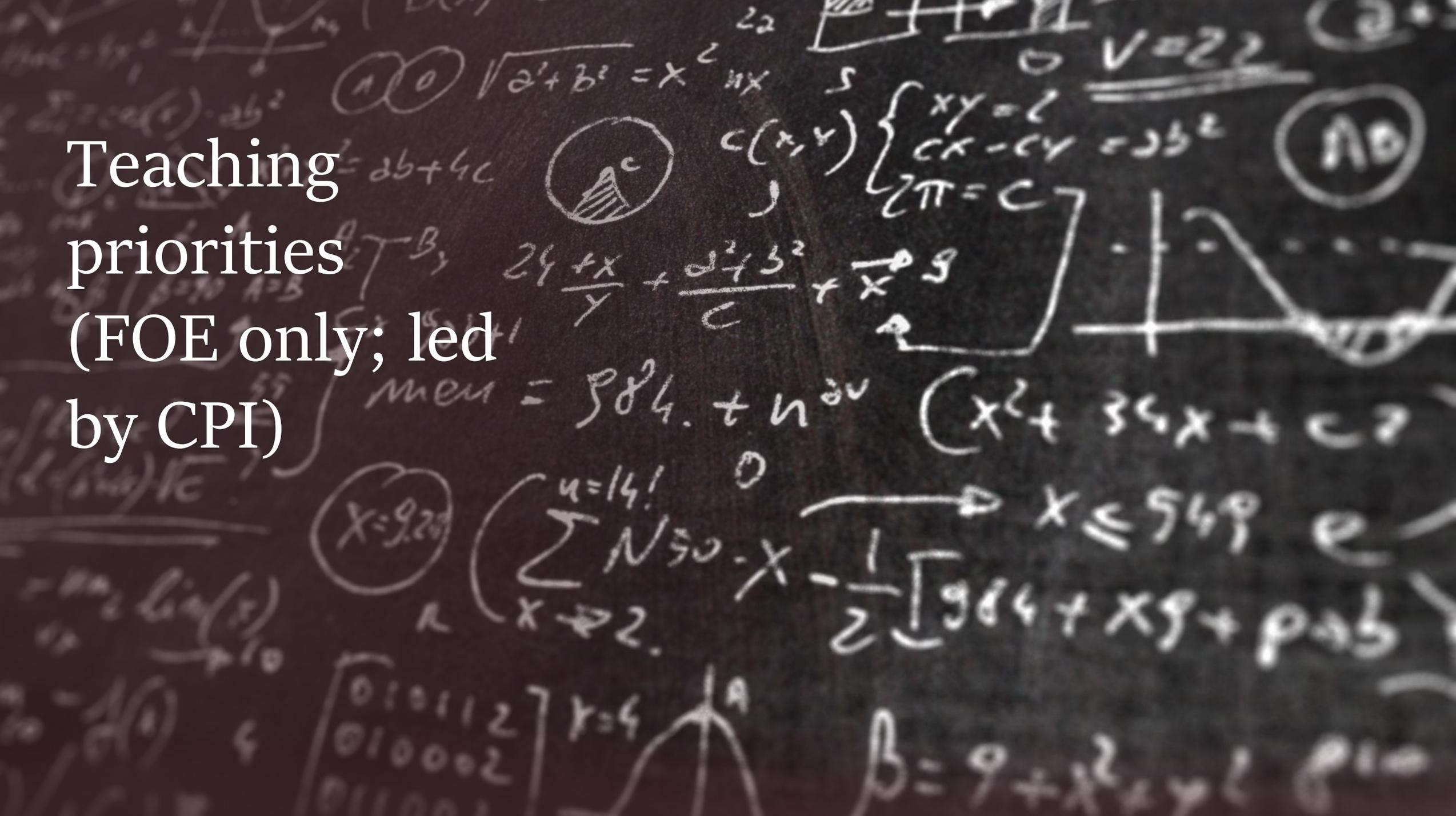
- Underway

Instructional space

- CPI/FOE think tank (December 21, 2021)
- Other Faculties & units invited
- Report attached

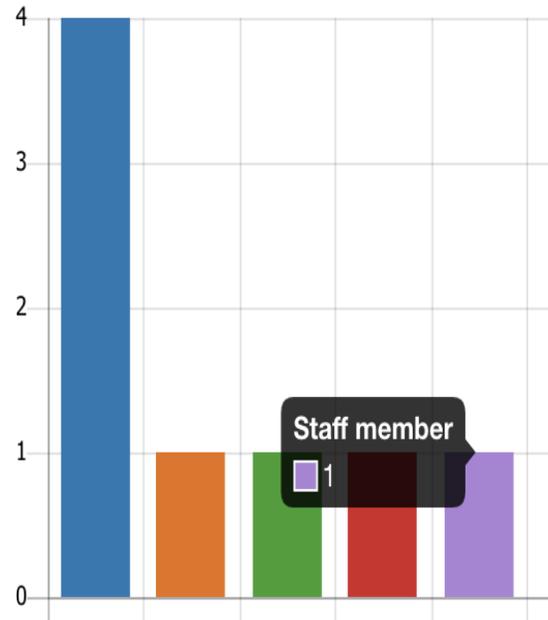
Next Steps

Teaching
priorities
(FOE only; led
by CPI)



Survey of FOE faculty & staff: Respondents

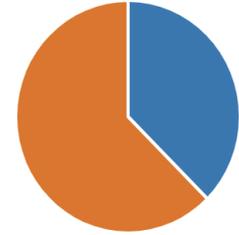
Professor	4
Associate Professor	1
Assistant Professor	1
LTA/ILTA	1
Staff member	1
Graduate student (Ph.D.)	0
Graduate Student (M.Ed.)	0
Other	0



2. Is your home campus Hamilton/Burlington?

[More Details](#)

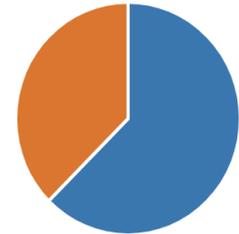
Yes	3
No	5



3. If you answered NO, do you have collaborations with colleagues for which the Brock Burlington Campus will be the primary site of the research?

[More Details](#)

Yes	5
No	3

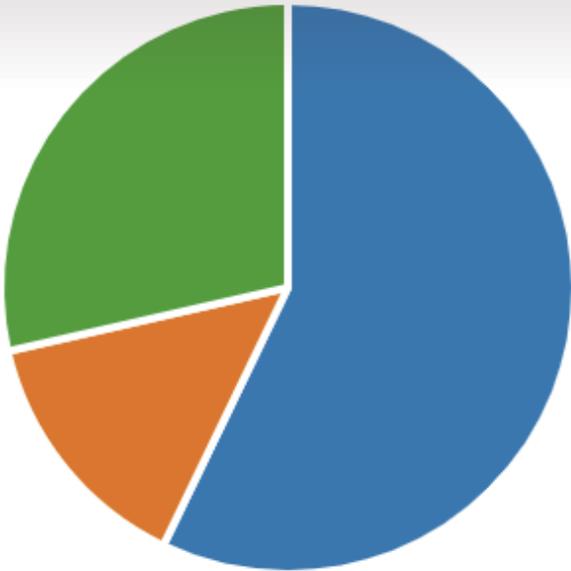


Survey of FOE faculty & staff: Research & teaching

6. Can the proposed research space be used for teaching?

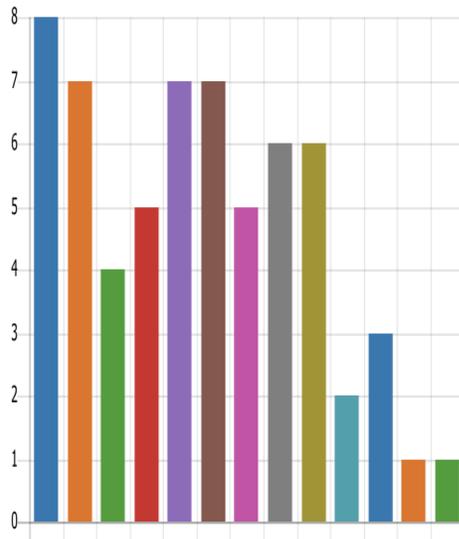
[More Details](#)

