

## **Algoma University Senate Meeting**

Fourth Regular Senate Meeting of 2024-25

Hybrid Meeting: CC201 (SSM), B-301 SCIE Centre (Brampton) & Zoom

December 6, 2024 1:00 - 3:00 p.m.

[Live Streaming via YouTube for Non-Senator Observers](#)

## **Agenda**

### **1. CALL TO ORDER**

#### **1.1. Declarations of Conflict of Interest**

### **2. APPROVAL OF THE AGENDA**

Moved [ / ]: that the agenda for the December 6, 2024 meeting of the Senate be approved.

### **3. APPROVAL OF THE MINUTES.....5**

Moved [ / ]: that the Algoma University Senate approve the minutes from the Senate meeting on November 1, 2024.

2024-11-01 Senate Minutes Draft.pdf.....5

### **4. PRESENTATIONS**

#### **4.1. Ontario Mental Health and Addictions Research and Training Institute**

**Presenter:** Dr. Michele Piercey-Normore

### **5. BUSINESS ARISING (for action or information)**

#### **5.1. Election of Senate Member to Serve on the Board of Governors**

NOTE: a call for nominations will be made from the floor at the meeting. Interested individuals are encouraged to review the eligibility requirements set out in the Board of Governors By-law No. 2 .

Moved [ / ]: that the Algoma University Senate elect \_\_\_\_\_ to the Board of Governors for a term of office that shall not be more than three (3) years.

### **6. DECISION ITEMS (for action)**

#### **6.1. Senate Board Liaison Committee**

##### **6.1.1. Board-Senate Liaison Terms of Reference Revision.....12**

Moved [ / ]: that the Algoma University Senate, on the recommendation of the Board-Senate Liaison Committee, approve the revised Terms of Reference for the Board-Senate Liaison Committee.

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2024-12-06 2025-26 Program Rosters.pdf..... 15

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**6.2.2. Psychology Minor Modification.....64**

Moved [ / ]: that the Algoma University Senate approve the minor modifications to the Psychology program, which includes the addition of two new elective courses, as recommended by the Curriculum Committee.

2024-12-06 CURCOM Psychology Minor Modification.pdf.....64

1. Revised Program template - minor modification to the Psychology program.pdf.....66

2. New Course Template PSYC 2XXX - Introduction to Canadian Healthcare An Overview.pdf.....70

3. New Course template PSYC2XXX Psychology of Aging.pdf.....80

**6.3. Quality Assurance Committee**

**6.3.1. Master of Computer Science - Minor Modification.....90**

Moved [ / ]: that the Algoma University Senate approve the Program Revision, Minor Modification to the Master of Computer Science program as recommended by the Quality Assurance Committee.

2024-12-06 Master of Computer Science - Minor Modification.pdf.....90

1. Revised program template.pdf.....93

**6.4. Adjunct Professor of Biology Nomination: Dr. Arshad Rafiq.....99**

Moved [ / ]: That the Algoma University Senate approve that Dr. Arshad Rafiq be appointed as an Adjunct Professor in the Department of Biology for a period of three years.

2024-12-06 Adjunct Professor of Biology Nomination - Dr. Arshad Rafiq.pdf.....99

1. Dr. Arshad Rafiq Curriculum Vitae.pdf.....101

**7. INFORMATION ITEMS**

**7.1. Office of Academic Integrity Overview [January]**

It is anticipated that a presentation will be made at the January Senate meeting.

**7.2. LEAP & PACE Programs [February]**

It is anticipated that a presentation will be made at the February Senate meeting.

**7.3. Senate Committee Membership Update.....115**

Note: the Senate Committee membership has been updated to reflect the addition of Dr. S. Xu to the Academic Planning and Priorities Committee who is a member by virtue of office as a Faculty Dean and to note the resignation of Dr. N. Shaw from the Senate I-EDI Committee.

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<b>7.5. Reports of the Standing Committees</b>	
<b>7.5.1. Academic Planning and Priorities Committee</b>	
No Committee report submitted.	
<b>7.5.2. Academic Regulations and Petitions Committee</b>	
No Committee report submitted.	
<b>7.5.3. Appeals and Academic Standards Committee</b>	
No Committee report submitted.	
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<b>7.5.5. Curriculum Committee</b>	
No Committee report submitted.	
<b>7.5.6. I-EDI Committee</b>	
The Committee met on November 22, 2024. A report will be submitted for the January Senate meeting.	
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**10. OTHER BUSINESS / NEW BUSINESS**

**11. ANNOUNCEMENTS**

**12. IN CAMERA SESSION**

When the Senate declares a meeting or part of a meeting in camera, reasons for so declaring will be clearly stated by the Speaker of the Senate prior to moving in camera. Where the Senate has resolved to move in camera, the room shall be cleared except for all members of the Senate and individuals requested by the Speaker to stay for purposes of assisting the Senate with its deliberations.

Only members entitled to be present in camera meetings may be informed of the proceedings that transpire. Accordingly, items of business dealt with by the Senate in camera shall appear as appendices to the record and shall be recorded in a spate of minutes, available only to members of the Senate.

If any motions are passed in camera, upon returning to the open meeting, the Speaker will ask Senators for a motion to record the approval of those in camera motions in a manner that does not release confidential information

Moved [ / ]: that the Senate move in camera.

Moved [ / ]: to record the approval of any motions made in camera in a manner that does not release confidential information.

**13. ADJOURNMENT**

Moved [ / ]: that the Senate meeting be adjourned.





## Algoma University Senate Meeting

Third Regular Meeting of 2024-2025

Friday, November 1, 2024 at 1:00 pm to 3:00 pm

Hybrid Meeting

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### MINUTES

#### ATTENDANCE

**Faculty of Humanities and Social Science:** Dr. L. Burnett, Prof. J.P. Chalykoff, Dr. K. DeLuca, Dr. A. Ridout, Prof. S. Lepage [PTF], Dr. T. Tchir, Dr. E. Turgeon, Dr. D. Woodman

[absent/regrets: Dr. D. Nyaga]

**Faculty of the School of Business and Economics:** Prof. C. Denomme, Dr. A. Gordon, Prof. P. Matthews, Prof. B. Schuler-Chin, Dr. R. Xu

[absent/regrets: None]

**Faculty of Cross-Cultural Studies:** Dr. N. Cameron, Dr. S. Meades (Deputy Speaker), Dr. P. Steeves

[absent/regrets: Dr. V. Jiménez-Estrada]

**Faculty of Science:** Prof. S. Bhadra [PTF], Dr. T. Bruni, Dr. P. Dupuis, Dr. B. Schamp, Dr. D. Keough, Dr. N. Shaw (Speaker), Dr. C. Zhang, Dr. M. Yavuz-Muren

[absent/regrets: None]

**Faculty of Computer Science and Technology:** Dr. M. Nasir, Dr. Z. Rahman, Dr. G. Townsend, Dr. Zamilur Rahman

[absent/regrets: None]

**Other Members:** Dr. L. Bloomfield, L. Brechin, Dr. S. Kosuta, R. Mwaura, L. Neebar, M. Paul, Dr. D. Rogers, T. Spurway, Dr. A. Vezina, Vidhi, Dr. W. Wei, Dr. S. Xu

[absent/regrets: T. Kakapshe, E. Nahwegezhic, M. Wabano-McKay]

**Guests:** Dr. M. Graydon, Dr. I. Imre, M. Turco, V. Paramanand

**Secretariat:** S. Giuliani, S. Kelly (Acting Secretary), N. Ladouceur

[absent/regrets: P. Quesnele (Secretary)]

#### 1. CALL TO ORDER

The meeting was called to order at 1:00 pm

#### 2. APPROVAL OF THE AGENDA

*Moved [Dr. D. Woodman / Dr. T. Tchir]: that the agenda for the November 1, 2024 meeting of the Senate be approved.*

Carried.

**Discussion:** None

### **3. APPROVAL OF THE MINUTES**

*Moved [Dr. P. Dupuis /L. Brechin]: that the Algoma University Senate approve the minutes from the Senate meeting on October 4, 2024.*

Carried with two abstentions.

**Discussion:**

- None.

### **4. PRESENTATIONS**

#### **4.1. Driving Innovation: Partnership between the Faculty of Computer Science and Technology and the Centre of Excellence in Immersive Technology**

Dr. V. Parmanand and Dr. S. Xu presented the current partnership between the Faculty of Computers Science and Technology and the Centre of Excellence in Immersive Technology, noting areas of collaboration, ongoing research projects, external funding project initiatives, experiential education opportunities and community engagement.

**Discussion:**

- None.

### **5. BUSINESS ARISING (for action or information)**

#### **5.1. Election of Senate Member to Serve on the Board of Governors**

A call for nominations was made at the meeting. No nominations came forward.

**Discussion:**

- None.

### **6. DECISION ITEMS (for action)**

#### **6.1. Senate Membership Update**

*Moved [M. Paul / Dr. P. Dupuis]: that the Algoma University Senate approve the changes to the Senate membership slate as presented.*

Carried.

**Discussion:**

- None.

#### **6.2. Curriculum Committee Recommendations**

##### **6.2.1. Psychology Program Revisions**

*Moved [Dr. P. Dupuis / Dr. D. Woodman]: that the Algoma University Senate approve the program revision, minor modification, to the BA/BSc4 and BA/BSc3 Psychology programs that includes a revision to PSYC4105 Student's Investigation and PSYC2XXX Careers in Psychology, as presented by the Department of Psychology and recommended by the Faculty of Science as recommended by the Curriculum Committee (CURCOM).*

Carried.

**Discussion:**

- A Senator inquired about when the Registrar's Office assigns official course numbers and when this would be communicated to Department Chairs to which the Registrar noted that they would follow-up on this question and report back.

**6.3. Senate Governance Committee Recommendation**

**6.3.1. Interim Decanal Search Process**

*Moved [M. Paul / L. Brechin]: that the Algoma University approve the Decanal Search Interim Process as recommended by the Senate Governance Committee.*

Defeated.

**Discussion:**

- In answer to a clarification question surrounding the purpose of an interim process it was noted that the Senate Governance Committee was tasked by the Senate Executive to develop an Interim Process for Decanal Searches in order to have a process in place for the upcoming decanal searches and that Governance Committee work on the establishment of a policy for a permanent process for decanal search and reappointment.
- Senators raised concerns with the provided Interim Process for Decanal Search noting absence of language for acting deans, the use of the word "normally", the desire for more prescriptive measures for deciding whether a search would be internal or external, clearer provisions for conflict of interest and declaration of biases, and the potential addition of an external member to the Search Committee. It was noted that these would be taken into advisement as the Senate Governance Committee developed the official policy.
- Senators raised concerns surrounding consultation to which it was noted that a feedback form was circulated to Faculty members and that the current policy development process provides provisions for consultation and that thorough consultation would be conducted in the development of the new decanal search and re-appointment policy.
- The Senate agreed to not move forward with an interim process and wait for the full policy to be developed. In response to questions about the urgency to conduct the current searches it was suggested that the Senate consider extending the terms of the Acting Deans to which the Chairs of the faculties with current Acting Deans offered to bring the discussion of such back to their faculties on potential extensions.
- A member of the Senate Governance Committee expressed concerns about how the provided interim process was drafted and the review time for such, to which it was noted that the Committee was provided with a sector scan and multiple opportunities for feedback and review.

**6.3.2. Senate By-law Revisions: Notice of Motion December 6, 2024**

**Discussion:**

- The Speaker of Senate advised of the notice of motion to revise the by-laws, and that the approval of such would be on the next Senate meeting agenda.
- Dr. A. Ridout moved to waive the notice of motion in order to vote on the By-law revisions at the meeting.

- The Acting Secretary raised a point of order, explaining that the Senate By-laws stipulate that all By-law revisions must be accompanied by a notice of motion and that there are no provisions within the By-laws that allow the notice of motion to be waived and that doing such would be a violation of the Senate By-laws.
- The Speaker inquired about the possibility of setting aside the By-laws to which the Acting Secretary raised a second point of order to reiterate her recommendation against this practice, noting that the Senate By-laws did not include language allowing such, and that Robert's Rules of Order does not allow for an assembly to suspend its By-laws.
- The Senate discussed and decided to proceed with making a motion to suspend the Senate By-laws and its use of Robert's Rules of Order to which the Associate Secretary stated that this approach could not be endorsed from a governance perspective.
- A Senator noted that the Senate had waived notices of motion in the past and felt that this established a precedent for doing so.

*Motion [Dr. G. Townsend / Dr. L. Burnett] to suspend the Senate By-laws and Robert's Rules of Order for the express purpose of this agenda item.*

*Carried with one opposition and one abstention.*

*Moved [Dr. G. Townsend / Dr. A. Ridout]: that the Algoma University Senate approve the revision to Section 8 of the Senate By-laws as recommended by the Senate Governance Committee.*

*Carried with two abstentions.*

## **7. INFORMATION ITEMS**

### **7.1. Algoma University and Northern Ontario School of Medicine University MOU [December]**

**Discussion:**

- None

### **7.2. Senate Committee Membership Update**

It was noted that the Senate Committee membership had been updated to reflect the appointment of Lorretta Neebar as University Registrar who is a member of several Committees by virtue of office.

**Discussion:**

- None

### **7.3. Council of Ontario Universities (COU) Academic Colleague Report**

**Discussion:**

- None

### **7.4. Reports of the Standing Committees**

**Discussion:**

- A Senator raised concerns about the lack of reports submitted by multiple Committees and requested that the Secretariat Office make available the list of committee meeting dates and that they be added to the next Senate agenda, noting that the Senate needs

to assess if committees are working well and address any gaps. It was also suggested that the lack of reporting be included in the Senate minutes.

**7.4.1. Academic Planning and Priorities Committee**

**Discussion:**

- A Senator inquired about the absence of a Committee report from APPCOM to which the chair noted that the last meeting occurred 48 hours prior to the Senate meeting at which time the agenda had been distributed. Upon a request to discuss changes to hiring, the VPAR and the President summarized some of the the external constraints impacting the University, noting the potential ongoing reduction of study permits and Provincial Attestation Letter (PAL) allocations, the ongoing freeze to tuition and the enrolment corridor and noted that there had been a delay in posting until the University received its PAL allocation.
- The President clarified, in answer to a question, that the University's efforts are focused on maintaining its current PALs and focusing on a high conversion rate. She further indicated that risk mitigation strategies were underway, including and the development of scenarios in collaboration with departments and faculties to navigate the current uncertainty. She noted that an update would be provided at a future Senate meeting.
- In response to a question about vacant positions due to failed searches, the VPAR provided clarification on the processes outlining the involvement of APPCOM as well as measures in place for controlled hiring.

**7.4.2. Academic Regulations and Petitions Committee**

*No report submitted.*

**7.4.3. Appeals and Academic Standards Committee**

*No report submitted.*

**7.4.4. Board-Senate Liaison Committee**

*No report submitted as the Committee had not met.*

**7.4.5. Curriculum Committee**

*Report submitted.*

**7.4.6. I-EDI Committee**

*No report submitted as the Committee had not met since the last Senate meeting.*

**7.4.7. Quality Assurance Committee**

*No report submitted. The Committee Chair noted that this was an oversight due to travel and that a report would be provided at the next meeting.*

**7.4.8. Research Advisory Committee**

*No report submitted.*

**7.4.9. Senate Governance Committee**

*Report submitted.*

**7.4.10. Teaching Learning and Technical Support Services**

*No report submitted as the Committee had not met since the last Senate meeting.*

## **8. STANDING REPORTS**

### **8.1. Decanal Reports**

Reports were provided by the Dean of Business and Economics, the Dean of Computer Science and Technology and the Dean of Science.

#### **Discussion:**

- A Senator inquired about the potential expansion of the Algoma University Computer Society (ALCOMS) to the Sault Ste. Marie campus to which it was noted that questions regarding the schedule of activities and expansion of the society could be brought to the Algoma University Students' Union.

### **8.2. Vice-President Academic and Research Report**

The Interim VPAR welcomed the new Manager, Research Office to the University and provided and informed the Senate that the hiring Committee for the Vice-President Academic & Research had been formed.

#### **Discussion:**

- A Senator requested clarity on the Academic Integrity Office noting concerns surrounding overlapping responsibilities to which it was noted that this office was put in place to support academic integrity processes and policies including the appeals process. It was suggested that the Academic Integrity Office provide a presentation at a future Senate meeting.
- A Senator asked if mitigation measures had been developed in the case of unexpected changes to the exam schedule and asked when the schedule would be released to which the University Registrar noted that the final exam schedule was ready and a memo would be sent out on Monday and indicated that she would look into the history of revisions to the exam schedule.
- A Senator requested IT and registrarial support for classes scheduled outside the regular work hours.

### **8.3. President and Vice-Chancellor Report**

The President acknowledged and congratulated the teams who organized the following events: convocation ceremonies, John Rhodes Scholarship dinner, Halloween event and Department of Psychology community event. The President informed the Senate that the President of NOSM University would be visiting the Sault Ste. Marie campus in January and Dr. Piercey Normore would present to Senate on the Ontario Mental Health and Addictions Research and Training Institute.

*Moved [Dr. G. Townsend / M. Paul]: to extend the Senate meeting to 3:15 pm. Carried.*

#### **Discussion:**

- A Senator requested that the President's report be added to the agenda package.
- The President invited the VPAR to answer questions related to research office space, grant writing, and research support. The VPAR indicated that priority for space allocation was given to full-time faculty who do not have an office and noted that research support is already in place through the Senate Research Advisory Committee and the Research Office. She reiterated her suggestion to invite Crystal Williams, the new Manager of Research, to present to Senate.

- The President indicated that a bigger conversation about space allocation was needed, but noted that renovated space, including twelve new offices, was available in Brampton for faculty to which it was requested that Department Chairs be consulted on this.

## **9. DISCUSSION AND QUESTION PERIOD**

### **Discussion:**

- None.

## **10. OTHER BUSINESS / NEW BUSINESS**

### **Discussion:**

- A Senator informed the Senate that an informal joint meeting of the Faculty of Humanities and Social Sciences and the Faculty of Cross-Cultural Studies was held on September 3rd, 2024 and a motion was passed by this group to request the commencement of the process to hire a permanent Dean for July 1, 2025. The Senator advised that the motion was shared with the interim Vice-President Academic and Research.

## **11. ANNOUNCEMENTS**

### **Discussion:**

- AUSU invited faculty to attend a queer movie night event being held that evening from 6 pm to 9 pm as well as a second queer movie night event on Transgender Day of Remembrance on November 20, 2024.