● Yes	4
● No	1
● Maybe	2



Survey of FOE faculty & staff: Users/Partners & funding

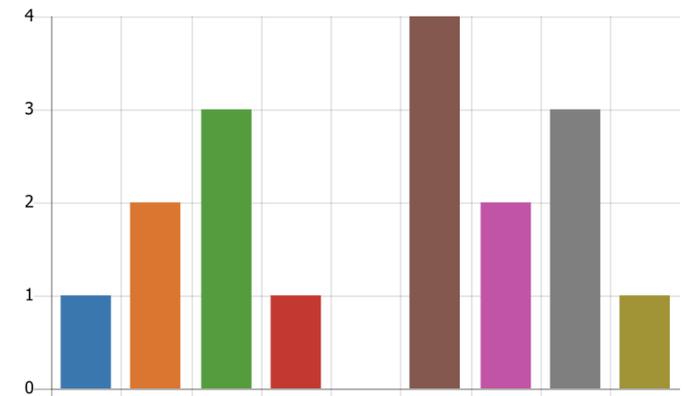
- The researcher (faculty memb... 8
- Co-researchers who are FOE c... 7
- Co-researchers who are Brock ... 4
- Co-researchers who are associ... 5
- Ph.D. students (current and fut... 7
- M.Ed. students (MRP or thesis) 7
- Undergraduate and/or Profess... 5
- Community partners 6
- School Districts 6
- Local government 2
- Industry partners 3



8. Is your research currently funded?

[More Details](#)

- Tri-Agency such as SSHRC (ext... 1
- Brock ORS programs (e.g., BU... 2
- FOE research funds 3
- Start Up Funds or PER 1
- CFI (e.g., JELF) 0
- External (non-Tri-Agency such... 4
- External (contracts with comm... 2
- Unfunded 3
- Other 1



Survey of FOE faculty & staff: Nature of proposed research

- Joint research with colleagues on teacher candidates
- Teaching lab where emerging technologies can be experimented with (ideal for teacher candidates to prepare for teaching in a k-12 classroom)
- Innovative teaching and research for active teaching and learning methodologies with practitioners, PLUS equipment, materials, and new digital technologies appropriate for STEM education and promote environmental sustainability
- Data collection such as interviews; research team meetings; consultations with partners; writing sessions with research teams; mobilization plans with research teams; video recordings and hyflex community access to research partners locally, nationally, internationally
- Collaborations with school boards in Hamilton/Halton/Waterloo areas where Brock students attend placement
- Arts-based research

What is the nature of the proposed space

Different seating arrangements ... not ... traditional lecture hall type of seating. Desks with adjustable heights.

Multi-reconfigurable layouts and be a multi-functional space, appropriate for teaching and research that aims to be an incubator for teaching innovation that supports active teaching and learning methodologies with practitioners and researchers, in concert with equipment, materials, and digital technologies appropriate for STEM and other disciplines.

Maker space for K-12

Two sound-proof interview/observation rooms where students collect data for their research projects

2000 square feet (includes storage) to accommodate the varied activities and research opportunities (e.g., maker space, environmental sustainability education) and users (e.g., youth, teachers

A large classroom with white boards.

Movable tables (e.g., tables on wheels).

Questions





To: Chabriol Colebatch, University Secretary &
General Legal Counsel

From: Professor David Hutchison
Chair, Senate Planning, Priorities and
Budget Advisory Committee

DATE: March 11, 2022

Report to Senate 698, March 23, 2022

Consent items - Information

1. Budget Information

At its meeting on February 4, the committee received a presentation with information on:

- Historical budgets
- 2022-23 Budget update
- 2022-23 Enrolment update

2. Academic Plan

The committee reviewed and provided feedback on a presentation summarizing the preliminary themes that will be addressed in the Academic Plan.

3. Joint PP&BAC and IT&I Meeting

A joint meeting of the PP&BAC and IT&I Senate committees was held on February 14th to jointly discuss the 2022-2023 Major Capital Projects Plan.

Brock
University



2022-23
**BUDGET
REPORT**

INCLUDING PERFORMANCE METRICS

Planning, Priorities and Budget Advisory Committee

February 4, 2022

Agenda

- Request from Senate Historical budgets
- 2022-23 Budget Update
- 2022-23 Enrolment Update

Request from Senate Historical budgets

Net Historical Budgets by Division

\$000s	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23 Guidance
President's Office Salaries and Operating Expenses	(696)	(738)	(707)	(796)	(848)	(706)	(753)
Human Rights & Equity	(201)	(432)	(563)	(1,267)	(1,348)	(1,236)	(1,082)
Faculties/Library and Academic (Student) Support Services	(163,424)	(171,403)	(177,072)	(182,261)	(190,628)	(189,289)	(187,767)
Central Research Enterprise	(2,306)	(1,654)	(1,616)	(3,213)	(3,534)	(3,283)	(3,339)
Administrative Services (e.g. ITS/FM/CSS/ Secretariat /Advancement/Marcom)	(37,516)	(37,699)	(38,275)	(38,055)	(41,660)	(39,728)	(36,976)
Ancillary Services	5,700	6,748	5,777	6,126	8,299	3,954	3,013
Global	194,522	205,178	212,456	214,742	227,073	226,809	226,904
Total	(3,921)	-	-	(4,724)	(2,648)	(3,479)	-

2022-23 Budget Update

The following estimates are fluid and will change as units continue to review and adjust budgets while we work towards a balanced budget goal

While more work remains on the budget, the current budget positions represent significant efforts put forth by our Leadership and the Units and Faculties who have scrutinized their budgets (with support from the Financial Services team)

Budget Development Progress

	(\$000s)
Budget Guidance	-
Central mitigation	(3,500)
Units submitted in December vs. guidance	(4,848) presented at Jan PPBAC
Faculties and Library submitted in January vs. guidance	(6,707)
Budget deficit - initial submissions	(15,055)
Subsequent adjustments to initial submissions	
Reductions made to Dec submissions	1,412
Reductions made to Jan submissions (Faculties and Library)	1,884

While more work remains on the budget, the current fiscal position represents significant efforts put forth by our Leadership and the Units and Faculties who have scrutinized their budgets (with support from the Financial Services team).

Teaching Faculties and Library Draft 2022-23 Budget

2022-23 Budget					
(\$000s)	Guidance	Dec Presentation	January Submission	Current Budget Submission	Current submission vs guidance
Faculty of Applied Health Sciences	(26,014)	(27,807)	(27,938)	(27,056)	(1,042)
Faculty of Education	(17,497)	(17,879)	(17,965)	(17,824)	(327)
Faculty of Humanities	(22,861)	(23,594)	(23,260)	(23,088)	(227)
Faculty of Math & Science	(22,210)	(23,269)	(22,648)	(22,513)	(303)
Faculty of Social Sciences	(38,402)	(40,115)	(39,572)	(39,643)	(1,241)
Goodman School of Business	(29,417)	(31,349)	(31,634)	(31,009)	(1,592)
Library	(11,032)	(11,123)	(11,123)	(11,123)	(91)
Total	(167,433)	(175,136)	(174,140)	(172,256)	(4,823)
Variance to Guidance		(7,703)	(6,707)	(4,823)*	

7

*Note: The current Faculty budget submissions shown above incorporates \$1.5 million of funding from Dean's strategic reserves (as compared to \$0.3 million in the 2021-22 budget).