*Moved [Dr. N. Cameron / Dr. A. Ridout]: to extend the Senate meeting to 3:30 pm.*

*Carried.*

## **12. IN CAMERA SESSION**

*Moved [M. Paul / Dr. P. Dupuis]: that the Senate move in camera.*

*Carried.*

*Moved [Dr. B. Schamp / Dr. P. Dupuis]: to record the approval of any motions made in camera in a manner that does not release confidential information.*

*Carried*

## **13. ADJOURNMENT**

*Moved [Dr. G. Townsend / Dr. M. Paul]: to adjourn the Senate meeting at 3:10 pm.*

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## Board Senate-Liaison Committee Recommendation: Revised Board-Senate Liaison Committee Terms of Reference

Senate Meeting Date: 06 DEC 2024

PURPOSE:

Expedited

PREPARED BY:

Approval

Discussion

Information

Committee Name: Board-Senate Liaison Committee

Committee Chair: Nikki Shaw, Speaker of Senate / Kelli-Ann Lemiex, Chair, Board of Governors  
Other Contributor(s): Paul Quesnele, University Secretary

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### 1.0 MOTION / DISCUSSION

*Moved [ / ]: that the Algoma University Senate, on the recommendation of the Board-Senate Liaison Committee, approve the revised Terms of Reference for the Board-Senate Liaison Committee.*

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### 2.0 EXECUTIVE SUMMARY

The Board-Senate Liaison Committee reviewed the existing versions of the Terms of Reference, noting the slight differences between the Board and Senate versions. The Committee arrived at a common version to be brought forward to the Board and Senate bodies for approval.

The revised terms of reference were presented to and approved by the Board of Governors at its November 25, 2024 meeting.

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### 3.0 ANALYSIS

The changes to the Terms of Reference are minor and are based on the previous iterations versions.

The changes to the composition have been broadened to allow for Board members serving on Senate, and/or the Senate Member serving on the Board, to be able to serve on the Board-Senate Liaison Committee.

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### 4.0 ATTACHMENTS

1. Revised Board-Senate Liaison Terms of Reference
2. Current Board-Senate Liaison Terms of Reference (Board and Senate versions)



# Revised Board-Senate Liaison Terms of Reference

## Board-Senate Liaison Committee

The Board-Senate Liaison Committee shall have the following duties and responsibilities:

- To provide a channel of communication enabling members of the Senate and the Board to be informed of the current and anticipated activities of the other.
- To foster the coordination of activities of the Senate and the Board on issues in which their interests overlap or articulate.
- To provide a channel for formal or informal advice from the Board or the Senate to the other.

## Composition:

Three Board members including the Chair of the Board of Governors and two external members of the Board.

Three Senate members, including the Speaker of Senate and two Senators-at-large from the FT Teaching Staff of Senate.

Board Chair/Speaker of Senate or their designates shall chair meetings on an alternating basis.

*NOTE: This version was recommended by the Board-Senate Liaison Committee on November 13, 2024.*

## Current Board-Senate Liaison Terms of Reference (Board and Senate versions)

The following chart includes the language from both the Board of Governors and Senate versions of the Board-Senate Liaison Committee terms of reference and composition outline.

<u>Board of Governors Version</u>	<u>Senate Version</u>
<p><b>Board-Senate Liaison Committee</b></p> <p>The Board-Senate Liaison Committee shall have the following duties and responsibilities:</p> <ul style="list-style-type: none"> <li>- To provide a channel of communication enabling members of the Senate and the Board to be informed of the current and anticipated activities of the other.</li> <li>- To foster the coordination of activities of the Senate and the Board on issues in which their interests overlap or articulate.</li> <li>- To provide a channel for formal or informal advice from the Board or the Senate to the other.</li> </ul>	<p><b>Board - Senate Liaison Committee</b></p> <p><b>Terms of Reference:</b></p> <ul style="list-style-type: none"> <li>A. To foster the coordination of activities of the Senate and Board on issues in which their interests overlap or articulate; and</li> <li>B. To provide a channel for formal or informal advice from Board/Senate to the other.</li> </ul>
<p><b>COMPOSITION:</b></p> <p>Three Board members including the Chair of the Board of Governors and two external members of the Board who are not currently on Senate.</p> <p>Three Senate members including the Speaker of Senate, and two other full time faculty members of Senate who are not currently on the Board of Governors.</p> <p><b>COMMITTEE CHAIR:</b></p> <p>Board Chair/Speaker of Senate or their designates shall chair meetings on an alternating basis.</p>	<p><b>Composition:</b></p> <ul style="list-style-type: none"> <li>● Three Board members, including the Chair of the Board of Governors, and two other external members from the Board Executive</li> <li>● Three Senate members, including the Speaker of Senate and two Senators-at-large from the FT Teaching Staff of Senate who are currently not representatives to the Board</li> </ul>

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## Curriculum Committee Recommendation: 2025-26 Program Rosters

Senate Meeting Date: 06 DEC 2024

PURPOSE:

Expedited

PREPARED BY: Brittany Paat

Approval

Discussion

Information

Committee Name: Curriculum Committee (CURCOM)

Committee Chair: Dr. Sean Meades

Other Contributor(s):

**November 20:** Mover: Dr. Warren Johnston, seconder: Dr. Chantal Lemieux

**E-Vote:** Mover: Dr. Sean Meades, seconder: Dr. Warren Johnston

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### 1.0 MOTION / DISCUSSION

*Moved [ / ]: that the Algoma University Senate approve the 2025-26 course rosters for Biology; Chemistry; Environmental Science; Computer Science (undergraduate and graduate); Finance, Economics and Decision Science; Geography, Geology and Land Stewardship; Political Science; Law and Justice; Psychology; Aviation; E-Sports; Modern Languages; CESD; Visual Arts; English; Philosophy; History; BBA; Music; Social Work; and Sociology as recommended by the Curriculum Committee of Senate*

#### Considerations for Senators:

- The Curriculum Committee reviewed all submitted rosters at their November 20, 2024 meeting and took an e-vote which concluded on November 28, 2024 to approve the two outstanding rosters.

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### 2.0 EXECUTIVE SUMMARY

The Curriculum Committee recommends that the Senate approve the 2025-26 program rosters as submitted.

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### 3.0 ANALYSIS

It is the role of CURCOM to review program rosters and recommend them to the Senate on an annual basis.

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### 4.0 ATTACHMENTS

Attachment No. 1 of 1: 2025-26 program rosters for Senate

Semester	Campus	Course Code	Credits [1]	Course Title	Cross-listed	Joint-enrolled	F2F	Online	D2L	RSA	Asynch-ronous	Instructor Surname	Hours (Weekly Occurrence x Hours) [2]
24F	SSM	BIOL 5101	3	Science Communication	No		Yes						
25W	SSM	BIOL 5103	3	Advanced Statistics	No		Yes						
25SP	SSM	BIOL 1506	3	Biology I	No		Yes	No					
25SP	SSM	BIOL 3456	Reading	Biology Internship I	Yes	Yes	No	No					
25SP	SSM	BIOL 4456	Reading	Biology Internship II	Yes	Yes	No	No					
25SP	SSM	BIOL 3907	3	Special Topics in Biology II	Yes		Yes	No					
25SP	SSM	BIOL 2217	3	Topics in Environmental Ethics	Yes	Yes	Yes	No					
25F	SSM	BIOL 1506	3	Biology I	No		Yes						
25F	SSM	BIOL 1507	3	Biology II	No		No						
25F	SSM	BIOL 2007	3	Genetics	No		Yes						
25F	SSM	BIOL 2127	3	Plant Form and Function	No		Yes						
25F	SSM	BIOL 2556	3	Experimental Design and Statistical Analysis	Yes	Yes	Yes						
25F	SSM	BIOL 3006	3	Evolutionary Biology	No		Yes						
25F	SSM	BIOL 3396	3	Ecology	No		Yes						
25F	SSM	BIOL 3346	3	Ethnobotany	No		Yes						
25F	SSM	BIOL 3126	3	Human Anatomy and Physiology I	No		Yes						
25F	SSM	BIOL 3717	3	Biochemistry II	Yes	Yes	Yes						
25F	SSM	BIOL 3556	3	Concepts in Health Informatics	No		No	Yes					
25F	SSM	BIOL 3596	3	Limnology	No		Yes						
25F	SSM	BIOL 3086	3	Projects in Biology	Yes		Yes						
25F	SSM	BIOL 3456	Reading	Biology Internship I	Yes	Yes	No						
25F	SSM	BIOL 4456	Reading	Biology Internship II	Yes	Yes	No						
25F	SSM	BIOL 4016	3	Field Studies in Biology	No		Yes						
25F	SSM	BIOL 4256	3	Nutritional Science	No		Yes						
24SF	SSM	BIOL 2346	3	Principles of Biomedical Ethics	Yes	Yes	Yes						
25F	SSM	BIOL2606	3	Introduction to Neuroscience	Yes	Yes	Yes						
25-26FW	SSM	BIOL 4105	6	Honours Thesis Section 1	Yes	Yes							
25-26FW	SSM	BIOL 4105	6	Honours Thesis Section 2	Yes	Yes							
26W	SSM	BIOL 1507	3	Biology II	No								
26W	SSM	BIOL 2026	3	Microbiology	No								
26W	SSM	BIOL 2056	3	Principles of Scientific Inquiry	Yes	Yes							
26W	SSM	BIOL 2706	3	Vertebrate Form and Function	No								
26W	SSM	BIOL 3007	3	Molecular Cell Biology	No								
26W	SSM	BIOL 3716	3	Biochemistry I	Yes	Yes							
26W	SSM	BIOL 3126	3	Human Anatomy and Physiology I	No								
26W	SSM	BIOL 3127	3	Human Anatomy and Physiology II	No								
26W	SSM	BIOL 3086	3	Projects in Biology	Yes								
26W	SSM	BIOL 3456	Reading	Biology Internship I	Yes	Yes							
26W	SSM	BIOL 3997	3	Conservation Biology	No								
26W	SSM	BIOL 4456	Reading	Biology Internship II	Yes	Yes							
26W	SSM	BIOL 4426	3	Advanced Studies in Ecology and Evolution	No								
26W	SSM	BIOL 4396	3	Cancer Biology	No			Yes					
26W	SSM	BIOL 4506	3	Invasive Species Biology	No								
26W	SSM	BIOL 2216	3	Principles of Environmental Ethics	Yes	Yes							
26W	SSM	BIOL2606	3	Introduction to Neuroscience	Yes								
26W	SSM	BIOL 3506	3	Neuropharmacology	Yes	Yes							

26W	SSM	PHIL 2347	3	Biomedical Ethics: Case Studies	No		Yes						
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Semester	Campus	Course Code	Credits [1]	Course Title	Cross- listed	Joint- enrolled	F2F	Online	D2L	RSA	Asynch- rous	Instructor Surname	Hours (Weekly Occurrence x Hours) [2]
25SP	SSM	CHMI 1006	3	General Chemistry 1	No		Yes						
25F	SSM	CHMI 1006	CHMI 1006	General Chemistry I	No		Yes						
25F	SSM	CHMI 1007	CHMI 1007	General Chemistry II	No		Yes						
25F	SSM	CHMI 2426	CHMI 2426	Organic Chemistry I	No		Yes						
25F	SSM	CHMI 3017	CHMI 3017	Biochemistry II	Yes	Yes	Yes						
26W	SSM	CHMI 1007	3	General Chemistry II	No		Yes						
26W	SSM	CHMI 3016	3	Biochemistry I	Yes	Yes	Yes						

Semester	Campus	Course Code	Credits [1]	Course Title	Cross- listed	Joint- enrolled	F2F	Online	D2L	RSA	Asynch- rous	Instructor Surname	Hours (Weekly Occurrence x Hours) [2]
25SP	SSM	ENVS 3456	Reading	ENVS Internship I	Yes	Yes	No						
25SP	SSM	ENVS 4456	Reading	ENVS Internship II	Yes	Yes	No						
25SP	SSM	BIOL 3907	3	Special Topics in ENVS and Biology	Yes	Yes	Yes						
25F	SSM	ENVS 1006	3	Introduction to Environmental Science	No		Yes						
25F	SSM	ENVS 2556	3	Experimental Design and Statistical Analysis	Yes	Yes	Yes						
25F	SSM	ENVS 3106	3	Pollution	No		Yes						
25F	SSM	ENVS 3456	Reading	Environmental Science Internship I	No		No						
25F	SSM	ENVS 4456	Reading	Environmental Science Internship II	No		No						
25F	SSM	ENVS 3086	3	Projects in Environmental Science	Yes	Yes	Yes						
25F	SSM	ENVS 3596	3	Limnology	No		Yes						
25-26FW	SSM	ENVS 4105	6	Honours Thesis Section 1	Yes	Yes	Yes						
25-26FW	SSM	ENVS 4105	6	Honours Thesis Section 2	Yes	Yes	Yes						
26W	SSM	ENVS 3206	3	Environmental Chemistry	No		Yes						
26W	SSM	ENVS 3127	3	Epidemiology	Yes		Yes						
26W	SSM	ENVS 3456	Reading	Environmental Science Internship I	Yes	Yes	No						
26W	SSM	ENVS 4456	Reading	Environmental Science Internship II	Yes	Yes	No						
26W	SSM	ENVS 3306	3	Solutions to Environmental Problems	No		Yes						

Semester	Campus	Course Code	Credits [1]	Course Title	Cross- listed	Department	F2F	Online	D2L	RSA	Asynch-ronous	Instructor Surname	Hours (Weekly Occurrence x Hours) [2]
25SF	BRA	COSC1046	3	Introduction to Computer Science I		CSMA							
25SF	BRA	COSC1047	3	Introduction to Computer Science II		CSMA							
25SF	BRA	MATH1056	3	Discrete Mathematics I		CSMA							
25SF	SSM	COSC4426	3	Topics in Computer Science I		CSMA							
25SF	SSM	MATH1036	3	Calculus I		CSMA							
25SF	SSM	PHYS1906	3	General Astronomy I		PHYS							
25SF	ONL	COSC1046	3	Introduction to Computer Science I		CSMA		YES			YES		
25SF	ONL	COSC1047	3	Introduction to Computer Science II		CSMA		YES			YES		
25SF	ONL	COSC3127	3	Programming Languages		CSMA		YES			YES		
25SF	ONL	MATH1056	3	Discrete Mathematics I		CSMA		YES			YES		
25SS	BRA	COSC2006	3	Data Structures I		CSMA							
25SS	BRA	COSC2007	3	Data Structures II		CSMA							
25SS	BRA	COSC2406	3	Assembly Language Programming		CSMA							
25SS	BRA	ITEC2706	3	Mobile Technology: Design and Use		ITPS							
25SS	SSM	MATH1037	3	Calculus II		CSMA							
25SS	ONL	COSC2006	3	Data Structures I		CSMA		YES			YES		
25SS	ONL	COSC2007	3	Data Structures II		CSMA		YES			YES		
25SS	ONL	COSC2406	3	Assembly Language Programming		CSMA		YES			YES		
25SS	ONL	COSC3406	3	Computer Organization		CSMA		YES			YES		
25SP	BRA	COSC1046	3	Introduction to Computer Science I		CSMA							
25SP	BRA	COSC1047	3	Introduction to Computer Science II		CSMA							
25SP	BRA	COSC1701	3	Computer Applications I		CSMA							
25SP	BRA	COSC1702	3	Computer Applications II		CSMA							
25SP	BRA	COSC2006	3	Data Structures I		CSMA							
25SP	BRA	COSC2007	3	Data Structures II		CSMA							
25SP	BRA	COSC2307	3	Database Programming		CSMA							
25SP	BRA	COSC2396	3	UNIX and System Programming in C		CSMA							
25SP	BRA	COSC2406	3	Assembly Language Programming		CSMA							
25SP	BRA	COSC2956	3	Internet Tools		CSMA							
25SP	BRA	COSC3106	3	Theory of Computing		CSMA							
25SP	BRA	COSC3117	3	Artificial Intelligence		CSMA							
25SP	BRA	COSC3127	3	Programming Languages		CSMA							
25SP	BRA	COSC3406	3	Computer Organization		CSMA							
25SP	BRA	COSC3407	3	Operating Systems I		CSMA							
25SP	BRA	COSC3506	3	Software Engineering	YES	CSMA							
25SP	BRA	COSC3707	3	Techniques of Systems Analysis		CSMA							
25SP	BRA	COSC3796	3	Information Technology Security and Privacy		CSMA							
25SP	BRA	COSC4106	3	Analysis of Algorithms		CSMA							
25SP	BRA	COSC4436	3	Computer Networks		CSMA							
25SP	BRA	COSC4427	3	Topics in Computer Science II		CSMA							
25SP	BRA	ITEC2706	3	Mobile Technology: Design and Use		ITPS							
25SP	BRA	ITEC2707	3	E-Business Strategy, Architecture and Design		ITPS							
25SP	BRA	ITEC3506	3	Software Engineering	YES	ITPS							







25F	ONL	COSC3407	3	Operating Systems I		CSMA		YES		YES		
25F	ONL	COSC3506	3	Software Engineering	YES	CSMA		YES		YES		
25F	ONL	COSC3756	3	Object Oriented Analysis and Design		CSMA		YES		YES		
25F	ONL	COSC4606	3	Data Management Systems		CSMA		YES		YES		
25F	ONL	ITEC2706	3	Mobile Technology: Design and Use		ITPS		YES		YES		
25F	ONL	ITEC2707	3	E-Business Strategy, Architecture and Design		ITPS		YES		YES		
25F	ONL	ITEC3506	3	Software Engineering	YES	ITPS		YES		YES		
25F	ONL	ITEC3706	3	Software Engineering Project Management		ITPS		YES		YES		
25F	ONL	MATH1036	3	Calculus I		CSMA		YES		YES		
25F	ONL	MATH1056	3	Discrete Mathematics I		CSMA		YES		YES		
25F	ONL	MATH1057	3	Linear Algebra I		CSMA		YES		YES		
25F	ONL	MATH1911	3	Finite Mathematics		CSMA		YES		YES		
25F	ONL	MATH2056	3	Discrete Mathematics II		CSMA		YES		YES		
26W	BRA	COSC1046	3	Introduction to Computer Science I		CSMA						
26W	BRA	COSC1047	3	Introduction to Computer Science II		CSMA						
26W	BRA	COSC1701	3	Computer Applications I		CSMA						
26W	BRA	COSC1702	3	Computer Applications II		CSMA						
26W	BRA	COSC2006	3	Data Structures I		CSMA						
26W	BRA	COSC2007	3	Data Structures II		CSMA						
26W	BRA	COSC2307	3	Database Programming		CSMA						
26W	BRA	COSC2396	3	UNIX and System Programming in C		CSMA						
26W	BRA	COSC2406	3	Assembly Language Programming		CSMA						
26W	BRA	COSC2956	3	Internet Tools		CSMA						
26W	BRA	COSC3106	3	Theory of Computing		CSMA						
26W	BRA	COSC3117	3	Artificial Intelligence		CSMA						
26W	BRA	COSC3127	3	Programming Languages		CSMA						
26W	BRA	COSC3306	3	Computer Graphics I: 2D		CSMA						
26W	BRA	COSC3406	3	Computer Organization		CSMA						
26W	BRA	COSC3407	3	Operating Systems I		CSMA						
26W	BRA	COSC3506	3	Software Engineering		CSMA						
26W	BRA	COSC3707	3	Techniques of Systems Analysis		CSMA						
26W	BRA	COSC3796	3	Information Technology Security and Privacy		CSMA						
26W	BRA	COSC4106	3	Analysis of Algorithms		CSMA						
26W	BRA	COSC4427	3	Topics in Computer Science II		CSMA						
26W	BRA	COSC4436	3	Computer Networks		CSMA						
26W	BRA	COSC4437	3	Distributed Systems		CSMA						
26W	BRA	ITEC2706	3	Mobile Technology: Design and Use		ITPS						
26W	BRA	ITEC2707	3	E-Business Strategy, Architecture and Design		ITPS						
26W	BRA	ITEC3506	3	Software Engineering	YES	ITPS						
26W	BRA	ITEC3706	3	Software Engineering Project Management		ITPS						
26W	BRA	MATH1037	3	Calculus II		CSMA						
26W	BRA	MATH1056	3	Discrete Mathematics I		CSMA						
26W	BRA	MATH1057	3	Linear Algebra I		CSMA						
26W	BRA	MATH1911	3	Finite Mathematics		CSMA						
26W	BRA	MATH1912	3	Elementary Calculus		CSMA						
26W	BRA	MATH2056	3	Discrete Mathematics II		CSMA						