2022-23 Draft Tuition Analysis

Global Tuition Revenue (\$000s)		Draft Budget	Guidance	Variance
Undergraduate – domestic	Faculty of Applied Health Sciences	25,366	24,151	1,215
	Faculty of Education	8,276	8,307	(31)
	Faculty of Humanities	10,509	10,376	133
	Faculty of Math and Science	12,096	11,959	137
	Faculty of Social Sciences	25,815	26,367	(552)
	Goodman School of Business	16,991	17,668	(677)
	No Faculty	181	148	33
	Total undergraduate - domestic	99,234	98,976	258
Graduate - domestic	Faculty of Applied Health Sciences	1,972	1,867	105
	Faculty of Education	1,093	1,302	(209)
	Faculty of Humanities	459	389	70
	Faculty of Math and Science	824	518	306
	Faculty of Social Sciences	2,751	2,851	(100)
	Goodman School of Business	2,282	1,985	297
	Total graduate - domestic	9,381	8,912	469
	Total domestic	108,615	107,888	727
Undergraduate - international	Faculty of Applied Health Sciences	5,964	5,910	54
	Faculty of Education	722	440	282
	Faculty of Humanities	2,532	2,369	163
	Faculty of Math and Science	14,279	13,442	837
	Faculty of Social Sciences	19,442	19,725	(283)
	Goodman School of Business	18,836	18,230	606
	No Faculty	50	37	13
	Total undergraduate - international	61,825	60,153	1,672
Graduate – international	Faculty of Applied Health Sciences	302	248	54
	Faculty of Education	1,094	1,213	(119)
	Faculty of Humanities	417	435	(18)
	Faculty of Math and Science	2,395	2,690	(295)
	Faculty of Social Sciences	1,355	989	366
	Goodman School of Business	14,698	13,605	1,093
	Total graduate - international	20,261	19,180	1,081
	Total international	82,086	79,333	2,753
Total		190,701	187,221	3,480

Use of Reserves in Draft Budget

Central Strategic Reserves in 000's

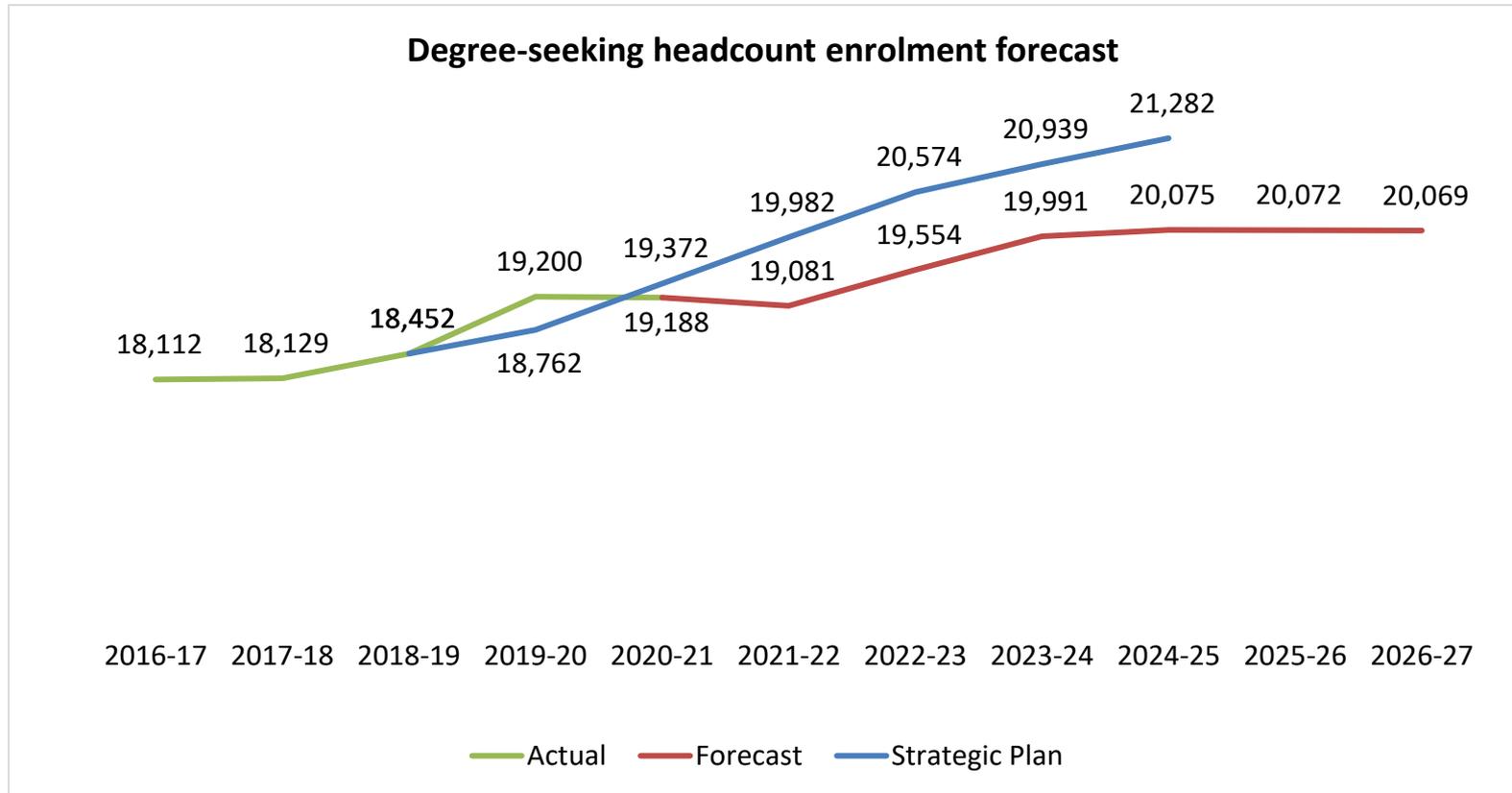
Units/Use	President's Fund	Provost's Fund	VPR Fund	Central Funds	Development Fund	Total
Est. balance after 2021-22 Commitments	450	452	1,157	4,039	376	6,474
Horizon Scholarship	(45)	(40)				(85)
Graduate studies		(27)				(27)
Professional & Continuing Studies				(1,499)		(1,499)
Engineering				(1,564)		(1,564)
Engineering - Library				(120)		(120)
Engineering Faculty Start-up Accts				(500)		(500)
Development & Donor Relations					(316)	(316)
Global - Rapid Antigen			(152)			(152)
Human Resources	(153)					(153)
Research Support	-		(494)			(494)
Humanities – Music	(3)					(3)
Budgeted Spending in 2022-23 Budget	(201)	(67)	(646)	(3,684)	(316)	(4,913)
Projected ending balance after commitments in operating budget*	249	385	511	355	60	1,561

Deans Strategic Reserves in 000's

Use	Social Science	Math & Science	Applied Health Science	Total
Est. balance after 2021-22 Commitments	661	942	787	2,390
Transition funding for retiring faculty members	(319)			(319)
Retirement bridging, operating and PT teaching, indigenous scholarships		(692)		(692)
General offset to budget			(500)	(500)
Budgeted Spending in 2022-23 Budget	(319)	(692)	(500)	(1,511)
Projected ending balance after commitments in operating budget*	342	250	287	879