26W	SSM	COSC1046	3	Introduction to Computer Science I		CSMA													
26W	SSM	COSC1047	3	Introduction to Computer Science II		CSMA													
26W	SSM	COSC1701	3	Computer Applications I		CSMA													
26W	SSM	COSC1702	3	Computer Applications II		CSMA													
26W	SSM	COSC2006	3	Data Structures I		CSMA													
26W	SSM	COSC2007	3	Data Structures II		CSMA													
26W	SSM	COSC2036	3	Computer Game Design I		CSMA		YES			YES								
26W	SSM	COSC2307	3	Database Programming		CSMA													
26W	SSM	COSC2406	3	Assembly Language Programming		CSMA													
26W	SSM	COSC2636	3	Gaming Software Engineering		CSMA													
26W	SSM	COSC3127	3	Programming Languages		CSMA													
26W	SSM	COSC3306	3	Computer Graphics I: 2D		CSMA													
26W	SSM	COSC3406	3	Computer Organization		CSMA													
26W	SSM	COSC3506	3	Software Engineering	YES	CSMA													
26W	SSM	COSC3807	3	Applied Networks		CSMA													
26W	SSM	COSC4106	3	Analysis of Algorithms		CSMA													
26W	SSM	COSC4427	3	Topics in Computer Science II		CSMA													
26W	SSM	COSC4596	3	Mobile Application Development II		CSMA													
26W	SSM	ITEC3506	3	Software Engineering	YES	ITPS													
26W	SSM	MATH1037	3	Calculus II		CSMA													
26W	SSM	MATH1056	3	Discrete Mathematics I		CSMA													
26W	SSM	MATH1057	3	Linear Algebra I		CSMA													
26W	SSM	MATH1912	3	Elementary Calculus		CSMA													
26W	SSM	MATH2056	3	Discrete Mathematics II		CSMA													
26W	SSM	PHYS1007	3	Physics II		PHYS													
26W	SSM	PHYS1027	3	Special Topics in Forensic Science, Part II		PHYS													
26W	ONL	COSC1046	3	Introduction to Computer Science I		CSMA		YES						YES					
26W	ONL	COSC1047	3	Introduction to Computer Science II		CSMA		YES						YES					
26W	ONL	COSC1701	3	Computer Applications I		CSMA		YES						YES					
26W	ONL	COSC1702	3	Computer Applications II		CSMA		YES						YES					
26W	ONL	COSC2006	3	Data Structures I		CSMA		YES						YES					
26W	ONL	COSC2007	3	Data Structures II		CSMA		YES						YES					
26W	ONL	COSC2307	3	Database Programming		CSMA		YES						YES					
26W	ONL	COSC2406	3	Assembly Language Programming		CSMA		YES						YES					
26W	ONL	COSC2836	3	Computer Software for the Sciences		CSMA		YES						YES					
26W	ONL	COSC2956	3	Internet Tools		CSMA		YES						YES					
26W	ONL	COSC3127	3	Programming Languages		CSMA		YES						YES					
26W	ONL	COSC3406	3	Operating Systems I		CSMA		YES						YES					
26W	ONL	COSC3506	3	Software Engineering		CSMA		YES						YES					
26W	ONL	COSC3707	3	Techniques of Systems Analysis		CSMA		YES						YES					
25SP	ONL	COSC4806	3	Web Data Management		CSMA		YES						YES					
25F	ONL	ITEC2706	3	Mobile Technology: Design and Use		ITPS		YES						YES					
26W	ONL	ITEC2707	3	E-Business Strategy, Architecture a		ITPS		YES						YES					
26W	ONL	ITEC3506	3	Software Engineering	YES	ITPS		YES						YES					
26W	ONL	ITEC3706	3	Software Engineering Project Management		ITPS		YES						YES					
26W	ONL	MATH1037	3	Calculus II		CSMA		YES						YES					
26W	ONL	MATH1056	3	Discrete Mathematics I		CSMA		YES						YES					
26W	ONL	MATH1912	3	Elementary Calculus		CSMA		YES						YES					
26W	ONL	MATH2056	3	Discrete Mathematics II		CSMA		YES						YES					

Semester	Campus	Course Code	Credits [1]	Course Title	Cross-listed	Joint-enrolled	F2F	Online	D2L	RSA	Asynch-ronous	Instructor Surname	Hours (Weekly Occurrence x Hours) [2]
25SF	SSM	GEOG 2196	3	Introduction to Land Stewardship			Yes					TBD	May 5-9, M, T, W, T, F, 9-4pm
25SF	SSM	GEOG 3996	3	Special Topics in Geography			Yes					TBD	May 26-30, M, T, W, T, F, 9-4pm
25F	SS...	GEOG 1021	3	Understanding the Earth: The Planet and its Internal Processes							Yes	TBD	Asynchronous
25F	SSM	GEOG 1026	3	Introduction to the Physical Environment					Yes		Yes	TBD	Asynchronous
25F	SS...	GEOG 2017	3	Introduction to Geographic Information Systems							Yes	TBD	Asynchronous
25F	SS...	GEOG 2606	3	World Regional Geography							Yes	TBD	Asynchronous
25F	SSM	GEOG 3307	3	Indigenous Knowledge in Environmental Stewardship.			Yes	Yes				ROFR	Aug 25-29, M, T, W, T, F, 9-4pm
25F	SSM	GEOG 3796/GEOG 4907	3	Stewarding Community Food Systems			Yes	Yes				ROFR	Oct 14-17, T, W, T, F, 9-4pm
25F	SSM	GEOG 3106	3	Geography Practicum (by Reading)								TBD	Reading
25F	SSM	GEOG 4105	3	Geography Thesis (by Reading)								TBD	Reading
26W	SSM	GEOG 1022	3	Understanding the Earth: The Earth's Crust: Rocks and Minerals							Yes	TBD	Asynchronous
26W	SS...	GEOG 1027	3	Introduction to the Human Environment						Yes		TBD	Asynchronous
26W	SSM	GEOG 2216	3	Cross-Cultural Geography							Yes	TBD	Asynchronous
26W	SSM	GEOG 3036	3	Community Planning in an Indigenous Context							Yes	TBD	Asynchronous
26W	SS...	GEOG 3476	3	Geography of Hazards and Disasters							Yes	TBD	Asynchronous
26W	SSM	GEOG 3996/4906	3	Special Topics			Yes					TBD	2 x 1.5 hours
26W	SSM	GEOG 3997/4907	3	Special Topics			Yes					TBD	Feb 17-20, T, W, T, F, 9-4pm
26W	SSM	GEOG 3106	3	Geography Practicum (by Reading)								TBD	Reading

Political Science Proposed Roster, Spring, Fall and Winter 2025-26			Crosslisted?	Instructor	Delivery	Credits	Times A Week
Term	Campus	Course Code and Title					
25SF	SSM	POLI3756 Politics of the Environment		PT	in person	3	
25SS	SSM	POLI 3506 Justice as Healing: Addressing the Legacy of Canada's Residential Schools Policies		PT	in person	3	
25F	SSM	POLI1006 Introduction to Political Science		Tchir	in person	3	2
25F	SSM	JURI2107/POLI2707 Canadian Political and Legal Institutions	yes	Tchir	in person	3	2
25F	SSM	JURI2856/POLI2856 Research Methods in Law and Politics	yes	Hermida	in person	3	1
25F	SSM	POLI2306 Globalization and Development		Thakur	in person	3	1
25F	SSM	POLI2396 Introduction to International Relations		Thakur	in person	3	1
25F	SSM	POLI3246 Law and Politics of the Soviet Union and Russian Federation	yes	Hermida	in person	3	1
25F	SSM	POLI4256 Global Political Economy		Thakur	in person	3	1
25F	SSM	JURI4726/POLI4726 Canadian Constitutional Law I: Constitutionalism and Federalism in Canadian Constitutional Law	yes	DeLuca	RSA	3	1
25F	SSM	POLI4106 Contemporary Moral and Political Theory		Tchir	in person	3	1
26W	SSM	POLI1007 Political Science II: World Politics		Thakur	in person	3	1
26W	SSM	POLI2706 Identity and Culture in Canada		Tchir	in person	3	2
26W	SSM	POLI3607 Canadian Public Policy		PT	in person	3	1
26W	SSM	JURI3107/POLI3107 Treaty Relations	yes	PT	in person	3	1
26W	SSM	POLI3317/4417 Global Governance: The United Nations System		Thakur	in person	3	1
26W	SSM	POLI4506 Resistance and Revolution		Tchir	in person	3	1
26W	SSM	JURI4626 / POLI4626 Special Topics in Constitutional Law	yes	PT	in person	3	1

Law and Justice Proposed Roster, Spring, Fall and Winter 2025-26							
Term	Campus	Course Code and Title	Crosslisted?	Instructor	Delivery	Credits	Times A Week
25SF	SSM	JURI4807 Special Topics in Legal Theory		PT	in person	3	
25SP	SSM	JURI2306/ADMN1306 Commercial Law	yes		Asynch.	3	
25SS	SSM	JURI4806 Special Topics in Private Law		PT	in person	3	
25F	SSM	JURI1106 Law as a Social Science		DeLuca	RSA	3	2
25F	Brampton	JURI1106 Law as a Social Science		DeLuca	RSA	3	2
25F	SSM	JURI2107/POLI2707 Canadian Political and Legal Institutions	yes	Tchir	in person	3	2
25F	SSM	JURI2856/POLI2856 Research Methods in Law and Politics	yes	Hermida	in person	3	1
25F	SSM	JURI3246 Law and Politics of the Soviet Union and Russian Federation	yes	Hermida	in person	3	1
25F	SSM	JURI4486 Legal Professions		Hermida	in person	3	1
25F	SSM	JURI4726/POLI4726 Canadian Constitutional Law I: Constitutionalism and Federalism in Canadian Constitutional Law	yes	DeLuca	RSA	3	1
25F	Online	JURI2306/ADMN1306 Commercial Law	yes		Asynch.	3	
26W	SSM	JURI1107 Introduction to Legal Studies II		Hermida	in person	3	1
26W	Brampton	JURI1107 Introduction to Legal Studies II		Hermida	RSA	3	1
26W	SSM	JURI2426/PHIL2426 Introduction to Legal Theory	yes	DeLuca	RSA	3	2
26W	SSM	JURI2106 Introduction to Private Law		DeLuca	RSA	3	2
26W	SSM	JURI3107/POLI3107 Treaty Relations	yes	PT	in person	3	1
26W	SSM	JURI3796/HIST3796 Introduction to English Legal History	yes	DeLuca	RSA	3	1
26W	SSM	JURI2XXX Introduction to Criminal Law and Procedure (currently JURI3206)		Hermida	in person	3	1
26W	Online	JURI2306/ADMN1306 Commercial Law	yes		Asynch.	3	
26W	SSM	JURI4804 Special Topics in Interdisciplinary Approaches to Law: The Intersection Between Law and Philosophy		Hermida	RSA	3	1
26W	SSM	JURI4626 / POLI4626 Special Topics in Constitutional Law	yes	PT	in person	3	1
26W	SSM	JURI2316 Environmental Law		PT	in person	3	1

Master of Computer Science (MCS) Internal roster for W25, SP25, F25					
<b>Term:</b>	<b>Course code:</b>	<b>Course title:</b>	<b>Instructor:</b>	<b>Campus:</b>	<b>Delivery mode:</b>
25W	COSC5806	Data Analysis with Python	Zamilur Rahman (SSM)	SSM	in person
25W	COSC5806	Data Analysis with Python	Zamilur Rahman (SSM)	SSM	in person
25W	COSC5806	Data Analysis with Python	Ping Luo (BRA)	BRA	in person
25W	COSC5806	Data Analysis with Python	Ping Luo (BRA)	BRA	in person
25W	COSC5806	Data Analysis with Python	Syed Muhammad Danish (BRA)	BRA	in person
25W	COSC5856	Introduction to Cybersecurity	Rashid Khokhar (SSM)	SSM	in person
25W	COSC5856	Introduction to Cybersecurity	Rashid Khokhar (SSM)	SSM	in person
25W	COSC5856	Introduction to Cybersecurity	Yazan Otoum (BRA)	BRA	in person
25W	COSC5856	Introduction to Cybersecurity	Yazan Otoum (BRA)	BRA	in person
25W	COSC5856	Introduction to Cybersecurity	Syed Muhammad Danish (BRA)	BRA	in person
25W	COSC5506	Advanced Software Engineering	Miguel Garcia-Ruiz (SSM)	SSM	in person
25W	COSC5506	Advanced Software Engineering	Mahreen Nasir (SSM)	SSM	in person
25W	COSC5506	Advanced Software Engineering	Randy Lin (BRA)	BRA	in person
25W	COSC5506	Advanced Software Engineering	Randy Lin (BRA)	BRA	in person
25W	COSC5506	Advanced Software Engineering	MD Nashid Anjum (BRA)	BRA	in person
25SP	COSC5206	Graduate Seminar	New hire	SSM	in person
25SP	COSC5206	Graduate Seminar	New hire	SSM	in person
25SP	COSC5206	Graduate Seminar	Randy Lin (BRA)	BRA	in person
25SP	COSC5206	Graduate Seminar	Randy Lin (BRA)	BRA	in person
25SP	COSC5206	Graduate Seminar	New hire	BRA	in person
25SP	COSC5906	Advanced Topics of Computer Networks	Mahreen Nasir (SSM)	SSM	in person
25SP	COSC5906	Advanced Topics of Computer Networks	Mahreen Nasir (SSM)	SSM	in person
25SP	COSC5906	Advanced Topics of Computer Networks	Ajmery Sultana (BRA)	BRA	in person
25SP	COSC5906	Advanced Topics of Computer Networks	Ajmery Sultana (BRA)	BRA	in person
25SP	COSC5906	Advanced Topics of Computer Networks	New hire	BRA	in person



25SP	COSC5437	Neural Networks and Deep Learning	Rashid Khokhar (SSM)	SSM	in person
25SP	COSC5437	Neural Networks and Deep Learning	Rashid Khokhar (SSM)	SSM	in person
25SP	COSC5437	Neural Networks and Deep Learning	New hire	BRA	in person
25SP	COSC5437	Neural Networks and Deep Learning	New hire	BRA	in person
25SP	COSC5437	Neural Networks and Deep Learning	New hire	BRA	in person
25F	COSC5756	Cloud Computing	Muhammad Azar (SSM)	SSM	in person
25F	COSC5756	Cloud Computing	Muhammad Azar (SSM)	SSM	in person
25F	COSC5756	Cloud Computing	Bodrul Alam (BRA)	BRA	in person
25F	COSC5756	Cloud Computing	Bodrul Alam (BRA)	BRA	in person
25F	COSC5756	Cloud Computing	New hire	BRA	in person
25F	COSC5926	Advanced topics in Human-Computer Interaction	New hire	SSM	in person
25F	COSC5926	Advanced topics in Human-Computer Interaction	New hire	SSM	in person
25F	COSC5926	Advanced topics in Human-Computer Interaction	MD Nashid Anjum (BRA)	BRA	in person
25F	COSC5926	Advanced topics in Human-Computer Interaction	MD Nashid Anjum (BRA)	BRA	in person
25F	COSC5926	Advanced topics in Human-Computer Interaction	New hire	BRA	in person
25F	COSC5196	Advanced Cryptography and Cryptanalysis	New hire	SSM	in person
25F	COSC5196	Advanced Cryptography and Cryptanalysis	New hire	SSM	in person
25F	COSC5196	Advanced Cryptography and Cryptanalysis	MD Nashid Anjum (BRA)	BRA	in person
25F	COSC5196	Advanced Cryptography and Cryptanalysis	MD Nashid Anjum (BRA)	BRA	in person
25F	COSC5196	Advanced Cryptography and Cryptanalysis	New hire	BRA	in person

25F	COSC5406	Machine Learning	Mahreen Nasir (SSM)	SSM	in person
25F	COSC5406	Machine Learning	Mahreen Nasir (SSM)	SSM	in person
25F	COSC5406	Machine Learning	Ajmery Sultana (BRA)	BRA	in person
25F	COSC5406	Machine Learning	Ajmery Sultana (BRA)	BRA	in person
25F	COSC5406	Machine Learning	New hire	BRA	in person
26W	COSC5806	Data Analysis with Python	Zamilur Rahman (SSM)	SSM	in person
26W	COSC5806	Data Analysis with Python	Zamilur Rahman (SSM)	SSM	in person
26W	COSC5806	Data Analysis with Python	Ping Luo (BRA)	BRA	in person
26W	COSC5806	Data Analysis with Python	Ping Luo (BRA)	BRA	in person
26W	COSC5806	Data Analysis with Python	Syed Muhammad Danish (BRA)	BRA	in person
26W	COSC5856	Introduction to Cybersecurity	Rashid Khokhar (SSM)	SSM	in person
26W	COSC5856	Introduction to Cybersecurity	Rashid Khokhar (SSM)	SSM	in person
26W	COSC5856	Introduction to Cybersecurity	Yazan Otoum (BRA)	BRA	in person
26W	COSC5856	Introduction to Cybersecurity	Yazan Otoum (BRA)	BRA	in person
26W	COSC5856	Introduction to Cybersecurity	Syed Muhammad Danish (BRA)	BRA	in person
26W	COSC5506	Advanced Software Engineering	Miguel Garcia-Ruiz (SSM)	SSM	in person
26W	COSC5506	Advanced Software Engineering	Mahreen Nasir (SSM)	SSM	in person
26W	COSC5506	Advanced Software Engineering	Randy Lin (BRA)	BRA	in person
26W	COSC5506	Advanced Software Engineering	Randy Lin (BRA)	BRA	in person
26W	COSC5506	Advanced Software Engineering	MD Nashid Anjum (BRA)	BRA	in person





GEOG	GEOG/GEOL ROLLING ROSTER	CYCLE	2025/2026			2026/2027			2027/2028		
			25SP	25F	26W	26SP	26F	27W	27SP	27F	28W
GEOG 1026	Introduction to the Physical Environment	Annual		1			1			1	
GEOG 1027	Introduction to the Human Environment (Sault Ste. Marie)	Annual			1			1			1
GEOG 2016	Digital Earth	Biennial					1				
GEOG 2017	Introduction to GIS	Annual		1			1			1	
GEOG 2027	Spatial Thinking and Quantitative Geography (Reading)	Biennial			0						
GEOG 2106	Geomorphology	Biennial					1				
GEOG 2196	Introduction to Land Stewardship in First Nation Contexts	Annual	1			1			1		
GEOG 2206	Population, Migration, and the Environment	Biennial/Triennial						1			
GEOG 2216	Cross-Cultural Geography	Biennial			1						1
GEOG 2217	Space, Place, Landscapes and Society	Triennial								1	
GEOG 2406	Geography of Canada's Regions	Triennial						1			
GEOG 2556	Geography of the United States	Triennial								1	
GEOG 2606	World Regional Geography	Triennial		1							
GEOG 2617	The Geography of the Asian-Pacific Rim	Triennial									1
GEOG 2996	The Great Lakes: Resources, People and the Environment	Biennial					1				
GEOG 3006	Aerial Photography	Biennial								1	
GEOG 3016	Geography Practicum (Reading)	Annual (Reading)		0	0		0	0		0	0
GEOG 3036	Community Planning in an Indigenous Context	Biennial			1						1
GEOG 3037	Remote Sensing of the Environment	Biennial						1			
GEOG 3046	Approaches to Research and Applied Inquiries in Geography	Biennial					1				
GEOG 3056	Field Course in Geography	Biennial/Triennial							1		
GEOG 3076	Advanced Geographic Information Systems [GIS]	Biennial						1			
GEOG 3096	Topics in GIS Applications	Applied as Needed									
GEOG 3106	Climatology: The Context for Climate Change	Biennial					1				
GEOG 3115	Biogeography	Triennial				1			1		
GEOG 3196	Water Stewardship in a Spatial Context	Biennial/Triennial				1					
GEOG 3206	Urbanization and World Cities	Triennial								1	
GEOG 3207	The Urban Environment	Triennial									1
GEOG 3307	Indigenous Knowledge in Environment Stewardship	Annual		1			1			1	
GEOG 3317	Contemporary Issues in Economic Geography	Triennial					1				
GEOG 3406	Geographies of Health and the Environment	Triennial									1
GEOG 3476	Geography of Hazards and Disasters	Triennial			1						
GEOG 3596	Climate Change and Communities: Vulnerabilities, Impacts and Adaptations	Biennial/Triennial							1		
GEOG 3707	Landscapes and People of Canada's North	Triennial									1
GEOG 3756	Geographies of Development: Theory and Application	Triennial					1				
GEOG 3796	Stewarding Community Food Systems	Biennial		1						1	
GEOG 3807	The Geography of the Saharan Africa	Triennial									1
GEOG 3956	Geography of Europe	Triennial						1			
GEOG 3996	Special Topics in Geography I	Applied as needed	1		1						1
GEOG 3997	Special Topics in Geography II	Applied as needed			1						
GEOG 4006	Geographic Information System Research Project	Triennial					1				



Semester	Campus	Course Code	Credits [1]	Course Title	Cross-listed	Joint-enrolled	F2F	Online	D2L	RSA	Asynchronous	Instructor Surname	Hours (Weekly Occurrence x Hours) [2]
24SF	SSM	SOCI1016	3	Understanding Society 1: Principles & Processes	No	No	Yes	Yes			Yes	Darko	
24F	SSM	SOCI1016	3	Understanding Society I: Principles & Processes	No	No	Yes					Darko	2 X 1.5hrs
24F		SOCI1806	3	Intro to Health, Wellness and Addictions									
24F	SSM	SOCI3706	3	Contemporary Marriage & Family								Graydon	1 x 3hrs
24F	SSM	SOCI2016	3	Thinking Sociologically	No	No	Yes					Jimenez-Estrada	2 X 1.5hrs
24F	SSM	SOCI2017	3	Emergence of Sociological Theories								Graydon	2X 1.5 hrs
24F	SSM	SOCI2806	3	Crime and Punishment 1: Explanations of Crime	No	No	Yes					Darko	1 X 3hrs
24F	SSM	SOCI2806	3	Trauma and Social Resilience I	No	No						Darko	1 X 3hrs
24F		SOCI2127	3	Introduction to Social Research Methods									
24F	SSM	SOCI2406	3	Sociology of Mental Health								Graydon	1 x 3hrs
24FW		SOCI4105	6	Research and Critical Analysis									
24F		SOCI4906	3	Selected Topics in Sociology I								Jimenez Estrada	1 X 3hrs
25W	SSM	SOCI1017	3	Understanding Society II: Institutions			Yes					Darko	1 X 3hrs
25W	SSM	SOCI2087	3	Crime and Punishment 2: Police, Courts, Prisons			Yes					Darko	2 X 1.5hrs
25W		SOCI2807	3	Trauma and Social Resilience II									
25W	SSM	SOCI3016	3	Modern Social Theories									
25W	SSM	SOCI3906	3	Special topics: Sociology of Death								Graydon	1 x 3hrs
25W	SSM	SOCI3126	3	Qualitative Methods				No				Darko	1 X 3hrs
25W	SSM	SOCI3196	3	Social Movements	No	No	Yes					Jimenez Estrada	1 X 3hrs
25W		SOCI3806	3	Social Theories of Illness and Addictions								Graydon	1 x 3hrs
25W	SSM	SOCI3807	3	Wellness Through an Indigenous Lens	No	No	Yes					Jimenez Estrada	1 X 3hrs
25W	SSM	SOCI4907	3	Selected Topics in Sociology II			Yes					Darko	1 X 3hrs

Semester	Campus	Course Code	Credits (All core BBA courses for SSM get 3credits for F2F) [1]	Course Title	Cross-listed	Joint-enrolled	F2F	Online	D2L	RSA	Asynch-ronous	Instructor Surname	Hours (Weekly Occurrence x Hours) [2]	Notes
25F	SSM	ADMN 1016	3	Introduction to Canadian Business			Yes							*Includes E
26W	SSM	ADMN 1016	3	Introduction to Canadian Business			Yes							
25F	SSM/BRA	ADMN 1016	3	Introduction to Canadian Business						Yes				
26W	SSM/BRA	ADMN 1016	3	Introduction to Canadian Business						Yes				
25F	BRA	ADMN 1016	9	Introduction to Canadian Business			Yes							
26W	BRA	ADMN 1016	9	Introduction to Canadian Business			Yes							
25SP	SSM	ADMN 1016	3	Introduction to Canadian Business			Yes							
25SP	SSM/BRA	ADMN 1016	3	Introduction to Canadian Business						Yes				
25SP	BRA	ADMN 1016	9	Introduction to Canadian Business			Yes							
25F	SSM	ADMN 1126	3	Introductory Financial Accounting I			Yes							
26W	SSM	ADMN 1126	3	Introductory Financial Accounting I			Yes							
25F	SSM/BRA	ADMN 1126	3	Introductory Financial Accounting I						Yes				
26W	SSM/BRA	ADMN 1126	3	Introductory Financial Accounting I						Yes				
25F	BRA	ADMN 1126	9	Introductory Financial Accounting I			Yes							
26W	BRA	ADMN 1126	9	Introductory Financial Accounting I			Yes							
26W	SSM	ADMN 1127	3	Introductory Financial Accounting II			Yes							
26W	BRA	ADMN 1127	9	Introductory Financial Accounting II			Yes							
25SP	SSM/BRA	ADMN 1127	3	Introductory Financial Accounting II						Yes				
26W	SSM/BRA	ADMN 1127	3	Introductory Financial Accounting II						Yes				
25F	SSM	ADMN 1206	3	Business Communications and Academic Research Methods			Yes							
26W	SSM	ADMN 1206	3	Business Communications and Academic Research Methods			Yes							
25F	BRA	ADMN 1206	9	Business Communications and Academic Research Methods			Yes							
26W	BRA	ADMN 1206	9	Business Communications and Academic Research Methods			Yes							
25F	SSM/BRA	ADMN 1206	3	Business Communications and Academic Research Methods						Yes				
26W	SSM/BRA	ADMN 1206	3	Business Communications and Academic Research Methods						Yes				
26W	SSM	ADMN 1207	3	Quantitative Management Decision-Making			Yes							
26W	BRA	ADMN 1207	9	Quantitative Management Decision-Making			Yes							
26W	SSM/BRA	ADMN 1207	3	Quantitative Management Decision-Making						Yes				
25F	SSM	ADMN 1306	3	Commercial Law	Yes		Yes							
26W	SSM	ADMN 1306	3	Commercial Law	Yes		Yes							
25F	BRA	ADMN 1306	9	Commercial Law	Yes		Yes							
26W	BRA	ADMN 1306	9	Commercial Law	Yes		Yes							
25F	SSM/BRA	ADMN 1306	3	Commercial Law	Yes			Yes			Yes			
26W	SSM/BRA	ADMN 1306	3	Commercial Law	Yes			Yes			Yes			
26W	SSM	ADMN 2017	3	Managing the Not-for-Profit Organization			Yes							
26W	BRA	ADMN 2017	9	Managing the Not-for-Profit Organization			Yes							
26W	SSM/BRA	ADMN 2017	3	Managing the Not-for-Profit Organization						Yes				
25F	SSM	ADMN 2106	3	Intermediate Accounting I			Yes							
25F	BRA	ADMN 2106	3	Intermediate Accounting I			Yes							
26W	SSM	ADMN 2107	3	Intermediate Accounting II			Yes							
26W	BRA	ADMN 2107	3	Intermediate Accounting II			Yes							
25F	SSM	ADMN 2406	3	Business Ethics			Yes							
26W	SSM	ADMN 2406	3	Business Ethics			Yes							
25F	BRA	ADMN 2406	9	Business Ethics			Yes							
26W	BRA	ADMN 2406	9	Business Ethics			Yes							
25F	SSM/BRA	ADMN 2406	3	Business Ethics				Yes			Yes			
26W	SSM/BRA	ADMN 2406	3	Business Ethics				Yes			Yes			
25SP	SSM	ADMN 2506	3	Business Statistics			Yes							
25F	SSM	ADMN 2506	6	Business Statistics			Yes							
25SP	BRA	ADMN 2506	6	Business Statistics			Yes							
25F	BRA	ADMN 2506	9	Business Statistics			Yes							



Semester	Campus	Course Code	Credits (All core BBA courses for SSM get 3credits for F2F) [1]	Course Title	Cross-listed	Joint-enrolled	F2F	Online	D2L	RSA	Asynch-ronous	Instructor Surname	Hours (Weekly Occurrence x Hours) [2]	Notes
25F	SSM	ADMN 2507	3	Business Statistics II			Yes							
25F	BRA	ADMN 2507	3	Business Statistics II			Yes							
26W	SSM	ADMN 2556	3	Finance and Accounting for Non-business Majors			Yes							
26W	BRA	ADMN 2556	9	Finance and Accounting for Non-business Majors			Yes							
26W	SSM/BRA	ADMN 2556	3	Finance and Accounting for Non-business Majors				Yes			Yes			
26W	SSM	ADMN 2607	6	Introduction to Management Science			Yes							
26W	BRA	ADMN 2607	9	Introduction to Management Science			Yes							
25F	SSM	ADMN 2906	3	Occupational Health and Safety Management			Yes							
25F	BRA	ADMN 2906	9	Occupational Health and Safety Management			Yes							
25F	SSM/BRA	ADMN 2906	3	Occupational Health and Safety Management				Yes			Yes			
25F	SSM	ADMN 2916	3	Compensation			Yes							
25F	BRA	ADMN 2916	9	Compensation			Yes							
25F	SSM/BRA	ADMN 2916	3	Compensation				Yes			Yes			
26W	SSM	ADMN 2926	3	Training and Development			Yes							
26W	BRA	ADMN 2926	9	Training and Development			Yes							
26W	SSM/BRA	ADMN 2926	3	Training and Development				Yes			Yes			
25F	SSM	ADMN 3106	3	Management Accounting and Control I			Yes							
25F	BRA	ADMN 3106	9	Management Accounting and Control I			Yes							
25F	SSM/BRA	ADMN 3106	3	Management Accounting and Control I						Yes				
26W	SSM	ADMN 3107	3	Management Accounting and Control II			Yes							
26W	BRA	ADMN 3107	9	Management Accounting and Control II			Yes							
26W	SSM/BRA	ADMN 3107	3	Management Accounting and Control II						Yes				
25SP	SSM/BRA	ADMN 3107	3	Management Accounting and Control II						Yes				
25F	SSM	ADMN 3116	3	Finance I			Yes							
25F	BRA	ADMN 3116	9	Finance I			Yes							
25F	SSM/BRA	ADMN 3116	3	Finance I						Yes				
26W	SSM	ADMN 3117	3	Finance II			Yes							
26W	BRA	ADMN 3117	9	Finance II			Yes							
26W	SSM/BRA	ADMN 3117	3	Finance II						Yes				
25SP	SSM	ADMN 3117	3	Finance II			Yes							
25SP	BRA	ADMN 3117	6	Finance II			Yes							
25SP	SSM/BRA	ADMN 3117	3	Finance II						Yes				
25F	SSM	ADMN 3126	3	Marketing Concepts			Yes							
25F	BRA	ADMN 3126	9	Marketing Concepts			Yes							
25F	SSM/BRA	ADMN 3126	3	Marketing Concepts			Yes			Yes				
26W	SSM	ADMN 3127	3	Service Marketing			Yes							
26W	BRA	ADMN 3127	9	Service Marketing						Yes				
26W	SSM/BRA	ADMN 3127	3	Service Marketing			Yes							
25SP	SSM	ADMN 3127	3	Service Marketing			Yes							
25SP	BRA	ADMN 3127	9	Service Marketing			Yes							
25SP	SSM/BRA	ADMN 3127	3	Service Marketing						Yes				
25F	SSM	ADMN 3136	3	Introduction to Organizational Behaviour			Yes							
25F	BRA	ADMN 3136	9	Introduction to Organizational Behaviour			Yes							
25F	SSM/BRA	ADMN 3136	3	Introduction to Organizational Behaviour				Yes			Yes			
25SP	SSM	ADMN 3137	3	Management of Human Resources			Yes							
25SP	BRA	ADMN 3137	9	Management of Human Resources			Yes							
25SP	SSM/BRA	ADMN 3137	3	Management of Human Resources				Yes			Yes			
26W	SSM	ADMN 3137	3	Management of Human Resources			Yes							
26W	BRA	ADMN 3137	9	Management of Human Resources			Yes							
26W	SSM/BRA	ADMN 3137	3	Management of Human Resources				Yes			Yes			
25F	SSM	ADMN 3206	3	Human Resources Planning			Yes							
25F	BRA	ADMN 3206	9	Human Resources Planning			Yes							
25F	SSM/BRA	ADMN 3206	3	Human Resources Planning				Yes			Yes			

Semester	Campus	Course Code	Credits (All core BBA courses for SSM get 3credits for F2F) [1]	Course Title	Cross-listed	Joint-enrolled	F2F	Online	D2L	RSA	Asynchronous	Instructor Surname	Hours (Weekly Occurrence x Hours) [2]	Notes
25F	SSM	ADMN 3216	3	Recruitment and Selection			Yes							
25F	BRA	ADMN 3216	9	Recruitment and Selection			Yes							
25F	SSM/BRA	ADMN 3216	3	Recruitment and Selection				Yes			Yes			
25F	SSM	ADMN 4046	6	Operations Management										
25F	BRA	ADMN 4046	9	Operations Management										
26W	SSM	ADMN 4076	3	International Business Management			Yes							
26W	BRA	ADMN 4076	9	International Business Management			Yes							
26W	SSM/BRA	ADMN 4076	3	International Business Management				Yes						
25SP	SSM	ADMN 4336	3	Marketing Communications			Yes							
25SP	BRA	ADMN 4336	3	Marketing Communications			Yes							
25SP	SSM/BRA	ADMN 4336	3	Marketing Communications						Yes				
26W	SSM	ADMN 4346	3	Marketing for Non-Profit Organizations			Yes							
26W	BRA	ADMN 4346	3	Marketing for Non-Profit Organizations			Yes							
26W	SSM/BRA	ADMN 4346	3	Marketing for Non-Profit Organizations						Yes				
25F	SSM	ADMN 4606	6	Business Strategy and Policy I			Yes							
25F	BRA	ADMN 4606	9	Business Strategy and Policy I			Yes							
26W	SSM	ADMN 4607	6	Business Strategy and Policy II			Yes							
26W	BRA	ADMN 4607	9	Business Strategy and Policy II			Yes							
25F	SSM	ADMN 4816	3	Personal Taxation			Yes							
25F	BRA	ADMN 4816	3	Personal Taxation			Yes							
26W	SSM	ADMN 4817	3	Corporate Taxation			Yes							
26W	BRA	ADMN 4817	3	Corporate Taxation			Yes							
25F	SSM	ADMN 4806	3	External Auditing I						Yes				
25F	BRA	ADMN 4806	3	External Auditing I						Yes				
26W	SSM	ADMN 4807	3	External Auditing II						Yes				
26W	BRA	ADMN 4807	3	External Auditing II						Yes				
25F	SSM	ADMN 4836	3	Advanced Financial Accounting I			Yes							
25F	BRA	ADMN 4836	3	Advanced Financial Accounting I			Yes							
26W	SSM	ADMN 4837	3	Advanced Financial Accounting II			Yes							
26W	BRA	ADMN 4837	3	Advanced Financial Accounting II			Yes							
25F	SSM/BRA	ADMN 4856	3	Information Systems						Yes				
26W	SSM	ADMN 4866	3	Advanced Cost Accounting Topics			Yes							
26W	BRA	ADMN 4866	3	Advanced Cost Accounting Topics			Yes							
25F	SSM	ADMN 4876	3	Management of Small Enterprises			Yes							
25F	BRA	ADMN 4876	3	Management of Small Enterprises			Yes							
25F	SSM/BRA	ADMN 4876	3	Management of Small Enterprises				Yes						
25F	SSM	ADMN 4936	3	Marketing Research I			Yes							
25F	BRA	ADMN 4936	3	Marketing Research I			Yes							
25F	SSM/BRA	ADMN 4936	3	Marketing Research I						Yes				
25SP	SSM	ADMN 4937	3	Marketing on the Internet			Yes							
25SP	BRA	ADMN 4937	3	Marketing on the Internet			Yes							
25SP	SSM/BRA	ADMN 4937	3	Marketing on the Internet						Yes				
25F	SSM	ADMN 4946	3	Consumer Behaviour			Yes							
25F	BRA	ADMN 4946	3	Consumer Behaviour			Yes							
25F	SSM/BRA	ADMN 4946	3	Consumer Behaviour						Yes				
26W	SSM	ADMN 4957	3	Marketing Research II			Yes							
26W	BRA	ADMN 4957	3	Marketing Research II			Yes							
26W	SSM/BRA	ADMN 4957	3	Marketing Research II						Yes				
25F	SSM	ADMN 4976	3	Industrial and Labour Relations in Canada			Yes							
25F	BRA	ADMN 4976	3	Industrial and Labour Relations in Canada			Yes							
25F	SSM/BRA	ADMN 4976	3	Industrial and Labour Relations in Canada				Yes						