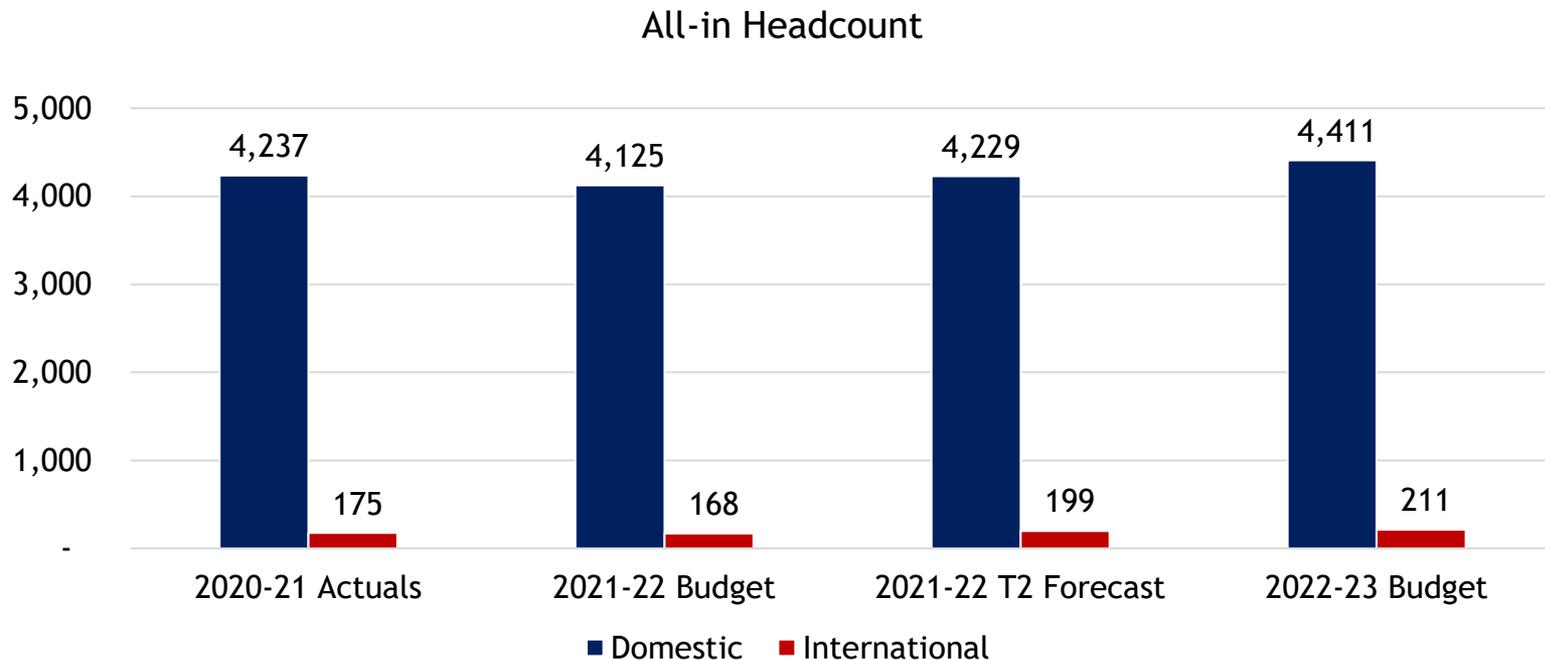
2022-23 Enrolment Update

Updated Enrolment forecast



	20-21	21-22	22-23	23-24	24-25
Enrolment difference between Actuals/Forecast & Strategic Plan	(184)	(901)	(1,020)	(948)	(1,207)
Incremental Tuition if met Strategic Plan numbers (\$ millions)	(\$1.6)	(\$7.9)	(\$9.4)	(\$8.7)	(\$11.1)

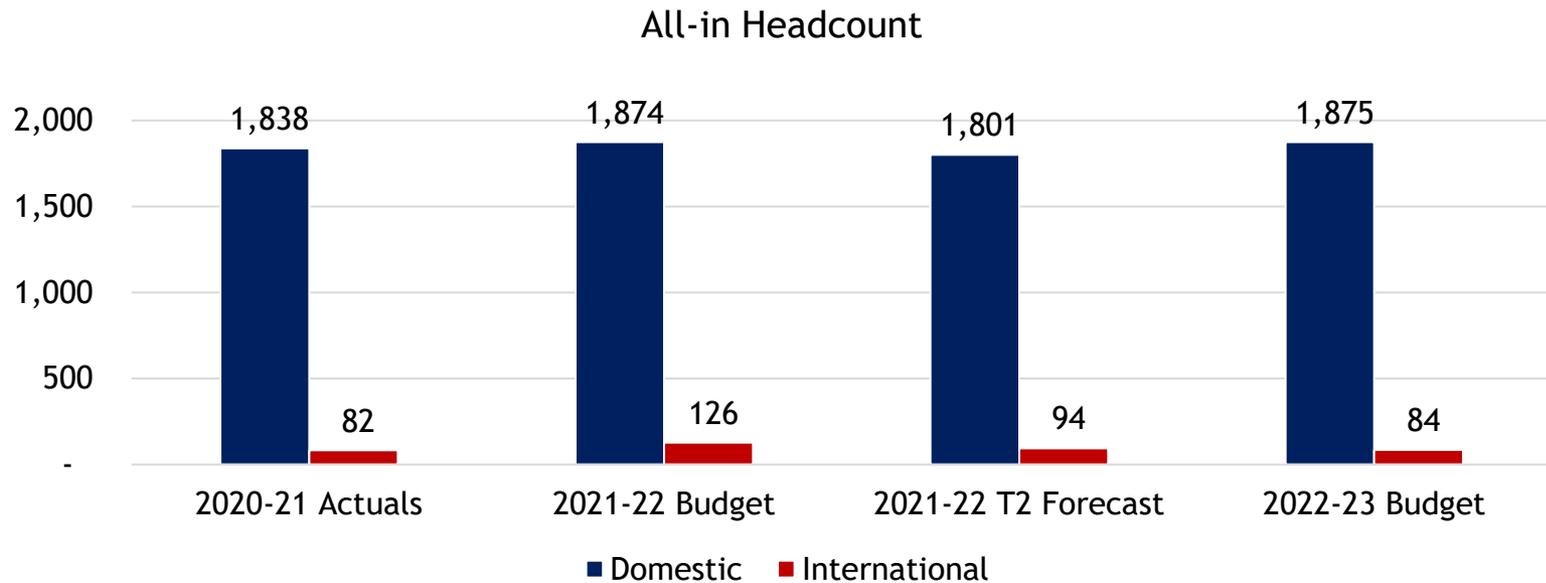
Headcount Enrolment Forecast Applied Health Sciences



Change from 2021-22 T2 Forecast to 2022-23 Budget is +4.4%.

- Domestic headcount +182
- International headcount +12

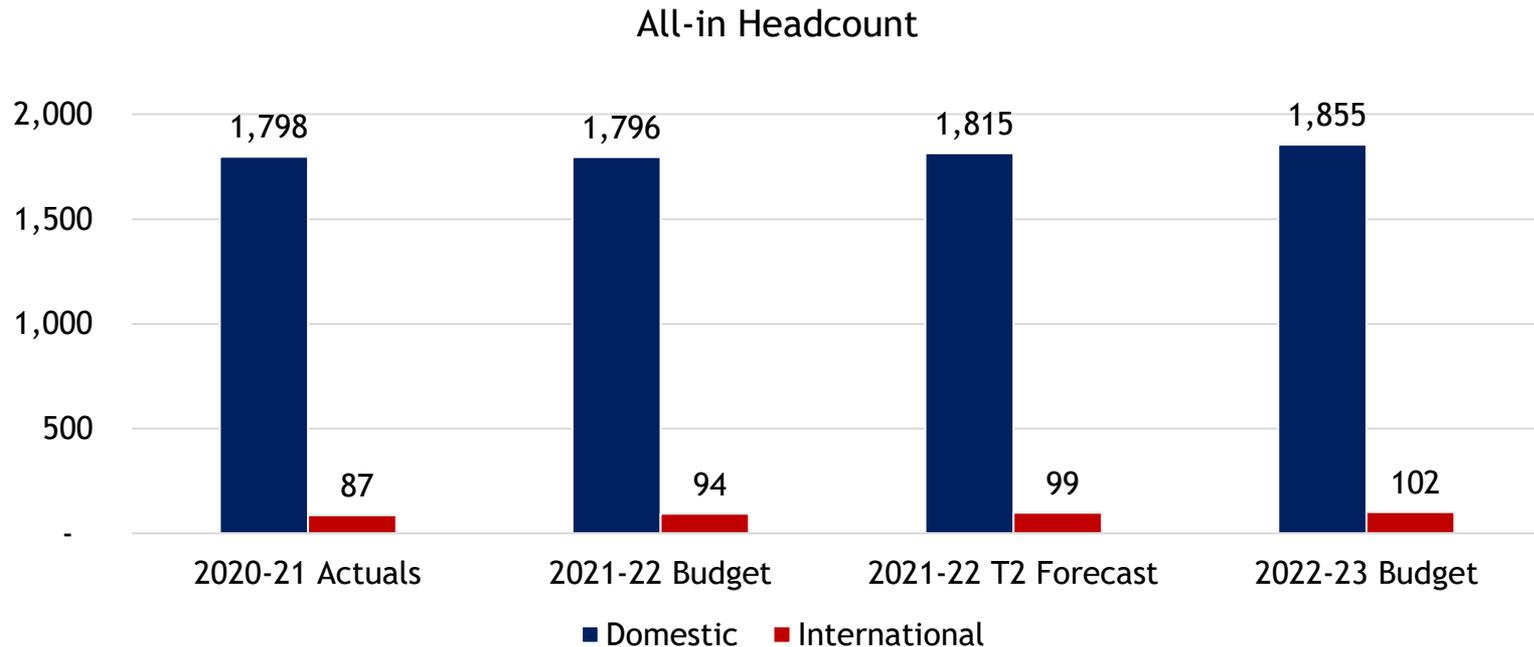
Headcount Enrolment Forecast Education



Change from 2021-22 T2 Forecast to 2022-23 Budget is +3.4%.

- Domestic headcount +74
- International headcount -10

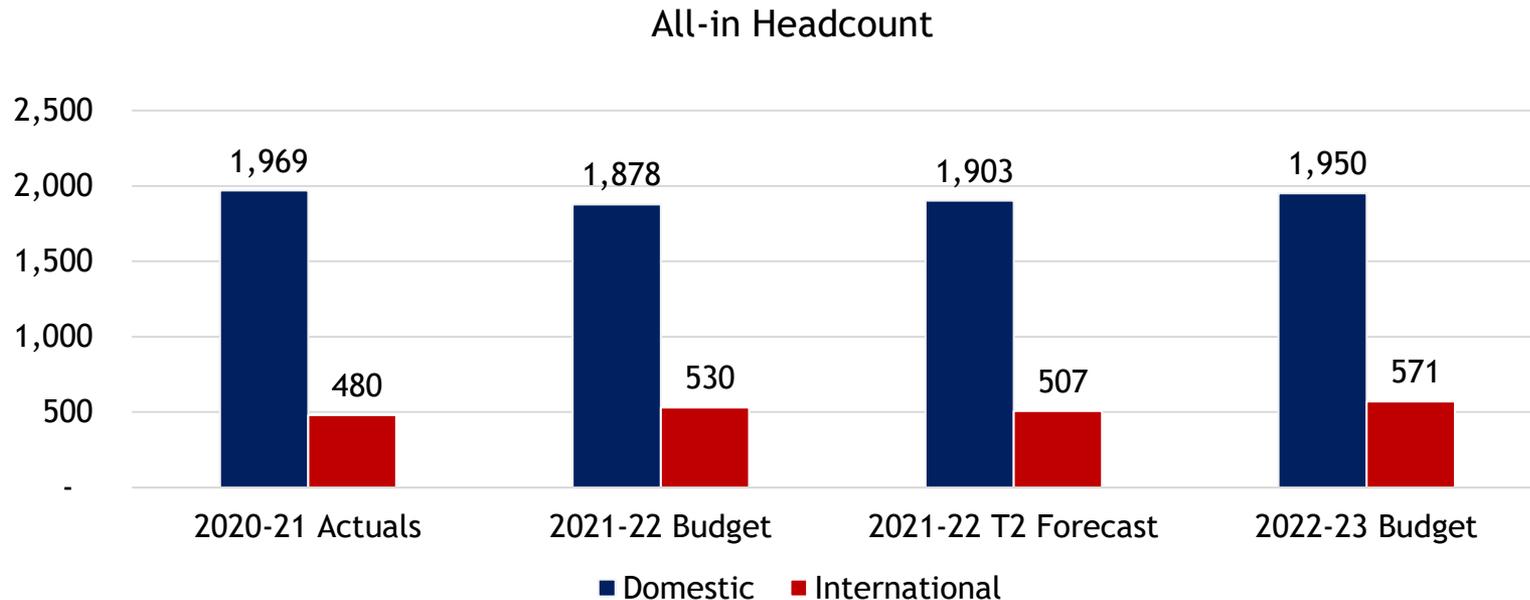
Headcount Enrolment Forecast Humanities



Change from 2021-22 T2 Forecast to 2022-23 Budget is +2.2%.

- Domestic headcount +40
- International headcount +3

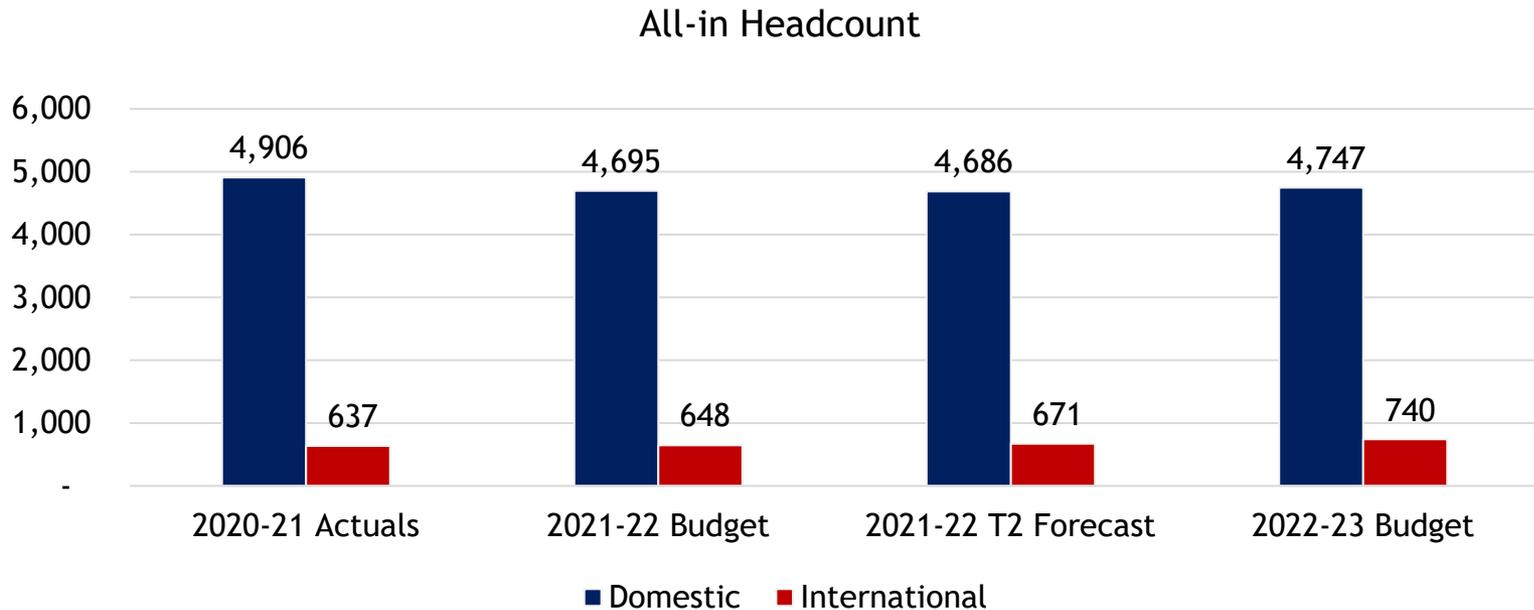
Headcount Enrolment Forecast Math & Science



Change from 2021-22 T2 Forecast to 2022-23 Budget is +4.6%.