Semester	Campus	Course Code	Credits [1]	Course Title	Cross-listed	Joint-enrolled	F2F	Online	D2L	RSA	Asynchronous	Instructor Surname	Hours (Weekly Occurrence x Hours) [2]
25F	SSM	ANII 1006	3	Anishinaabe Peoples and our Homelands I	No		Yes	No					2 x 1.5
25F	SSM	ANII 1006	3	Anishinaabe Peoples and our Homelands I	No		Yes	No					1 x 3
25F	SS...	ANII 1006	3	Anishinaabe Peoples and our Homelands I	No		No	Yes			Yes		
25F	TBAY	*ANII 1006	3	Anishinaabe Peoples and our Homelands I	No								
25F	PAYU	*ANII 1006	3	Anishinaabe Peoples and our Homelands I	No			Yes					
25F	SSM	ANII 2006	3	Anishinaabe Social Issues	No		Yes						2 x 1.5
25F	SSM	ANII 3006	3	Government Acts and Policies			Yes						2 x 1.5
26W	SSM	ANII 1007	3	Anishinaabe Peoples and our Homelands II	No		Yes						2 x 1.5
26W	SSM	ANII 1007	3	Anishinaabe Peoples and our Homelands II	No		Yes						1 x 3
26W	SS...	ANII 1007	3	Anishinaabe Peoples and our Homelands II	No		No	Yes			Yes		
26W	SSM	ANII 2007	3	Anishinaabe Social Movements	No		Yes						2 x 1.5
26W	SSM	ANII 2067	3	Music as Culture: Indigenous Music	Yes		Yes						2 x 1.5
26W	SSM	ANII 3007	3	Treaties			Yes						2 x 1.5
25SF	SS...	ANII 1006	3	Anishinaabe Peoples and our Homelands I				Yes			Yes		
25SF	SSM	ANII 1206	3	Anishinaabe Peoples and our Homelands III			Yes						
25F	SSM	OJIB 1016	3	Introductory Anishinaabemowin I			Yes						2 x 1.5
25F	SS...	OJIB 1016	3	Introductory Anishinaabemowin I				Yes					2 x 1.5
25F	SSM	OJIB 2016	3	Intermediate Anishinaabemowin I			Yes						2 x 1.5
25F	SSM	OJIB 3016	3	Advanced Anishinaabemowin I			Yes						2 x 1.5
25F	SSM	OJIB 3906	3	Special Topics in Anishinaabemowin			Yes						2 x 1.5
25F	TIM	OJIB 3906	3	Special Topics in Anishinaabemowin			Yes						2 x 1.5
25FW	SSM	OJIB 3105	6	Anishinaabe Oral Literature			Yes						1 x 3
26W	SSM	OJIB 1017	3	Introductory Anishinaabemowin II			Yes						2 x 1.5
26W	SS...	OJIB 1017	3	Introductory Anishinaabemowin II				Yes					2 x 1.5
26W	SSM	OJIB 2017	3	Intermediate Anishinaabemowin II			Yes						2 x 1.5
26W	SSM	OJIB 3017	3	Advanced Anishinaabemowin II			Yes						2 x 1.5
25SF	SSM	OJIB 3906	3	Special Topics in Anishinaabemowin			Yes						
25F	SSM	FRAN 1021	3	Introductory French I			Yes						2 x 1.5
25F	SSM	FRAN 1406	3	Culture et communication I			Yes						2 x 1.5
25F	SSM	FRAN 2021	3	Intermediate French I			Yes						2 x 1.5
25F	SSM	FRAN 2387	3	Littérature et culture dans le monde francoph			Yes						2 x 1.5
26W	SSM	FRAN 1022	3	Introductory French II			Yes						2 x 1.5
26W	SSM	FRAN 1407	3	Culture et communication II			Yes						2 x 1.5
26W	SSM	FRAN 2022	3	Intermediate French II			Yes						2 x 1.5
26W	SSM	FRAN 3406	3	Communication et Culture V: La France: histo			Yes						2 x 1.5
25FW	SSM	ESPA 1005	6	Introductory Spanish			Yes						2 x 1.5
25FW	SSM	ITAL 1005	6	Introductory Italian			Yes						2 x 1.5

\*Oshki, might have course offering.

\*Payukotayno partnership, might have course

Semester	Campus	Course Code	Credits [1]	Course Title	Cross-listed	Joint-enrolled	F2F	Online	D2L	RSA	Asynchronous	Instructor Surname	Hours (Weekly Occurrence x Hours) [2]	Notes
25SP	SSM/TIM/BRA	CESD 2607001E	3	Community Engagement and Strategic Planning	No	No	No	Yes	No	Yes	No		2 x 1.5	
25SP	SSM/TIM/BRA	CESD 3017001E	3	Directed Studies CESD Practicum	No	No	No	Yes	No	Yes	No	Laura Wyper		
25SF	TIM	CESD 3906001XE	3	CESD: Selected Topics I	Yes	No	Yes	No	No	No	No		Week-long condensed	Crosslist with 4906001E
25SF	TIM	CESD 4906001XE	3	CESD: Selected Topics I	Yes	No	Yes	No	No	No	No		Week-long condensed	Crosslist with 3906001E
25SS	BRA	CESD 3906002XE	3	CESD: Selected Topics I	Yes	No	Yes	No	No	No	No		Week-long condensed	Crosslist with 4906002E
25SS	SSM	CESD 3906003XE	3	CESD: Selected Topics I	Yes	No	Yes	No	No	No	No	Laura Wyper (Co-instr)	Week-long condensed	Crosslist with 4906003E
25SS	BRA	CESD 4906002XE	3	CESD: Selected Topics I	Yes	No	Yes	No	No	No	No		Week-long condensed	Crosslist with 3906002E
25SS	SSM	CESD 4906003XE	3	CESD: Selected Topics I	Yes	No	Yes	No	No	No	No	Laura Wyper (Co-instr)	Week-long condensed	Crosslist with 3906003E
25F	BRA	CESD 1006001E	3	Introduction to Community Economic and Social Development	No	No	Yes	No	No	No	No			
25F	BRA	CESD 1006001L1E		Introduction to Community Economic and Social Development	No	No	Yes	No	No	No	No			
25F	BRA	CESD 1006001L2E		Introduction to Community Economic and Social Development	No	No	Yes	No	No	No	No			
25F	SSM	CESD 1006002E	3	Introduction to Community Economic and Social Development	No	No	Yes	No	No	No	No			
25F	SSM	CESD 1006002L1E		Introduction to Community Economic and Social Development	No	No	Yes	No	No	No	No			
25F	SSM	CESD 1006002L2E		Introduction to Community Economic and Social Development	No	No	Yes	No	No	No	No			
25F	TIM	CESD 1006003E	3	Introduction to Community Economic and Social Development	No	No	Yes	No	No	No	No		Condensed 4 Weekends	
25F	TIM	CESD 1006003L1E		Introduction to Community Economic and Social Development	No	No	Yes	No	No	No	No		Condensed 4 Weekends	
25F	SSM/TIM/BRA	CESD 1206001	3	Social Service Administration in First Nations Communities	No	No	No	Yes	No	No	Yes		6 Week Condensed	
25F	BRA	CESD 2106001E	3	Community Economic Development and the Social Contract	No	No	Yes	No	No	No	No			
25F	SSM	CESD 2106002E	3	Community Economic Development and the Social Contract	No	No	Yes	No	No	No	No			
25F	SSM	CESD 2106003E	3	Community Economic Development and the Social Contract	No	No	Yes	No	No	No	No			
25F	TIM	CESD 2106004E	3	Community Economic Development and the Social Contract	No	No	Yes	No	No	No	No			
25F	BRA	CESD 2406001E	3	Environment and Community Resilience	No	No	Yes	No	No	No	No			
25F	SSM	CESD 2406002E	3	Environment and Community Resilience	No	No	Yes	No	No	No	No			
25F	SSM	CESD 2406003E	3	Environment and Community Resilience	No	No	Yes	No	No	No	No			
25F	TIM	CESD 2406004E	3	Environment and Community Resilience	No	No	Yes	No	No	No	No			
25F	BRA	CESD 2607001E	3	Community Engagement and Strategic Planning	No	No	Yes	No	No	No	No			
25F	SSM	CESD 2607002E	3	Community Engagement and Strategic Planning	No	No	Yes	No	No	No	No			
25F	TIM	CESD 2607003E	3	Community Engagement and Strategic Planning	No	No	Yes	No	No	No	No			
25F	BRA	CESD 3016001E	3	Global/Local Relations: Critical Perspectives	No	No	Yes	No	No	No	No			
25F	BRA	CESD 3016002E	3	Global/Local Relations: Critical Perspectives	No	No	Yes	No	No	No	No			
25F	SSM	CESD 3016003E	3	Global/Local Relations: Critical Perspectives	No	No	Yes	No	No	No	No			
25F	BRA	CESD 3216001E	3	Legal Issues in Community Development: Case Studies	No	No	Yes	No	No	No	No			
25F	SSM	CESD 3216002E	3	Legal Issues in Community Development: Case Studies	No	No	Yes	No	No	No	No			
25F	BRA	CESD 3906001XE	3	CESD: Selected Topics I	Yes	No	Yes	No	No	No	No			Crosslist with 4906001E
25F	SSM	CESD 3906002XE	3	CESD: Selected Topics I	Yes	No	Yes	No	No	No	No			Crosslist with 4906002E
25F	BRA	CESD 4906001XE	3	CESD: Selected Topics I	Yes	No	Yes	No	No	No	No			Crosslist with 3906001E
25F	SSM	CESD 4906002XE	3	CESD: Selected Topics I	Yes	No	Yes	No	No	No	No			Crosslist with 3906002E
25F	SSM/BRA	CESD 4016001E	3	CESD Project and Analysis: Placement and Management	No	No	No	Yes	No	Yes	No			
26W	BRA	CESD 1007001E	3	Introduction to Community Economic and Social Development	No	No	Yes	No	No	No	No			
26W	BRA	CESD 1007001L1E		Introduction to Community Economic and Social Development	No	No	Yes	No	No	No	No			
26W	BRA	CESD 1007001L2E		Introduction to Community Economic and Social Development	No	No	Yes	No	No	No	No			
26W	SSM	CESD 1007002E	3	Introduction to Community Economic and Social Development	No	No	Yes	No	No	No	No			
26W	SSM	CESD 1007002L1E		Introduction to Community Economic and Social Development	No	No	Yes	No	No	No	No			
26W	SSM	CESD 1007002L2E		Introduction to Community Economic and Social Development	No	No	Yes	No	No	No	No			
26W	TIM	CESD 1007003E	3	Introduction to Community Economic and Social Development	No	No	Yes	No	No	No	No		Condensed 4 Weekends	
26W	TIM	CESD 1007003L1E		Introduction to Community Economic and Social Development	No	No	Yes	No	No	No	No		Condensed 4 Weekends	
26W	SSM	CESD 1207001E	3	Social Service Administration in First Nations Communities	No	No	No	Yes	No	No	Yes		6 Week Condensed	
26W	BRA	CESD 2016001E	3	Community-Based Research Methods	No	No	Yes	No	No	No	No			
26W	SSM	CESD 2016002E	3	Community-Based Research Methods	No	No	Yes	No	No	No	No			
26W	SSM	CESD 2016003E	3	Community-Based Research Methods	No	No	Yes	No	No	No	No			
26W	TIM	CESD 2016004E	3	Community-Based Research Methods	No	No	Yes	No	No	No	No			
26W	BRA	CESD 2096001E	3	Entrepreneurship and Community Development	No	No	Yes	No	No	No	No			
26W	SSM	CESD 2096002E	3	Entrepreneurship and Community Development	No	No	Yes	No	No	No	No			
26W	SSM	CESD 2096003E	3	Entrepreneurship and Community Development	No	No	Yes	No	No	No	No			
26W	SSM/TIM/BRA	CESD 2206001E	3	First Nation Social Policy and Community Development	No	No	No	Yes	No	Yes	No			
26W	BRA	CESD 2306001E	3	Project Management and Proposal Writing for Community Development	No	No	Yes	No	No	No	No			

26W	SSM	CESD 2306002E	3	Project Management and Proposal Writing for	No	Yes	Yes	No	No	Yes	No			Joint-enrol with CESD
26W	TIM	CESD 2306003E	3	Project Management and Proposal Writing for	No	Yes	No	Yes	No	Yes	No			Joint-enrol with CESD
26W	BRA	CESD 2996001E	3	Finance and Accounting for Community Deve	No	No	Yes	No	No	No	No			
26W	SSM/TIM	CESD 2996002E	3	Finance and Accounting for Community Deve	No	No	No	Yes	No	No	Yes			
26W	BRA	CESD 3017001E	3	Directed Studies CESD Practicum	No	No	Yes	No	No	No	No			
26W	SSM	CESD 3017002E	3	Directed Studies CESD Practicum	No	Yes	Yes	No	No	Yes	No			Joint-enrol with CESD
26W	TIM	CESD 3017003E	3	Directed Studies CESD Practicum	No	Yes	No	Yes	No	Yes	No			Joint-enrol with CESD
26W	BRA	CESD 3106001E	3	Tools for Regional Economic Analysis	No	No	Yes	No	No	No	No			
26W	SSM	CESD 3106002E	3	Tools for Regional Economic Analysis	No	No	Yes	No	No	No	No			
26W	BRA	CESD 3907001XE	3	CESD: Selected Topics II	Yes	No	Yes	No	No	No	No			Crosslist with 4907001E
26W	SSM	CESD 3907002XE	3	CESD: Selected Topics II	Yes	No	Yes	No	No	No	No			Crosslist with 4907002E
26W	BRA	CESD 4907001XE	3	CESD: Selected Topics II	Yes	No	Yes	No	No	No	No			Crosslist with 3907001E
26W	SSM	CESD 4907002XE	3	CESD: Selected Topics II	Yes	No	Yes	No	No	No	No			Crosslist with 3907002E
26W	SSM/TIM/BRA	CESD 4017001E	3	CESD Project and Analysis: Placement and N	No	No	No	Yes	No	Yes	No			

Semester	Campus	Course Code	Credits [1]	Course Title	Cross-listed	Joint-enrolled	F2F	Online	D2L	RSA	Asynchronous	Instructor Surname	Hours (Weekly Occurrence x Hours) [2]
25W	SSM	COSC5806	3	Data Analysis with Python	No	No	Yes	No	No	No	No	Rahman	3
25W	SSM	COSC5806	3	Data Analysis with Python	No	No	Yes	No	No	No	No	Rahman	3
25W	BRA	COSC5806	3	Data Analysis with Python	No	No	Yes	No	No	No	No	Luo	3
25W	BRA	COSC5806	3	Data Analysis with Python	No	No	Yes	No	No	No	No	Luo	3
25W	BRA	COSC5806	3	Data Analysis with Python	No	No	Yes	No	No	No	No	Danish	3
25W	SSM	COSC5856	3	Introduction to Cybersecurity	No	No	Yes	No	No	No	No	Khokhar	3
25W	SSM	COSC5856	3	Introduction to Cybersecurity	No	No	Yes	No	No	No	No	Khokhar	3
25W	BRA	COSC5856	3	Introduction to Cybersecurity	No	No	Yes	No	No	No	No	Otoum	3
25W	BRA	COSC5856	3	Introduction to Cybersecurity	No	No	Yes	No	No	No	No	Otoum	3
25W	BRA	COSC5856	3	Introduction to Cybersecurity	No	No	Yes	No	No	No	No	Danish	3
25W	SSM	COSC5506	3	Advanced Software Engineering	No	No	Yes	No	No	No	No	Garcia-Ruiz	3
25W	SSM	COSC5506	3	Advanced Software Engineering	No	No	Yes	No	No	No	No	Nasir	3
25W	BRA	COSC5506	3	Advanced Software Engineering	No	No	Yes	No	No	No	No	Lin	3
25W	BRA	COSC5506	3	Advanced Software Engineering	No	No	Yes	No	No	No	No	Lin	3
25W	BRA	COSC5506	3	Advanced Software Engineering	No	No	Yes	No	No	No	No	Anjum	3
25SP	SSM	COSC5206	3	Graduate Seminar	No	No	Yes	No	No	No	No	New Hire	3
25SP	SSM	COSC5206	3	Graduate Seminar	No	No	Yes	No	No	No	No	New Hire	3
25SP	BRA	COSC5206	3	Graduate Seminar	No	No	Yes	No	No	No	No	Lin	3
25SP	BRA	COSC5206	3	Graduate Seminar	No	No	Yes	No	No	No	No	Lin	3
25SP	BRA	COSC5206	3	Graduate Seminar	No	No	Yes	No	No	No	No	New Hire	3
25SP	SSM	COSC5906	3	Advanced Topics of Computer Networks	No	No	Yes	No	No	No	No	Nasir	3
25SP	SSM	COSC5906	3	Advanced Topics of Computer Networks	No	No	Yes	No	No	No	No	Nasir	3
25SP	BRA	COSC5906	3	Advanced Topics of Computer Networks	No	No	Yes	No	No	No	No	Sultana	3
25SP	BRA	COSC5906	3	Advanced Topics of Computer Networks	No	No	Yes	No	No	No	No	Sultana	3
25SP	BRA	COSC5906	3	Advanced Topics of Computer Networks	No	No	Yes	No	No	No	No	New Hire	3
25SP	SSM	COSC5437	3	Neural Networks and Deep Learning	No	No	Yes	No	No	No	No	Khokhar	3
25SP	SSM	COSC5437	3	Neural Networks and Deep Learning	No	No	Yes	No	No	No	No	Khokhar	3
25SP	BRA	COSC5437	3	Neural Networks and Deep Learning	No	No	Yes	No	No	No	No	New Hire	3
25SP	BRA	COSC5437	3	Neural Networks and Deep Learning	No	No	Yes	No	No	No	No	New Hire	3
25SP	BRA	COSC5437	3	Neural Networks and Deep Learning	No	No	Yes	No	No	No	No	New Hire	3
25F	SSM	COSC5756	3	Cloud Computing	No	No	Yes	No	No	No	No	Azam	3
25F	SSM	COSC5756	3	Cloud Computing	No	No	Yes	No	No	No	No	Azam	3
25F	BRA	COSC5756	3	Cloud Computing	No	No	Yes	No	No	No	No	Alam	3
25F	BRA	COSC5756	3	Cloud Computing	No	No	Yes	No	No	No	No	Alam	3
25F	BRA	COSC5756	3	Cloud Computing	No	No	Yes	No	No	No	No	New Hire	3
25F	SSM	COSC5926	3	Advanced topics in Human-Computer Interac	No	No	Yes	No	No	No	No	New hire	3
25F	SSM	COSC5926	3	Advanced topics in Human-Computer Interac	No	No	Yes	No	No	No	No	New hire	3
25F	BRA	COSC5926	3	Advanced topics in Human-Computer Interac	No	No	Yes	No	No	No	No	Anjum	3
25F	BRA	COSC5926	3	Advanced topics in Human-Computer Interac	No	No	Yes	No	No	No	No	Anjum	3
25F	BRA	COSC5926	3	Advanced topics in Human-Computer Interac	No	No	Yes	No	No	No	No	New hire	3