- Domestic headcount +47
- International headcount +64

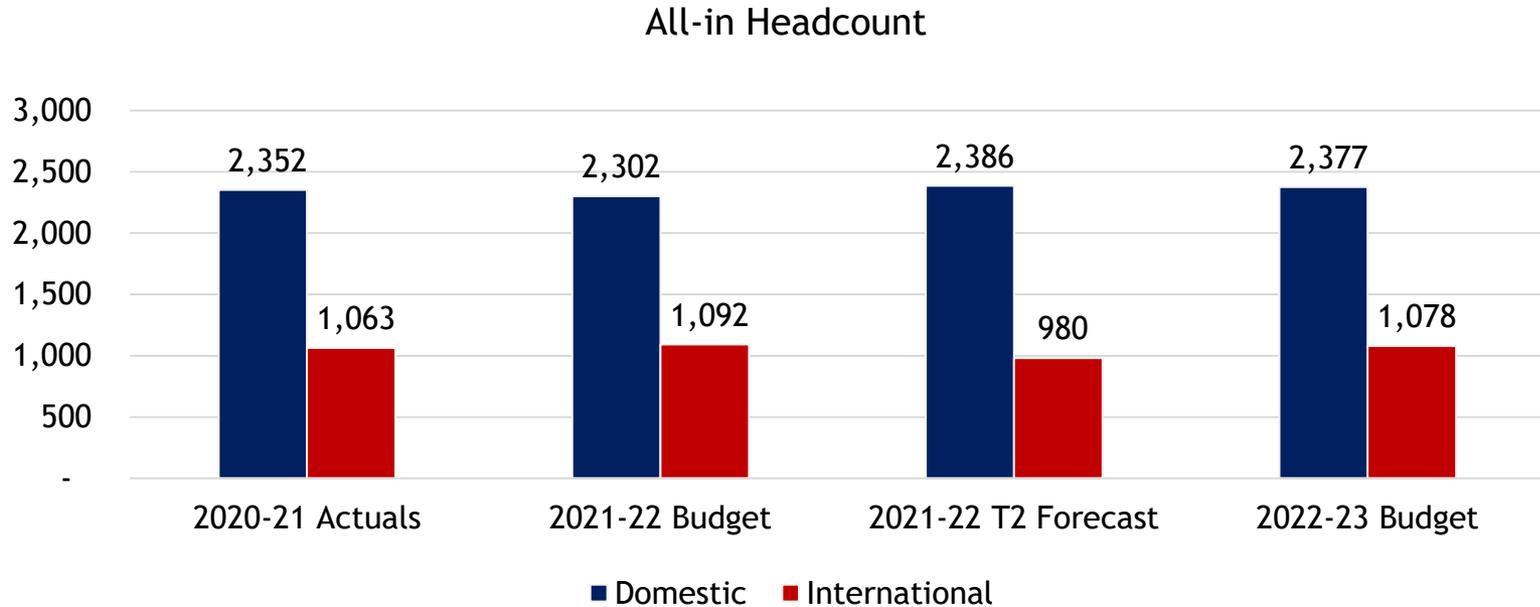
Headcount Enrolment Forecast Social Sciences



Change from 2021-22 T2 Forecast to 2022-23 Budget is +2.4%.

- Domestic headcount +61
- International headcount +69

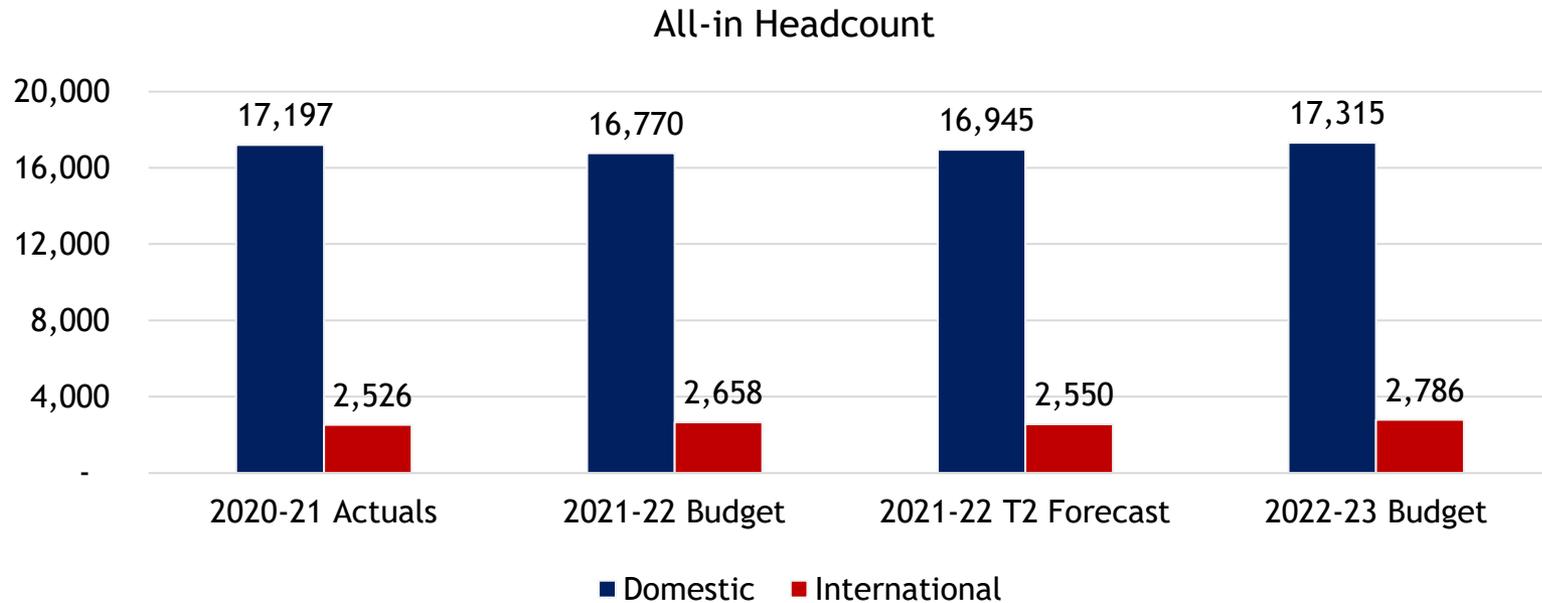
Headcount Enrolment Forecast Goodman



Change from 2021-22 T2 Forecast to 2022-23 Budget is +2.6%.

- Domestic headcount -9
- International headcount +98

Headcount Enrolment Forecast - Total*



* Figures include 'No Faculty' enrolment.

Change from 2021-22 T2 Forecast to 2022-23 Budget is +3.1%.

- Domestic headcount +370
- International headcount +236

Next Steps

- Continue to review budgets for savings
- Finalize budget
- Faculty presentations of budget

2022-23 Budget planning timeline

March 25, 2022	<ul style="list-style-type: none">• PPBAC meeting – Budget presented for comments, Academic presentations, T2 2021-22 Update
March 30, 2022	<ul style="list-style-type: none">• PPBAC meeting – Academic presentations, Motion for Senate
April 21, 2022	<ul style="list-style-type: none">• Senate vote on the budget
May 6, 2022	<ul style="list-style-type: none">• Present final budget to the Board for approval

Questions/Comments



Brock University Academic Plan

Preliminary Themes

PPBAC Meeting
February 2022

Questions

My relationship to Brock University is

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

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.

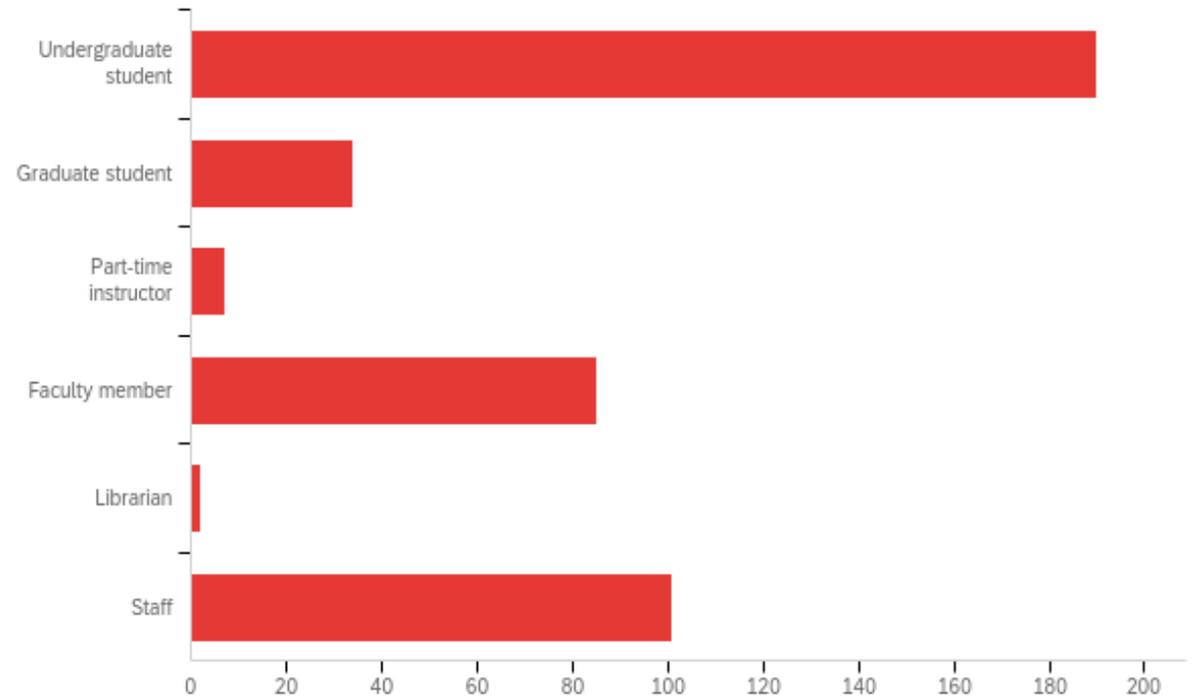
List up to three academic goals Brock University should have for all students, irrespective of the academic program in which they are enrolled.