Semester	Campus	Course Code	Credits [1]	Course Title	Cross-listed	Joint-enrolled	F2F	Online	D2L	RSA	Asynch-ronous	Instructor Surname	Hours (Weekly Occurrence x Hours) [2]
25F	SSM	COSC5196	3	Advanced Cryptography and Cryptanalysis	No	No	Yes	No	No	No	No	New hire	3
25F	SSM	COSC5196	3	Advanced Cryptography and Cryptanalysis	No	No	Yes	No	No	No	No	New hire	3
25F	BRA	COSC5196	3	Advanced Cryptography and Cryptanalysis	No	No	Yes	No	No	No	No	Anjum	3
25F	BRA	COSC5196	3	Advanced Cryptography and Cryptanalysis	No	No	Yes	No	No	No	No	Anjum	3
25F	BRA	COSC5196	3	Advanced Cryptography and Cryptanalysis	No	No	Yes	No	No	No	No	New hire	3
25F	SSM	COSC5406	3	Machine Learning	No	No	Yes	No	No	No	No	Nasir	3
25F	SSM	COSC5406	3	Machine Learning	No	No	Yes	No	No	No	No	Nasir	3
25F	BRA	COSC5406	3	Machine Learning	No	No	Yes	No	No	No	No	Sultana	3
25F	BRA	COSC5406	3	Machine Learning	No	No	Yes	No	No	No	No	Sultana	3
25F	BRA	COSC5406	3	Machine Learning	No	No	Yes	No	No	No	No	New hire	3
25F	SSM	COSC5996	3	Wireless and Mobile Networking	No	No	Yes	No	No	No	No	New hire	3
25F	BRA	COSC5996	3	Wireless and Mobile Networking	No	No	Yes	No	No	No	No	Khandaker	3
25F	SSM	COSC5426	3	Special Topics in Computer Science. The topic changes every semester. Joint-enrolled with COSC4426	No	Yes	Yes	No	No	No	No	New hire	3
25F	BRA	COSC5426	3	Special Topics in Computer Science. The topic changes every semester. Joint-enrolled with COSC4426	No	Yes	Yes	No	No	No	No	New hire	3
26W	SSM	COSC5806	3	Data Analysis with Python	No	No	Yes	No	No	No	No	Rahman	3
26W	SSM	COSC5806	3	Data Analysis with Python	No	No	Yes	No	No	No	No	Rahman	3
26W	BRA	COSC5806	3	Data Analysis with Python	No	No	Yes	No	No	No	No	Luo	3
26W	BRA	COSC5806	3	Data Analysis with Python	No	No	Yes	No	No	No	No	Luo	3
26W	BRA	COSC5806	3	Data Analysis with Python	No	No	Yes	No	No	No	No	Danish	3
26W	SSM	COSC5856	3	Introduction to Cybersecurity	No	No	Yes	No	No	No	No	Khokhar	3
26W	SSM	COSC5856	3	Introduction to Cybersecurity	No	No	Yes	No	No	No	No	Khokhar	3
26W	BRA	COSC5856	3	Introduction to Cybersecurity	No	No	Yes	No	No	No	No	Otoum	3
26W	BRA	COSC5856	3	Introduction to Cybersecurity	No	No	Yes	No	No	No	No	Otoum	3
26W	BRA	COSC5856	3	Introduction to Cybersecurity	No	No	Yes	No	No	No	No	Danish	3
26W	SSM	COSC5506	3	Advanced Software Engineering	No	No	Yes	No	No	No	No	New hire	3
26W	SSM	COSC5506	3	Advanced Software Engineering	No	No	Yes	No	No	No	No	Nasir	3
26W	BRA	COSC5506	3	Advanced Software Engineering	No	No	Yes	No	No	No	No	Lin	3
26W	BRA	COSC5506	3	Advanced Software Engineering	No	No	Yes	No	No	No	No	Lin	3
26W	BRA	COSC5506	3	Advanced Software Engineering	No	No	Yes	No	No	No	No	Anjum	3

Semester	Campus	Course Code	Credits	Course Title	Cross-listed	Joint-enrolled	F2F	Online	D2L	RSA	Asynchronous	Instructor	Hours (Weekly Occurrence x Hours)	Notes
25SP	SSM/BRA	VISA 1XXX	3	Introduction to Art History and Visual Culture	No	No	No	Yes	No	No	Yes			
25SP	SSM	VISA 3056	3	Special Topics in Public Art	No	No	Yes	No	No	No	No			
25SF	SSM	VISA 3026	3	Special Topics in Studio: Scientific Illustration	No	No	Yes	No	No	No	No			
25F	SSM	VISA 1026	3	Visual Fundamentals I	No	No	Yes	No	No	No	No			
26W	SSM	VISA 1027	3	Visual Fundamentals II	No	No	Yes	No	No	No	No			
25F	SSM	VISA 1506	3	Drawing I	No	No	Yes	No	No	No	No			
26W	SSM	VISA 2706	3	Drawing II	No	No	Yes	No	No	No	No			
25F	SSM/BRA	VISA 1406	3	Introduction to Western Art History	No	No	No	Yes	No	No	Yes			
26W	SSM/BRA	VISA 1407	3	Introduction to Eastern Art History	No	No	No	Yes	No	No	Yes			
25F	SSM	VISA 3026	3	Special Topics in Studio	No	No	Yes	No	No	No	No			
26W	SSM	VISA 3027	3	Special Topics in Studio	No	No	Yes	No	No	No	No			
26W	SSM	VISA 3516	3	Drawing III	No	No	Yes	No	No	No	No			
25F	SSM	VISA 2586	3	Printmaking I	No	No	Yes	No	No	No	No			
25F	SSM	VISA 3456	3	Visual Art Internship (reading)	No	No	Yes	No	No	No	No			
26W	SSM	VISA 3456	3	Visual Art Internship (reading)	No	No	Yes	No	No	No	No			
26W	SSM	VISA 3936	3	Special Topics in Printmaking	No	No	Yes	No	No	No	No			
25F	SSM	VISA 3916	3	Special Topics in Painting	No	No	Yes	No	No	No	No			
25F	SSM/BRA	VISA 2027	3	Modern and Contemporary Anishinaabe Art	No	No	Yes	No	No	Yes	No			
26W	SSM	VISA 2926	3	Group Exhibition and Professional Practices	No	No	Yes	No	No	No	No			
26W	SSM	VISA 3926	3	Group Exhibition and Professional Practices	No	No	Yes	No	No	No	No			
25F	SSM	VISA 4026	3	Advanced Studio	No	No	Yes	No	No	No	No			
25FW	SSM	VISA 4005	6	Thesis Exhibition	No	No	Yes	No	No	No	No			

Semester	Campus	Course Code	Credits	Course Title	Cross-listed	Joint-enrolled	F2F	Online	D2L	RSA	Asynchronous	Instructor Surname	Hours (Weekly Occurrence x Hours)	Notes
25SF	SSM	ENGL 2126	3	Science Fiction	No	No	Yes	No	No	No	No			
25SP	SSM	ENGL 1801	3	Academic Writing: Fundamentals	No	No	Yes	No	No	No	No			
25SP	SSM	ENGL 1801	3	Academic Writing: Fundamentals	No	No	Yes	No	No	No	No			
25SP	BRA	ENGL 1801	3	Academic Writing: Fundamentals	No	No	Yes	No	No	No	No			
25SP	BRA	ENGL 1801	3	Academic Writing: Fundamentals	No	No	Yes	No	No	No	No			
25F	SSM	ENGL 1006	3	Reading for Life	No	No	Yes	No	No	No	No	DiSanto		
25F	SSM	ENGL/FILM 1606	3	Introduction to Film I: Fundamentals of Film Aesthetics	No	No	Yes	No	No	No	No			
25F	SSM	ENGL 1801	3	Academic Writing: Fundamentals	No	No	Yes	No	No	No	No			
25F	SSM	ENGL 1801	3	Academic Writing: Fundamentals	No	No	Yes	No	No	No	No			
25F	SSM	ENGL 2136	3	Children's Literature	No	No	Yes	No	No	No	No	Ridout		
25F	SSM	ENGL/MUSC 2196	3	Introduction to Songwriting	Yes	No	Yes	No	No	No	No	MUSC PT Fac		Crosslisted with MUSC 2196
25F	SSM	ENGL 2396	3	The Novel -- The Bright Book of Life	No	No	Yes	No	No	No	No	DiSanto		
25F	SSM	ENGL 2536	3	Subversive Shakespeare: Staging Gender and Politics	No	No	Yes	No	No	No	No	Burnett		
25F	SSM	ENGL 3416	3	Canadian Drama	No	No	Yes	No	No	No	No	Burnett		
25F	SSM	ENGL 3XXX	3	Science Fiction and the Environment: Climate Fiction	No	No	Yes	No	No	No	No	Burnett		
25F	SSM	ENGL 4006	3	Criticism, Aesthetics, Literature	No	No	Yes	No	No	No	No	DiSanto		
25F	SSM	ENGL 4596	3	Contemporary Women's Historical Fiction	No	No	Yes	No	No	No	No	Ridout		
25F	BRA	ENGL 1801	3	Academic Writing: Fundamentals	No	No	Yes	No	No	No	No	Murray		
25F	BRA	ENGL 1801	3	Academic Writing: Fundamentals	No	No	Yes	No	No	No	No			
25F	BRA	ENGL 1801	3	Academic Writing: Fundamentals	No	No	Yes	No	No	No	No			
25F	BRA	ENGL 1906	3	Introduction to Popular Literature and Culture I	No	No	Yes	No	No	No	No	Murray		
25F	BRA	ENGL 2056	3	Speech Writing and Public Speaking	No	No	Yes	No	No	No	No			
25F	BRA	ENGL 2696	3	Writing for the Workplace	No	No	No	Yes	No	Yes	No			
26W	SSM	ENGL 1006	3	Reading for Life	No	No	Yes	No	No	No	No	DiSanto		
26W	SSM	ENGL 1007	3	Writing for Life	No	No	Yes	No	No	No	No	Ridout		
26W	SSM	ENGL/FILM 1607	3	Introduction to Film II: Theoretical and Cultural Contexts	No	No	Yes	No	No	No	No			
26W	SSM	ENGL 1801	3	Academic Writing: Fundamentals	No	No	Yes	No	No	No	No			
26W	SSM	ENGL 1801	3	Academic Writing: Fundamentals	No	No	Yes	No	No	No	No			
26W	SSM	ENGL 1802	3	Who Do You Think You Are?: Critical Writing	No	No	Yes	No	No	No	No	Ridout		
26W	SSM	ENGL 2197	3	Sense and Satire	No	No	Yes	No	No	No	No	DiSanto		
26W	SSM	ENGL/HIST2246	3	Algoma Podcasts	Yes	No	Yes	No	No	No	No	DiSanto		Crosslisted with HIST 2246
26W	SSM	ENGL 2496	3	Tracing the Trade Triangle: Literatures of the African Diaspora	No	No	Yes	No	No	No	No	Ridout		
26W	SSM	ENGL 3006	3	Detective Fiction	No	No	Yes	No	No	No	No	Burnett		
26W	SSM	ENGL 3896	3	Children of Violence: Contemporary Literature	No	No	Yes	No	No	No	No	Ridout		
26W	SSM	ENGL/HIST 3996	3	John Milton and the English Revolution	Yes	No	Yes	No	No	No	No	Johnston		Crosslisted with HIST 3996
26W	SSM	ENGL 4XXX	3	Senior Seminar: Orwell	No	No	Yes	No	No	No	No	Burnett		
26W	BRA	ENGL 1801	3	Academic Writing: Fundamentals	No	No	Yes	No	No	No	No	Murray		
26W	BRA	ENGL 1801	3	Academic Writing: Fundamentals	No	No	Yes	No	No	No	No			
26W	BRA	ENGL 2056	3	Speech Writing and Public Speaking	No	No	Yes	No	No	No	No			
26W	BRA	ENGL 2796	3	Writing for Digital and Social Media	No	No	Yes	No	No	No	No	Murray		

Semester	Campus	Course Code	Credits	Course Title	Cross-listed	Joint-enrolled	F2F	Online	D2L	RSA	Asynchronous	Instructor	Hours (Weekly Occurrence x Hours)	Notes
25SP	SSM	PHIL 1116	3	Critical Thinking	No	No	Yes	No	No	No	No			
25SP	SSM	PHIL/BIOL 2217	3	Case Studies in Environmental Ethics	Yes	No	Yes	No	No	No	No			Cross listed with BIOL 22
25F	SSM	PHIL 1116	3	Critical Thinking	No	No	Yes	No	No	No	No			
25F	SSM	PHIL 1116	3	Critical Thinking	No	No	Yes	No	No	No	No			
25F	BRA	PHIL 1116	3	Critical Thinking	No	No	Yes	No	No	No	No			
26W	SSM	PHIL 1116	3	Critical Thinking	No	No	Yes	No	No	No	No			
26W	SSM	PHIL 1117	3	Introduction to the Problems of Philosophy	No	No	Yes	No	No	No	No			
25F	SSM	PHIL/BIOL 2216	3	Principles of Environmental Ethics	Yes	No	Yes	No	No	No	No			Cross listed with BIOL 22
25F	SSM	PHIL/BIOL/PSYC 2346	3	Principles of Biomedical Ethics	Yes	No	Yes	No	No	No	No			Cross listed with BIOL/PS
25F	SSM	PHIL/BIOL/PSYC 2346	3	Principles of Biomedical Ethics	Yes	No	Yes	No	No	No	No			Cross listed with BIOL/PS
26W	SSM	PHIL/PSYC 2347	3	Biomedical Ethics: Case Studies	Yes	No	Yes	No	No	No	No			Cross listed with PSYC 23

Semester	Campus	Course Code	Credits	Course Title	Cross-listed	Joint-enrolled	F2F	Online	D2L	RSA	Asynchronous	Instructor	Hours (Weekly Occurrence x Hours)	Notes
25F	SSM	HIST 1206	3	ts & Ideas that Shaped the Early Modern V	No	No	Yes	No	No	No	No			
26W	SSM	HIST 1207	3	Turning Points in Modern History	No	No	Yes	No	No	No	No			
25F	SSM	HIST 2026	3	Canadian History: Pre-Confederation	No	No	Yes	No	No	No	No			
26W	SSM	HIST 2027	3	Canadian History: Post-Confederation	No	No	Yes	No	No	No	No			
25F	SSM	HIST 2116	3	ns & Metis Communities pre and during C	No	No	Yes	No	No	No	No			
26W	SSM	HIST 2117	3	nations & Metis Communities post Coloni	No	No	Yes	No	No	No	No			
25F	SSM	HIST 2217	3	Women & the Women's Movement in the I	No	No	Yes	No	No	No	No			
26W	SSM	HIST/ENGL 2246	3	Algoma Podcasts	Yes	No	Yes	No	No	No	No			Crosslisted with ENGL 22
25F	SSM	HIST 2546	3	History of Religion	No	No	Yes	No	No	No	No			
26W	SSM	HIST/JURI 3796	3	Introduction to English Legal History	Yes	No	Yes	No	No	No	No			Crosslisted with JURI 379
26W	SSM	HIST/ENGL 3996	3	John Milton and the English Revolution	Yes	No	Yes	No	No	No	No			Crosslisted with ENGL 39
25F	SSM	HIST 4466	3	Britain in the Age of the Tudors	No	No	Yes	No	No	No	No			
26W	SSM	HIST 4467	3	Stuart Britain	No	No	Yes	No	No	No	No			
25F	SSM	HIST 4206	3	Protest & Dissent in Canada's Long 1960s	No	No	Yes	No	No	No	No			
26W	SSM	HIST 4296	3	Historical Memory & Social Change	No	No	Yes	No	No	No	No			
25FW	SSM	HIST 4055	3	Research Project (Honours Thesis)	No	No	Yes	No	No	No	No			

Semester	Campus	Course Code	Credits [1]	Course Title	Cross- listed	Department	F2F	Online	D2L	RSA	Asynch-ronous	Instructor Surname	Hours (Weekly Occurrence x Hours) [2]
25SF	BRA	COSC1046	3	Introduction to Computer Science I		CSMA							
25SF	BRA	COSC1047	3	Introduction to Computer Science II		CSMA							
25SF	BRA	MATH1056	3	Discrete Mathematics I		CSMA							
25SF	SSM	COSC4426	3	Topics in Computer Science I		CSMA							
25SF	SSM	MATH1036	3	Calculus I		CSMA							
25SF	SSM	PHYS1906	3	General Astronomy I		PHYS							
25SF	ONL	COSC1046	3	Introduction to Computer Science I		CSMA		YES			YES		
25SF	ONL	COSC1047	3	Introduction to Computer Science II		CSMA		YES			YES		
25SF	ONL	COSC3127	3	Programming Languages		CSMA		YES			YES		
25SF	ONL	MATH1056	3	Discrete Mathematics I		CSMA		YES			YES		
25SS	BRA	COSC2006	3	Data Structures I		CSMA							
25SS	BRA	COSC2007	3	Data Structures II		CSMA							
25SS	BRA	COSC2406	3	Assembly Language Programming		CSMA							
25SS	BRA	ITEC2706	3	Mobile Technology: Design and Use		ITPS							
25SS	SSM	MATH1037	3	Calculus II		CSMA							
25SS	ONL	COSC2006	3	Data Structures I		CSMA		YES			YES		
25SS	ONL	COSC2007	3	Data Structures II		CSMA		YES			YES		
25SS	ONL	COSC2406	3	Assembly Language Programming		CSMA		YES			YES		
25SS	ONL	COSC3406	3	Computer Organization		CSMA		YES			YES		
25SP	BRA	COSC1046	3	Introduction to Computer Science I		CSMA							
25SP	BRA	COSC1047	3	Introduction to Computer Science II		CSMA							
25SP	BRA	COSC1701	3	Computer Applications I		CSMA							
25SP	BRA	COSC1702	3	Computer Applications II		CSMA							
25SP	BRA	COSC2006	3	Data Structures I		CSMA							
25SP	BRA	COSC2007	3	Data Structures II		CSMA							
25SP	BRA	COSC2307	3	Database Programming		CSMA							
25SP	BRA	COSC2396	3	UNIX and System Programming in C		CSMA							
25SP	BRA	COSC2406	3	Assembly Language Programming		CSMA							
25SP	BRA	COSC2956	3	Internet Tools		CSMA							
25SP	BRA	COSC3106	3	Theory of Computing		CSMA							
25SP	BRA	COSC3117	3	Artificial Intelligence		CSMA							
25SP	BRA	COSC3127	3	Programming Languages		CSMA							
25SP	BRA	COSC3406	3	Computer Organization		CSMA							
25SP	BRA	COSC3407	3	Operating Systems I		CSMA							
25SP	BRA	COSC3506	3	Software Engineering	YES	CSMA							
25SP	BRA	COSC3707	3	Techniques of Systems Analysis		CSMA							
25SP	BRA	COSC3796	3	Information Technology Security and Privacy		CSMA							
25SP	BRA	COSC4106	3	Analysis of Algorithms		CSMA							
25SP	BRA	COSC4436	3	Computer Networks		CSMA							
25SP	BRA	COSC4427	3	Topics in Computer Science II		CSMA							
25SP	BRA	ITEC2706	3	Mobile Technology: Design and Use		ITPS							
25SP	BRA	ITEC2707	3	E-Business Strategy, Architecture and Design		ITPS							
25SP	BRA	ITEC3506	3	Software Engineering	YES	ITPS							







25F	ONL	COSC3407	3	Operating Systems I		CSMA		YES		YES		
25F	ONL	COSC3506	3	Software Engineering	YES	CSMA		YES		YES		
25F	ONL	COSC3756	3	Object Oriented Analysis and Design		CSMA		YES		YES		
25F	ONL	COSC4606	3	Data Management Systems		CSMA		YES		YES		
25F	ONL	ITEC2706	3	Mobile Technology: Design and Use		ITPS		YES		YES		
25F	ONL	ITEC2707	3	E-Business Strategy, Architecture and Design		ITPS		YES		YES		
25F	ONL	ITEC3506	3	Software Engineering	YES	ITPS		YES		YES		
25F	ONL	ITEC3706	3	Software Engineering Project Management		ITPS		YES		YES		
25F	ONL	MATH1036	3	Calculus I		CSMA		YES		YES		
25F	ONL	MATH1056	3	Discrete Mathematics I		CSMA		YES		YES		
25F	ONL	MATH1057	3	Linear Algebra I		CSMA		YES		YES		
25F	ONL	MATH1911	3	Finite Mathematics		CSMA		YES		YES		
25F	ONL	MATH2056	3	Discrete Mathematics II		CSMA		YES		YES		
26W	BRA	COSC1046	3	Introduction to Computer Science I		CSMA						
26W	BRA	COSC1047	3	Introduction to Computer Science II		CSMA						
26W	BRA	COSC1701	3	Computer Applications I		CSMA						
26W	BRA	COSC1702	3	Computer Applications II		CSMA						
26W	BRA	COSC2006	3	Data Structures I		CSMA						
26W	BRA	COSC2007	3	Data Structures II		CSMA						
26W	BRA	COSC2307	3	Database Programming		CSMA						
26W	BRA	COSC2396	3	UNIX and System Programming in C		CSMA						
26W	BRA	COSC2406	3	Assembly Language Programming		CSMA						
26W	BRA	COSC2956	3	Internet Tools		CSMA						
26W	BRA	COSC3106	3	Theory of Computing		CSMA						
26W	BRA	COSC3117	3	Artificial Intelligence		CSMA						
26W	BRA	COSC3127	3	Programming Languages		CSMA						
26W	BRA	COSC3306	3	Computer Graphics I: 2D		CSMA						
26W	BRA	COSC3406	3	Computer Organization		CSMA						
26W	BRA	COSC3407	3	Operating Systems I		CSMA						
26W	BRA	COSC3506	3	Software Engineering		CSMA						
26W	BRA	COSC3707	3	Techniques of Systems Analysis		CSMA						
26W	BRA	COSC3796	3	Information Technology Security and Privacy		CSMA						
26W	BRA	COSC4106	3	Analysis of Algorithms		CSMA						
26W	BRA	COSC4427	3	Topics in Computer Science II		CSMA						
26W	BRA	COSC4436	3	Computer Networks		CSMA						
26W	BRA	COSC4437	3	Distributed Systems		CSMA						
26W	BRA	ITEC2706	3	Mobile Technology: Design and Use		ITPS						
26W	BRA	ITEC2707	3	E-Business Strategy, Architecture and Design		ITPS						
26W	BRA	ITEC3506	3	Software Engineering	YES	ITPS						
26W	BRA	ITEC3706	3	Software Engineering Project Management		ITPS						
26W	BRA	MATH1037	3	Calculus II		CSMA						
26W	BRA	MATH1056	3	Discrete Mathematics I		CSMA						
26W	BRA	MATH1057	3	Linear Algebra I		CSMA						
26W	BRA	MATH1911	3	Finite Mathematics		CSMA						
26W	BRA	MATH1912	3	Elementary Calculus		CSMA						
26W	BRA	MATH2056	3	Discrete Mathematics II		CSMA						

26W	SSM	COSC1046	3	Introduction to Computer Science I		CSMA													
26W	SSM	COSC1047	3	Introduction to Computer Science II		CSMA													
26W	SSM	COSC1701	3	Computer Applications I		CSMA													
26W	SSM	COSC1702	3	Computer Applications II		CSMA													
26W	SSM	COSC2006	3	Data Structures I		CSMA													
26W	SSM	COSC2007	3	Data Structures II		CSMA													
26W	SSM	COSC2036	3	Computer Game Design I		CSMA		YES				YES							
26W	SSM	COSC2307	3	Database Programming		CSMA													
26W	SSM	COSC2406	3	Assembly Language Programming		CSMA													
26W	SSM	COSC2636	3	Gaming Software Engineering		CSMA													
26W	SSM	COSC3127	3	Programming Languages		CSMA													
26W	SSM	COSC3306	3	Computer Graphics I: 2D		CSMA													
26W	SSM	COSC3406	3	Computer Organization		CSMA													
26W	SSM	COSC3506	3	Software Engineering	YES	CSMA													
26W	SSM	COSC3807	3	Applied Networks		CSMA													
26W	SSM	COSC4106	3	Analysis of Algorithms		CSMA													
26W	SSM	COSC4427	3	Topics in Computer Science II		CSMA													
26W	SSM	COSC4596	3	Mobile Application Development II		CSMA													
26W	SSM	ITEC3506	3	Software Engineering	YES	ITPS													
26W	SSM	MATH1037	3	Calculus II		CSMA													
26W	SSM	MATH1056	3	Discrete Mathematics I		CSMA													
26W	SSM	MATH1057	3	Linear Algebra I		CSMA													
26W	SSM	MATH1912	3	Elementary Calculus		CSMA													
26W	SSM	MATH2056	3	Discrete Mathematics II		CSMA													
26W	SSM	PHYS1007	3	Physics II		PHYS													
26W	SSM	PHYS1027	3	Special Topics in Forensic Science, Part II		PHYS													
26W	ONL	COSC1046	3	Introduction to Computer Science I		CSMA		YES							YES				
26W	ONL	COSC1047	3	Introduction to Computer Science II		CSMA		YES							YES				
26W	ONL	COSC1701	3	Computer Applications I		CSMA		YES							YES				
26W	ONL	COSC1702	3	Computer Applications II		CSMA		YES							YES				
26W	ONL	COSC2006	3	Data Structures I		CSMA		YES							YES				
26W	ONL	COSC2007	3	Data Structures II		CSMA		YES							YES				
26W	ONL	COSC2307	3	Database Programming		CSMA		YES							YES				
26W	ONL	COSC2406	3	Assembly Language Programming		CSMA		YES							YES				
26W	ONL	COSC2836	3	Computer Software for the Sciences		CSMA		YES							YES				
26W	ONL	COSC2956	3	Internet Tools		CSMA		YES							YES				
26W	ONL	COSC3127	3	Programming Languages		CSMA		YES							YES				
26W	ONL	COSC3406	3	Operating Systems I		CSMA		YES							YES				
26W	ONL	COSC3506	3	Software Engineering		CSMA		YES							YES				
26W	ONL	COSC3707	3	Techniques of Systems Analysis		CSMA		YES							YES				
25SP	ONL	COSC4806	3	Web Data Management		CSMA		YES							YES				
25F	ONL	ITEC2706	3	Mobile Technology: Design and Use		ITPS		YES							YES				
26W	ONL	ITEC2707	3	E-Business Strategy, Architecture a		ITPS		YES							YES				
26W	ONL	ITEC3506	3	Software Engineering	YES	ITPS		YES							YES				
26W	ONL	ITEC3706	3	Software Engineering Project Management		ITPS		YES							YES				
26W	ONL	MATH1037	3	Calculus II		CSMA		YES							YES				
26W	ONL	MATH1056	3	Discrete Mathematics I		CSMA		YES							YES				
26W	ONL	MATH1912	3	Elementary Calculus		CSMA		YES							YES				
26W	ONL	MATH2056	3	Discrete Mathematics II		CSMA		YES							YES				

Semester	Campus	Course Code	Credits [1]	Course Title	Cross-listed	Joint-enrolled	F2F	Online	D2L	RSA	Asynchronous	Instructor Surname	Hours (Weekly Occurrence x Hours) [2]
25 SP	SSM	MUSC 1401	3	Music Proficiency I			Yes					Various	
25 SP	SSM	MUSC 1402	3	Music Proficiency II			Yes					Various	
25 SP	SSM	MUSC 1406	3	Applied Individualized Instruction - major			Yes					Various	
25 SP	SSM	MUSC 1407	3	Applied Individualized Instruction - major			Yes					Various	
25 SP	SSM	MUSC 2406	3	Applied Individualized Instruction - major			Yes					Various	
25 SP	SSM	MUSC 2407	3	Applied Individualized Instruction - major			Yes					Various	
25 SP	SSM	MUSC 3406	3	Applied Individualized Instruction - major			Yes					Various	
25 SP	SSM	MUSC 3407	3	Applied Individualized Instruction - major			Yes					Various	
25 SP	SSM	MUSC 1451	3	Applied Individualized Instruction - non major			Yes					Various	
25 SP	SSM	MUSC 1452	3	Applied Individualized Instruction - non major			Yes					Various	
25 SP	SSM	MUSC 2451	3	Applied Individualized Instruction - non major			Yes					Various	
25 SP	SSM	MUSC 2452	3	Applied Individualized Instruction - non major			Yes					Various	
25 SP	SSM	MUSC 3451	3	Applied Individualized Instruction - non major			Yes					Various	
25 SP	SSM	MUSC 3452	3	Applied Individualized Instruction - non major			Yes					Various	
25 SP	SSM	MUSC 1416	3	Applied Individualized minor inst. for majors			Yes					Various	
25 SP	SSM	MUSC 2416	3	Applied Individualized minor inst. for majors			Yes					Various	
25 SP	SSM	MUSC 3416	3	Applied Individualized minor inst. for majors			Yes				No	TBA	
25 SP	SSM	MUSC 1021	3	Music Appreciation I			No				Yes	Various	
25 F	SSM	MUSC 1401	3	Music Proficiency I			Yes					Various	
25 F	SSM	MUSC 1402	3	Proficiency II			Yes					Various	
25 F	SSM	MUSC 1406	3	Applied Individualized Instruction - major			Yes					Various	
25 F	SSM	MUSC 1407	3	Applied Individualized Instruction - major			Yes					Various	
25 F	SSM	MUSC 2406	3	Applied Individualized Instruction - major			Yes					Various	
25 F	SSM	MUSC 2407	3	Applied Individualized Instruction - major			Yes					Various	
25 F	SSM	MUSC 3406	3	Applied Individualized Instruction - major			Yes					Various	
25 F	SSM	MUSC 3407	3	Applied Individualized Instruction - major			Yes					Various	
25 F	SSM	MUSC 1451	3	Applied Individualized Instruction - non major			Yes					Various	
25 F	SSM	MUSC 1452	3	Applied Individualized Instruction - non major			Yes					Various	
25 F	SSM	MUSC 2451	3	Applied Individualized Instruction - non major			Yes					Various	
25 F	SSM	MUSC 2452	3	Applied Individualized Instruction - non major			Yes					Various	
25 F	SSM	MUSC 3451	3	Applied Individualized Instruction - non major			Yes					Various	
25 F	SSM	MUSC 3452	3	Applied Individualized Instruction - non major			Yes					Various	
25 F	SSM	MUSC 1611	3	Algoma University Choir			Yes					Dingle	
25 F	SSM	MUSC 2611	3	Algoma University Choir			Yes					Dingle	
25 F	SSM	MUSC 3611	3	Algoma University Choir			Yes					Dingle	
25 F	SSM	MUSC 1801	3	Group Guitar			Yes					TBA	
25 F	SSM	MUSC 1101	3	Introduction to Music I			Yes						
25 F	SSM	MUSC 2056	3	Music in Popular Culture: Jazz and Blues			Yes						
25 F	SSM	MUSC 2066	3	Music as Culture: World Music			Yes						
25 F	SSM	MUSC 2236	3	Introduction to the Music Business			Yes						
25 F	SSM	ENG/MUS 2196	3	Introduction to Songwriting			Yes						
25 F	SSM	MUSC 1021	3	Music Appreciation I			Yes						
25 FW	SSM	MUSC 1015	3	Introduction to the History of Western Music			Yes					Dingle	
25 FW	SSM	MUSC 1115	3	Materials of Music I			Yes					Turgeon	
25 FW	SSM	MUSC 1651	3	Algoma University Jazz Ensemble			Yes					Deresti	
25 FW	SSM	MUSC 2651	3	Algoma University Jazz Ensemble			Yes					Deresti	

25 FW	SSM	MUSC 3651	3	Algoma University Jazz Ensemble			Yes					Deresti	
25 FW	SSM	MUSC 1621	3	Small Instrumental Ensemble			Yes					Various	
25 FW	SSM	MUSC 2621	3	Small Instrumental Ensemble			Yes					Various	
25 FW	SSM	MUSC 3621	3	Small Instrumental Ensemble			Yes					Various	
25 FW	SSM	MUSC 1631	3	Sault Ste. Marie Symphony			Yes					Symphony	
25 FW	SSM	MUSC 2631	3	Sault Ste. Marie Symphony			Yes					Symphony	
25 FW	SSM	MUSC 3631	3	Sault Ste. Marie Symphony			Yes					Symphony	
25 FW	SSM	MUSC 2275	6	Jazz Practicum			Yes					Deresti	
26 W	SSM	MUSC 1641	3	Algoma University Musical Theater Ensemble			Yes					TBA	
26 W	SSM	MUSC 2641	3	Algoma University Musical Theater Ensemble			Yes					TBA	
26 W	SSM	MUSC 3641	3	Algoma University Musical Theater Ensemble			Yes					TBA	
26 W	SSM	MUSC 2057	3	Music in Pop Culture: History of Rock n' Roll			No			Yes		Dingle	
26 W	SSM	MUSC 3196	3	Songwriting II			Yes					Deresti	
26 W	SSM	ANII/MUS 2067	3	Music as Culture: Indigenous Music			Yes					Oliikkala / Syrette	
26 W	SSM	MUSC 1102	3	Introduction to Music II			Yes					Turgeon	
26 W	SSM	MUSC 1801	3	Group Guitar			Yes					TBA	
26 W	SSM	MUSC 2396	3	Music in the Movies			No			Yes		TBA	
26 W	SSM	MUSC 1022	3	Music Appreciation II			No			Yes		TBA	
26 W	SSM	MUSC 3906	3	Music Special Topics			Yes					TBA	

Semester	Campus	Course Code	Credits [1]	Course Title	Cross-listed	Joint-enrolled	F2F	Online	D2L	RSA	Asynchronous	Instructor Surname	Hours (Weekly Occurrence x Hours) [2]
25SS		SWRK 1006	3	Introduction to Social Welfare in the North						Yes			alternative delivery
25SS		SWRK 2106	3	Political Economy of Social Welfare						Yes			alternative delivery
25SS		SWRK 2107	3	Human Services Organizations						Yes			alternative delivery
25SS		SWRK 4596	3	Field Integrative Seminar						Yes			alternative delivery
25SS		SWRK 4605	6	Field Practicum						Yes			alternative delivery
25SP	SSM/TIM/BRA	SWRK 3907	3	Special Topics Course			Yes			Yes			Intensive delivery
25SS	SSM/TIM/BRA	SWRK 3026	3	Social Work Practice with Families			Yes			Yes			3 x 1
25SF	SSM/TIM/BRA	SWRK 3506	3	Cultural Caring Practices			Yes			Yes			3 x 2
25SF	SSM/TIM/BRA	SWRK 1006	3	Introduction to Social Welfare in the North			Yes			Yes			3 x 2
25SS	SSM/TIM/BRA	SWRK 1007	3	Introduction to Social Work			Yes			Yes			3 x 2
25SF	SSM/TIM/BRA	SWRK 3206	3	Anti-Oppressive Social Work Practice			Yes			Yes			3 x 2
25SS	SSM/TIM/BRA	SWRK 2107	3	Human Service Organizations			Yes			Yes			3 x 2
25SF	SSM/TIM/BRA	SWRK 2106	3	Political Economy			Yes			Yes			3 x2
25SP	SSM/TIM/BRA	SWRK 4600	6	Field Practicum 1			Yes			Yes			
25SP	SSM/TIM/BRA	SWRK 4605	6	Field Practicum 11			Yes			Yes			
25SP	SSM/TIM/BRA	SWRK 4596	3	Field integrative Seminar			Yes			Yes			3 x 1
25F		SWRK 2127	3	Introduction to Social Work Research						Yes			alternative delivery
25F		SWRK 2406	3	Human Behaviour in the Social Environment						Yes			alternative delivery
25F		SWRK 3006	3	Anti-Racism in Social Work						Yes			alternative delivery
25F		SWRK 2107	3	Human Services Organization						Yes			alternative delivery
25F		SWRK 2356	3	Basic Helping Skills in Social Work Practice						Yes			alternative delivery
25F		SWRK 2406	3	Human Behaviour in the Social Environment						Yes			alternative delivery
25F	SSM/TIM/BRA	SWRK 1006	3	Introduction to Social Welfare in the North			Yes			Yes			3 x 1
25F	SSM/TIM/BRA	SWRK 1006	3	Introduction to Social Welfare in the North						Yes			3 x 1
25F		SWRK 1006	3	Introduction to Social Welfare in the North						Yes			alternative delivery
25F	BRA	SWRK 1006	3	Introduction to Social Welfare in the North			Yes						LEAP
25F		SWRK 2107	3	Human Services Organization						Yes			alternative delivery
25F	SSM/TIM/BRA	SWRK 2107	3	Human Services Organization			Yes			Yes			3 x 1
25F	SSM/TIM/BRA	SWRK 2127	3	Introduction to Social Work Research			Yes			Yes			3 x 1
25F	SSM/TIM/BRA	SWRK 2356	3	Basic Helping Skills in Social Work Practice			Yes			Yes			3 x 1
25F	SSM/TIM/BRA	SWRK 3006	3	Anti-Racism in Social Work			Yes			Yes			3 x 1
25F	SSM/TIM/BRA	SWRK 3206	3	Anti-Oppressive Social Work Practice			Yes			Yes			3 x 1
25F	SSM/TIM/BRA	SWRK 3207	3	Critical Social Policy			Yes			Yes			3 x 1
25F	SSM/TIM/BRA	SWRK 3406	3	Concepts of Wellness in First Nations' Comm			Yes			Yes			3 x 1
25F	SSM/TIM/BRA	SWRK 3456	3	Social Work Research and Program Evaluation			Yes			Yes			3 x 1
25F	SSM/TIM/BRA	SWRK 3596	3	Social Work Philosophy and Ethics			Yes			Yes			3 x 1
25F	SSM/TIM/BRA	SWRK 3606	3	Social Work with Victims of Abuse			Yes			Yes			3 x 1
25F	SSM/TIM/BRA	SWRK 3806	3	Family and Child Welfare			Yes			Yes			3 x 1
25F	SSM/TIM/BRA	SWRK 4006	3	Critical Mental Health and Madness			Yes			Yes			3 x 1
25F	SSM/TIM/BRA	SWRK 4596	3	Integrative Field Seminar			Yes			Yes			3 x 1
25F	SSM	SWRK 4596	3	Integrative Field Seminar									
25F	SSM/TIM/BRA	SWRK 4600	6	Field Practicum 1			Yes						
25F	SSM/TIM/BRA	SWRK 4605	6	Field Practicum 11			Yes						
26W		SWRK 3206	3	Anti-Oppressive Social Work Practice						Yes			alternative delivery
26W		SWRK3207	3	Critical Social Policy in the North						Yes			alternative delivery