Describe up to five characteristics of an excellent academic experience at Brock.

Please use the space below to provide further comment and suggestions about the academic plan.

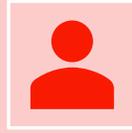
Methods

Participants



Answer	%	Count
Undergraduate student	45.35%	190
Graduate student	8.11%	34
Part-time instructor	1.67%	7
Faculty member	20.29%	85
Librarian	0.48%	2
Staff	24.11%	101
Total	100%	419

Thematic Analysis



Independent Researcher
Dr. Kelly Pilato



81 pages of summary analysis



**Initial analysis conducted by
participant group**



Combined into 8 common themes

Student Centred Learning Experiences

- **Tailored learning opportunities** that are focused on students desired learning experiences that are flexible, personalized and meaningful. This theme highlights the importance of experiential education, co-op and “**hands-on**” learning. This is all linked to the importance of having **flexible pathways** with multiple entry points. Achievement of academic success is highlighted through **active engagement** that is thoughtful, informative and allows students to feel connected to the course material.

Support for a Meaningful Academic Experience

- Support for a meaningful academic experience focuses on the **whole person**. This comes in the form of more academic advising, mental health services, supports for digital learning, and safe learning environments. **Institutional supports** are needed to ensure high quality engagement in virtual teaching and learning.
- Student outlined the need to have more **meaningful interactions with faculty and instructors** that is complimented with meaningful assignments and course content.

Equity, Diversity and Inclusion

- **Meaningful and actionable EDI efforts** with a particular focus on reconciliation and social justice are needed. Brock needs to advance EDI across the institution in all areas of support services, research and teaching. It is important to **foster critical thinking** that is **inclusive** and accepting, with more representation from **women and BIPOC perspectives**, with an enhanced focus on **global opportunities** in teaching and learning.

Accessible and Accessibility

- **Accessible and accessibility** relates to more **meaningful universal design** in courses, better access for students to resources with **equality of access**, a broader range of accessibility options for students, and more **access to research opportunities**.

Collaborative

- Collaboration relates to **peer-to-peer** learning, **faculty-to-student** learning, **community** collaborations, **global** partnerships and international exchange, and shared **multidisciplinary programming** from multiple schools. Collaboration also relates to research partnerships including building research connections and cross collaborations with other institutions at the provincial national and global levels.

Innovative

- Pedagogical innovation can include having opportunities for **multidisciplinary learning** in all programs, **spiraling curricula**, all with content and assignments that are challenging and force students outside their comfort zone. This could also include **external collaboration** that supports skill development, hands-on learning and problem-based opportunities.

Transferable

- Transferable skills relate **to professional and career development** opportunities for faculty, staff, and students. Participants highlighted the needed for **career preparation** and for **soft skills training**. Students want to be better informed about what their transferable skills are and how these relate to their fields in relation to employment.

Future- Oriented

- Faculty highlight the need for **rebuilding and strengthening the reputation** of the university to re-establish market value. This **includes program improvements**, high-quality research in areas that are current, and market-driven and increased research opportunities. Thinking forward on growth and **improving virtual learning** technologies and course and program offerings. Ensuring that **flexible learning options** is at the core of the future of our higher education activities.

Next Steps

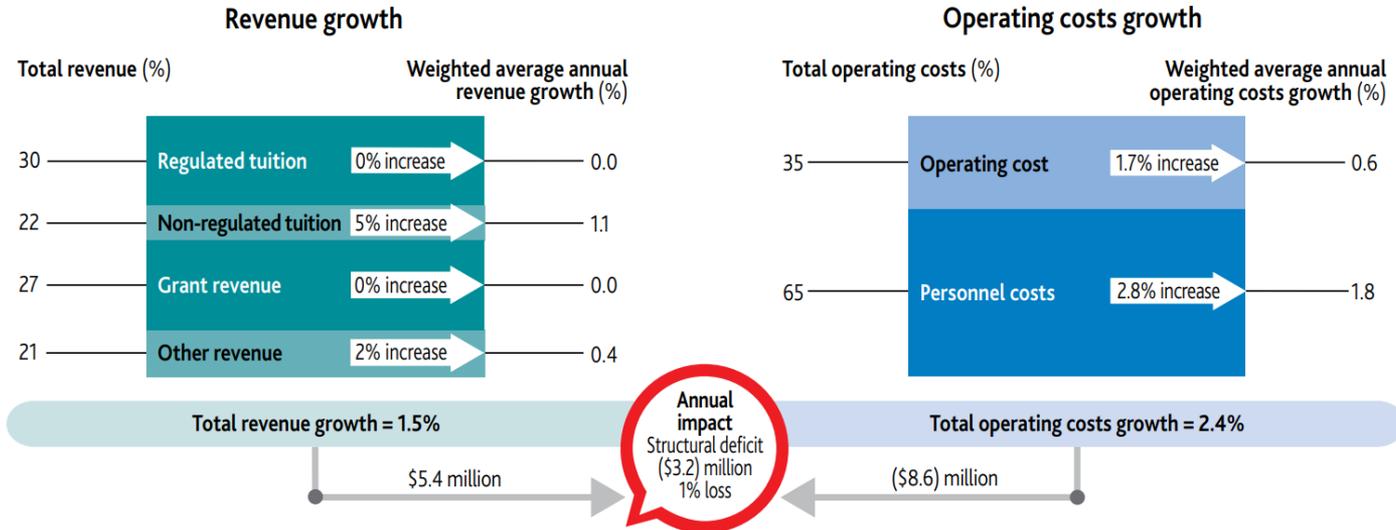
- **Review the analysis in depth**
- **Draft the Academic Plan**

Presentation to PP&BAC and IT&I – February 14, 2022
Capital Plan and Prioritization

Capital Governance

- Project decisions - Stakeholder consultation culminating with IT&I and approved by CIC
- Funding decisions - Stakeholder consultation culminating with PP&BAC/FPIC and approved by BOT

Structural Deficit



Draft Funding Envelope

- Demands on the University impose costs that will always exceed its available resources. Brock University must therefore have some means both of setting priorities among its many possible opportunities and of planning to enable the strategies it undertakes.
- Since ~60% of revenue is restricted by the Province, the Fiscal Framework updated for 2020-21 and recommended again for 2022-23 holds the capital envelop fixed, except for the requirement to maintain the facilities condition in the newly renovated Decew and Residence 8 which is a requirement through the approval of the student experience infrastructure projects. Ancillary fully funds their capital needs and contributes additional resources to the University base budget.
- Fiscal Framework also requires a minimum of \$6 million allocated to deferred maintenance projects. \$8.9 million of deferred maintenance projects are included in the 2022-23 draft budget (vs. \$9.1 million in 2021-22).

(\$000s)	2022-23 Budget	2023-24 Forecast	2024-25 Forecast	2025-26 Forecast	2026-27 Forecast
Operating contribution (including Facilities Renewal Program funds)	10,791	10,791	10,791	10,791	10,791
Base Ancillary contribution	3,246	3,246	3,246	3,246	3,246
Additional Ancillary contribution (student experience)	778	797	817	837	858
Total	14,815	14,834	14,854	14,874	14,895

Deferred Maintenance

DM continues to be a significant concern among Canadian universities

Brock University's Target Facility Condition Index (FCI*) is 0.18

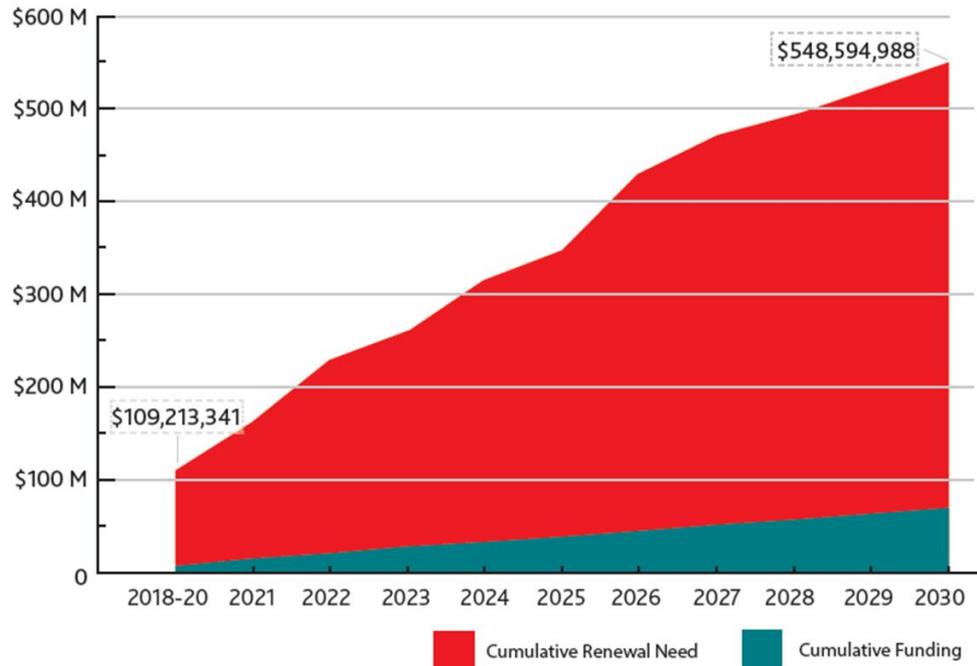
Date	May 2016	May 2017	May 2018	May 2019	May 2020	May 2021
FCI	0.18	0.18	0.20	0.20	0.22	0.26
DM Value	\$145,349,028	\$166,805,056	\$176,467,269	\$195,204,345	\$295,129,561	\$330,020,597
CRV Value	\$797,282,014	\$925,007,998	\$884,537,927	\$999,281,238	\$1,343,481,892	\$1,253,424,861
	Fiscal Year 16/17	Fiscal Year 17/18	Fiscal Year 18/19	Fiscal Year 19/20	Fiscal Year 20/21	Fiscal Year 21/22
DM – Annual Capital Budget	\$4.5M	\$8.3M	\$5.6M	\$6.0M	\$3.0M	\$9.1M

** The smaller the FCI, the better*

Cumulative Unfunded Liability

CUMULATIVE UNFUNDED LIABILITY

The following provides the Cumulative Unfunded Liability (difference between the Total Renewal Need and Current Anticipated Annual Level of Funding (\$60 M over next 10 Years)). The widening gap from \$109.21M to \$548.54M denotes a worsening overall portfolio condition in the absence of additional funding.



Prioritization

How are priorities set?

- Condition assessment of the assets
 - Tracked/planned by type (e.g., roof, HVAC, district energy)
- Criticality of the systems/function, including risk mitigation
- Long-term strategic plans for the University and Faculty
- Safety implications, including recommendation from the JHSC
- Compliance with applicable laws and regulations (e.g., AODA, TSSA, ESA)
- Direct and indirect benefits, including but not limited to:
 - Classroom modernization and space utilization
 - Operational efficiencies
 - Carbon reductions

Consultation

- The 5-Year Long-term Capital Plan receives input and is reviewed annually by Senior Executive, SAC, IT&I and the Board of Trustees.
- Following this consultative process, the One-Year Capital Plan is finalized and revised to fit within the Fiscal Framework funding envelope.
- The Capital Plan is then approved by the Capital Infrastructure Committee of the Board of Trustees and reported to IT&I and PP&BAC.

Consultation Sub-Group Examples

- The Classroom Modernization and Planning Advisory Group (CMPAG) advises the Provost & Vice-President, Academic on projects and expenditures related to classroom technology, classroom infrastructure, and classroom standards.
- AODA/Accessibility - Projects prioritized using the recent Rick Hansen Report
- PP&BAC - Funding Envelope / Fiscal Framework

Questions/Comments





TO: Chabriol Colebatch
University Secretary & General Legal Counsel

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

DATE: March 11, 2022

REPORT TO SENATE 698 March 23, 2022

CONSENT ITEMS - INFORMATION

1. Reporting Responsibilities

A brief discussion was had on FHB III: A. 10.1.3 B. “Due dates for assignments must not be scheduled after the last day of final examinations for the term. Exceptions should be rare and must be granted by the Dean in consultation with the Chair/Director and reported to the Registrar’s Office.”

- During discussion it was noted that it is not clear what the reason is for the exception to the requirement.

T&LPC recommended that its Chair extend an invitation to Geraldine Jones, Registrar to the next meeting for further discussions and to specifically address these questions: Does the Registrar have data on this happening? How often does this occur?

2. Composition of the Final Grade Form

A brief discussion was had on the usefulness of the “Composition of the Final Grade Form”.

- Historically the final grade form was used to record experiential learning to feed into the Strategic Mandate metrics for provincial reporting.
- If all departments are required to develop a course outline, the composition of final grade form is unnecessary.
- It is not clear if a portion of a grade reflects experiential learning.

T&LPC recommended that its Chair extend an invitation to Anna Lathrop, Vice-Provost & Vice-President, Students, for further discussion on the matter.

To: Don Cyr, Chair of Senate

From: Geraldine Jones, University Registrar & Associate Vice-President, Enrolment Services

Date: March 16, 2022

Subject: **Approval for Early Issue of Degree Diploma**

In compliance with the protocol for the early issuing of a degree diploma, the following student is put forward for approval for early issue of their degree:

MOVED (/) that Senate approve the early issue of a degree to the following student:

Iqra Billoo
Bachelor of
Business Administration (Honours)
With First-Class Standing
Co-op Option

This student has met all university and program requirements and has satisfied all criteria in compliance with the protocol for the early issue of a degree diploma.

Protocol for the Early Issuing of a Degree Diploma

- A. For Brock University students, including visa students, who are staying in Canada for employment – no early diploma should be issued. A “Verification of Eligibility to Graduate” letter issued by the Office of the Registrar, verifying degree requirements met and explaining when diplomas are issued is sufficient for employment purposes in Canada. This approach is consistent with information from Canadian Immigration and Citizenship.
- B. For Brock University students who are seeking entry into another country for employment, the following information should be requested and sent directly to the Registrar:
1. A letter/e-mail requesting the issuing of the student’s diploma before the applicable convocation.
 2. The letter/e-mail must specify the reason(s) the diploma is needed in advance of the applicable convocation.
 3. Documentation confirming that the request is justified must be provided to the Registrar by the student.
 4. Documentation can include, but is not limited to, a letter of appointment or a job-offer letter that states that an original diploma is required by the student, by a specified date, in order to complete the Visa application process.
 5. The documentation must be specific to the student in question and not a general notice or information letter.
 6. The Registrar will review the student’s request and supporting documentation.
 7. If the request is deemed warranted, the Registrar will submit the name of the student to the student’s Faculty for degree audit.
 8. The student must formally apply to graduate and pay the appropriate fee (\$60 – \$35 fee for application to graduate and \$25 fee for early assessment and issuing of diploma).
 9. Once cleared for graduation by the student’s Faculty, the Registrar will submit the name of the student and the degree awarded to Senate.
 10. Following approval by Senate the Registrar will inform the student of the University’s approval.
 11. In making arrangements for the diploma to be printed, the date at which Senate approved the student’s degree will be the “degree-conferred-date”. This date will appear on the student’s diploma and University record.
 12. When Senate does not normally convene over the summer months, the Registrar will seek approval for requests, on behalf of Senate, from the Chair or Vice-Chair of Senate and report all such approvals to Senate at its next meeting.