26W		SWRK 3817	3	Contemporary Issues in Aging						Yes			alternative delivery
26W	BRA	SWRK 1006	3	Introduction to Social Welfare in the North					Yes				LEAP
26W	SSM/TIM/BRA	SWRK 1007	3	Introduction to Social Work: Anishinaabe					Yes		Yes		3 x 1
26W	SSM/TIM/BRA	SWRK 1007	3	Introduction to Social Work: Anishinaabe							Yes		3 x 1
26W		SWRK 1007	3	Introduction to Social Work: Anishinaabe							Yes		alternative delivery
26W		SWRK 2106	3	Political Economy							Yes		alternative delivery
26W		SWRK 2127	3	Introduction to Social Work Research							Yes		alternative delivery
26W	SSM/TIM/BRA	SWRK 2106	3	Political Economy					Yes		Yes		3 x 1
26W	SSM/TIM/BRA	SWRK 2127	3	Introduction to Social Work Research					Yes		Yes		3 x 1
26W	SSM/TIM/BRA	SWRK 2406	3	Human Behaviour in the Social Environment					Yes		Yes		3 x 1
26W	SSM/TIM/BRA	SWRK 3006	3	Anti Racism in Social Work					Yes		Yes		3 x 1
26W		SWRK 2356	3	Basic Helping Skills In Social Work Practice							Yes		alternative delivery
26W		SWRK 3206	3	Anti-Oppressive Social Work Practice							Yes		alternative delivery
26W		SWRK 3907	3	Special Topics in Social Work 1							Yes		alternative delivery
26W	SSM/TIM/BRA	SWRK 3207	3	Critical Social Policy in the North					Yes		Yes		3 x 1
26W	SSM/TIM/BRA	SWRK 3206	3	Anti-Oppressive Social Work Practice					Yes		Yes		3 x 1
26W	SSM/TIM/BRA	SWRK 3407	3	Concepts of Wellness in First Nations' Comm					Yes		Yes		3 x 1
26W	SSM/TIM/BRA	SWRK 3596	3	Social Work Philosophy and Ethics					Yes		Yes		3 x 1
26W	SSM/TIM/BRA	SWRK 3456	3	Social Work Research and Program Evaluati					Yes		Yes		3 x 1
26W	SSM/TIM/BRA	SWRK 3856	3	Crisis Intervention					Yes		Yes		3 x 1
26W	SSM/TIM/BRA	SWRK 3907	3	Special Topics in Social Work 1					Yes		Yes		3 x 1
26W	SSM/TIM/BRA	SWRK 4207	3	Mino-Wiichitwin: Social Work Practice					Yes		Yes		3 x 1
26W	SSM/TIM/BRA	SWRK 4596	3	Integrative Field Seminar					Yes		Yes		3 x 1
26W	SSM	SWRK 4596	3	Integrative Field Seminar									
26W	SSM/TIM/BRA	SWRK 4600	6	Field Practicum 1					Yes		Yes		
26W	SSM/TIM/BRA	SWRK 4605	6	Field Practicum 11					Yes		Yes		
25FW	SSM/TIM/BRA	SWRK 4596	3	Inegrative Field Seminar					Yes		Yes		1.5 x 1
25FW	SSM/TIM/BRA	SWRK 4600	6	Field Practicum 1					Yes		Yes		
25FW	SSM/TIM/BRA	SWRK 4605	6	Field Practicum 11					Yes		Yes		
25F	SSM/TIM	SWRK 5000	3	Advance Critical Research Methodology in Sc					Yes		Yes		3 x 1
25F	SSM/TIM	SWRK 5002	3	Ethics in Community Practice					Yes		Yes		3 x 1
25F	SSM/TIM	SWRK 5---	3	Critical Social Policy					Yes		Yes		3 x 1
25F	SSM/TIM	SWRK 5012	3	Critical Theory and Practice					Yes		Yes		3 x 1
25F	SSM/TIM	SWRK 5010	3	Research Seminar/ Field Placement Seminar					Yes		Yes		3 x 1
26W	SSM/TIM	SWRK 5004	3	Reflexive Anti-Oppressive Clinical Social Wor					Yes		Yes		3 x 1
26W	SSM/TIM	SWRK----	3	Indigenous Perspectives and Worldviews					Yes		Yes		3 x 1
26W	SSM/BRA	SWRK----	3	Special topics					Yes		Yes		3 x 1
26W	SSM/TIM	SWRK ---		Thesis Writing					Yes		Yes		
26W	SSM/TIM	SWRK ---		Field Practicum					Yes		Yes		



Semester	Campus	Credits [1]	Course Code	Course Title	Cross-listed	Joint-enrolled	F2F	Online	D2L	RSA	Asynchronous	Instructor Surname	Hours (Weekly Occurrence x Hours) [2]
25F	SS...	3	ECON 2106A	Intermediate Microeconomics I								Luitel	
25F	SSM	3	ECON 2106M	Intermediate Microeconomics I									
25F	SSM	3	ECON 2107A	Intermediate Macroeconomics I								Alamgir	
25F	SSM	3	ECON 2107M	Intermediate Macroeconomics I									
25F	SS...	3	ECON 2126A	Elementary Statistical Methods for Economists								Ahmed	
25F	SSM	3	ECON 2126M	Elementary Statistical Methods for Economists									
26W	SS...	3	ECON 2127A	Introduction to the Mathematical Treatment of Economics								Ahmed	
26W	SS...	3	ECON 2127M	Introduction to the Mathematical Treatment of Economics									
25SP	SS...	3	ECON 3076A	Money and Financial Markets		No		No		No	No		
25SP	SS...	3	ECON 3076M	Money and Financial Markets		Yes		Yes		No	Yes		
25F	SS...	3	ECON 3077RSA	Management of Financial Institutions									
26W	SSM	3	ECON 3106A	Intermediate Microeconomics II			Yes			No	No	Luitel	
26W	SSM	3	ECON 3106M	Intermediate Microeconomics II									
26W	SS...	3	ECON 3107A	Intermediate Macroeconomics II		No		No		No	No	Alamgir	
26W	SS...	3	ECON 3107M	Intermediate Macroeconomics II		Yes		Yes		No	Yes		
25F	SS...	3	ECON 3296A	Managerial Economics								Ahmed	
25F	SSM	3	ECON 3296M	Managerial Economics									
25F	SS...	3	ECON 3807A	Introduction to Econometrics								Ahmed	
25F	SS...	3	ECON 3807M	Introduction to Econometrics									
25SP	SS...	3	ECON 3907RSA	Selected Topics in Economics II (Labour Economics)									
25SP	SS...	3	ECON 4086A	Research Project/Internship	No	No		No		No	No		
26W	SS...	3	ECON 4086A	Research Project/Internship	No	No		Yes		No	Yes	Robert Xu	
25SP	SS...	3	ECON 4086M	Research Project/Internship	No	No		No		No	No		
26W	SS...	3	ECON 4086M	Research Project/Internship	No	No		Yes		No	Yes	Robert Xu	
		3	ADMN 1207	Quantitative Management Decision-Making	No	No							
25F	SS...	3	ADMN 2506	Business Statistics I	No	No	Yes					Abou Kasm	
25F	BRA	3	ADMN 2506	Business Statistics I	No	No	Yes						
26W	SS...	3	ADMN 2506	Business Statistics I	No	No	Yes						
26W	BRA	3	ADMN 2506	Business Statistics I	No	No	Yes						
25SP	SS...	3	ADMN 2506	Business Statistics I	No	No		Yes	Yes		Yes		
		3	ADMN 2507	Business Statistics II	No	No							
25F	SS...	3	ADMN 2607	Introduction to Management Science	No	No	Yes					Abou Kasm	
25F	BRA	3	ADMN 2607	Introduction to Management Science	No	No	Yes						
25F	SS...	3	ADMN 2607	Introduction to Management Science	No	No		Yes	Yes		Yes	Abou Kasm	
26W	SS...	3	ADMN 2607	Introduction to Management Science	No	No	Yes					Abou Kasm	
26W	BRA	3	ADMN 2607	Introduction to Management Science	No	No	Yes						
26W	SS...	3	ADMN 2607	Introduction to Management Science	No	No		Yes	Yes		Yes	Abou Kasm	
25SP	SS...	3	ADMN 2607	Introduction to Management Science	No	No		Yes	Yes		Yes		
		3	ADMN 3116	Financial Management	No	No							
		3	ADMN 3117	Corporate Finance	No	No							



Semester	Campus	Credits [1]	Course Code	Course Title	Cross-listed	Joint-enrolled	F2F	Online	D2L	RSA	Asynchronous	Instructor Surname	Hours (Weekly Occurrence x Hours) [2]
25F	SS...	3	ADMN 4046	Operations Management	No	No	Yes						
25F	BRA	3	ADMN 4046	Operations Management	No	No	Yes						
26W	SS...	3	ADMN 4046	Operations Management	No	No	Yes						
26W	BRA	3	ADMN 4046	Operations Management	No	No	Yes						
25SP	SS...	3	ADMN 4046	Operations Management	No	No		Yes	Yes		Yes		
		3	ADMN 4047	Cases in Management Science and Analytics	No	No	Yes						

[1] Numeric entry only (i.e. 3)

[2] Enter the occurrence per week X hours of each occurrence. i.e. 2 X 1.5 would be 2 times per week with 1.5 hours each time.

[3] Numeric entry only (i.e. 3)

[4] Enter the occurrence per week X hours of each occurrence. i.e. 2 X 1.5 would be 2 times per week with 1.5 hours each time.

[5] Numeric entry only (i.e. 3)

[6] Enter the occurrence per week X hours of each occurrence. i.e. 2 X 1.5 would be 2 times per week with 1.5 hours each time.

[7] Numeric entry only (i.e. 3)

[8] Enter the occurrence per week X hours of each occurrence. i.e. 2 X 1.5 would be 2 times per week with 1.5 hours each time.

[9] Numeric entry only (i.e. 3)

[10] Enter the occurrence per week X hours of each occurrence. i.e. 2 X 1.5 would be 2 times per week with 1.5 hours each time.

[11] Numeric entry only (i.e. 3)

[12] Enter the occurrence per week X hours of each occurrence. i.e. 2 X 1.5 would be 2 times per week with 1.5 hours each time.

[13] Numeric entry only (i.e. 3)

[14] Enter the occurrence per week X hours of each occurrence. i.e. 2 X 1.5 would be 2 times per week with 1.5 hours each time.

[15] Numeric entry only (i.e. 3)

[16] Enter the occurrence per week X hours of each occurrence. i.e. 2 X 1.5 would be 2 times per week with 1.5 hours each time.

[17] Numeric entry only (i.e. 3)

[18] Enter the occurrence per week X hours of each occurrence. i.e. 2 X 1.5 would be 2 times per week with 1.5 hours each time.

[19] Numeric entry only (i.e. 3)

[20] Enter the occurrence per week X hours of each occurrence. i.e. 2 X 1.5 would be 2 times per week with 1.5 hours each time.

[21] Numeric entry only (i.e. 3)

[22] Enter the occurrence per week X hours of each occurrence. i.e. 2 X 1.5 would be 2 times per week with 1.5 hours each time.

[23] Numeric entry only (i.e. 3)

[24] Enter the occurrence per week X hours of each occurrence. i.e. 2 X 1.5 would be 2 times per week with 1.5 hours each time.

[25] Numeric entry only (i.e. 3)

[26] Enter the occurrence per week X hours of each occurrence. i.e. 2 X 1.5 would be 2 times per week with 1.5 hours each time.

[27] Numeric entry only (i.e. 3)

[28] Enter the occurrence per week X hours of each occurrence. i.e. 2 X 1.5 would be 2 times per week with 1.5 hours each time.

[29] Numeric entry only (i.e. 3)

[30] Enter the occurrence per week X hours of each occurrence. i.e. 2 X 1.5 would be 2 times per week with 1.5 hours each time.

[31] Numeric entry only (i.e. 3)

[32] Enter the occurrence per week X hours of each occurrence. i.e. 2 X 1.5 would be 2 times per week with 1.5 hours each time.

[33] Numeric entry only (i.e. 3)

[34] Enter the occurrence per week X hours of each occurrence. i.e. 2 X 1.5 would be 2 times per week with 1.5 hours each time.

[35] Numeric entry only (i.e. 3)

[36] Enter the occurrence per week X hours of each occurrence. i.e. 2 X 1.5 would be 2 times per week with 1.5 hours each time.

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## Curriculum Committee Recommendation: Program Revision, Minor Modification: Psychology

Senate Meeting Date: 06 DEC 2024

PURPOSE:

Expedited

PREPARED BY: Brittany Paat

Approval

Discussion

Information

Committee Name: Curriculum Committee

Committee Chair: Sean Meades, PhD,

Other Contributor(s): Mover: Warren Johnston, PhD; Seconder: Chantal Lemieux, PhD

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### 1.0 MOTION / DISCUSSION

*Moved [ / ]: that the Algoma University Senate approve the minor modifications to the Psychology program, which includes the addition of two new elective courses, as recommended by the Curriculum Committee*

#### Considerations for Senators:

- The addition of a small number of new courses to a program is considered a minor modification and therefore section A of the Revised Program Template was completed and submitted
- The Department is proposing two new electives courses: 1) PSYC2XXX Introduction to Canadian Health Care: An Overview, and 2) PSYC2XXX Psychology of Aging

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### 2.0 EXECUTIVE SUMMARY

The Department of Psychology is proposing the addition of two new courses that will serve as program electives in both the BSc Psychology and BA Psychology programs. These proposed electives will provide a broader scope of areas for students to experience and enhance how the program represents the discipline. The Department would like these new courses to be added to the 2025/26 course roster.

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### 3.0 ANALYSIS

The Program Revision template is complete and was approved by both the Faculty of Science and the Curriculum Committee. Both new course templates are linked to the program proposal and were reviewed and approved by CURCOM.

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### 4.0 ATTACHMENTS

Attachment 1 of 3: Revised Program template- minor modification to the Psychology program

Attachment 2 of 3: New Course template: PSYC2XXX Introduction to Canadian Healthcare: An Overview

Attachment 3 of 3: New Course template: PSYC2XXX: Psychology of Aging




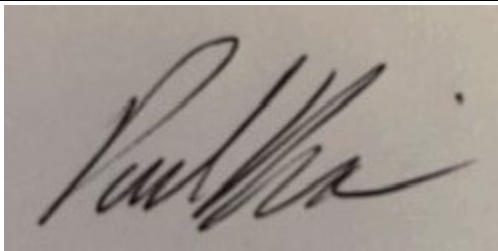
## REVISED PROGRAM TEMPLATE

### NAME OF DEGREE PROGRAM(S) TO WHICH CHANGE APPLIES

List all Degree Programs to which change applies	Bachelor of Arts/Science - Psychology
Academic Department(s)	Department of Psychology
Indicate which sections of the template are being submitted (requirements are defined on pages 2-3)	Minor Revision - Section A

### APPROVAL SIGNATURES - MINOR MODIFICATIONS - SECTION A ONLY

*This section will include all Names and Signatures of: Department Chairs, Faculty Chairs, and Curriculum Committee Chair. Please add additional rows if required.*

List Name(s) of Department Chair(s)	Signature (electronic please)	Date
Dr. Dwayne Keough		Nov 4th, 2024
Faculty Chair	Signature (electronic please)	Date
Paul Dupuis		11-06-2024
Curriculum Committee Chair	Signature (electronic please)	Date

### APPROVAL SIGNATURES - MAJOR MODIFICATIONS - SECTIONS B AND C

*This section will include all Names and Signatures of: Chair of the Quality Committee and Chair of the Academic Planning and Priorities Committee.*

Quality Assurance Committee Chair	Signature (electronic please)	Date

Paul Dupuis		
Academic Planning and Priorities Chair	Signature (electronic please)	Date

Is an endorsement from the Quality Council requested?

- Yes  
 No

## NOTES ON COMPLETING THE TEMPLATE

1. The documentation required for a program revision can vary according to the scope of the revision. Some program revisions are classified as major modifications (e.g., the establishment of an existing degree in a compressed format in a new location) while others are classified as minor modifications (e.g., the introduction of one new required course to a program). There are three sections in the template (Section A: required to be completed for all program revisions; Section B: required to be completed for all major modifications; and Section C: required to be completed for major modifications classified as substantial).
2. It is highly recommended assistance is sought from the Office of the CAO or a QualCom member for advice and assistance in the preparation of the template.
3. Text boxes will expand when needed. Check boxes can be selected by right clicking on the appropriate answer and selecting the check mark from the options.

## DEFINITION OF MAJOR MODIFICATION

*In cases where it is unclear whether a proposed change in program is a minor or major modification, a determination is made by QualCom. The decision of QualCom is binding.*

A major modification to a program of study is defined as the following:

- A. Requirements for the program that differ significantly from those existing at the time of the previous cyclical review
  - i. The merger of two or more programs;
  - ii. New bridging options for college diploma graduates;
  - iii. Change of program name or degree of an existing program or degree;
  - iv. Major changes to courses comprising a significant proportion of the program (33% or greater)
  - v. The admission, promotion, and graduation requirements for the program where the change has an impact on the learning outcomes of the program;
  - vi. The deletion or addition of a specialization or minor (Note: we do not accept specializations for 3-year, General degrees);
  - vii. The length of the program;
  - viii. Introduction or deletion of an undergraduate thesis or capstone project.
  - ix. The introduction or deletion of a work experience requirement, including internships and practicums;
  - x. Introduction or deletion of breadth requirements;
  - xi. The closure or suspension of an undergraduate program, major, or certificate.
- B. Significant changes to the learning outcomes
  - i. Changes to program content, other than those listed in a) above, that affect the learning outcomes, but do not meet the threshold for a new program.
- C. Significant changes to the faculty engaged in delivering the program and/or to the essential physical resources as may occur, for example, where there have been changes to the existing mode(s) of delivery.
  - i. The mode of delivery such that a majority of required course credits in the program will be delivered using the new mode (33% or greater);

- ii. Changes to the faculty delivering the program: e.g., a large proportion of the faculty retires or new hires alter the areas of research and teaching interests;
- iii. A change in the language of program delivery;
- iv. The establishment of an existing degree program at another institution or location;
- v. Change to full- or part-time program options, or vice versa;
- vi. Changes to the essential resources, where these changes impair the delivery of the approved program.

The following major modifications are normally categorized as substantial:


- the merger of two or more programs
- major changes to courses comprising a significant proportion of the program (33% or greater)
- change in language of program delivery
- the deletion or addition of a specialization or minor (Note: we do not accept specializations for 3-year, General degrees)
- the closure or suspension of an undergraduate program, major, minor, or certificate
- the mode of delivery such that a majority of required course credits in the program will be delivered at another institution or location.

## SECTION A – ALL PROGRAM REVISIONS

*This section is required to be completed for all program revisions.*

<b>Description of Change</b>	Addition of two elective courses to the Bachelor of Arts/Science - Psychology program
<b>Change from:</b>	N/A
<b>Change to:</b>	Add: PSYC 2XXX - Introduction to Canadian Healthcare: An Overview PSYC 2XXX: Psychology of Aging
<b>Rationale for proposed change</b>	These proposed electives provide a broader scope of areas for students to experience and enhance how the program represents the discipline.
<b>Proposed date for implementation</b>	Academic Year 2025/26
<b>What is the nature of the program revision?</b>	<input checked="" type="checkbox"/> Minor (Complete Section A only) <input type="checkbox"/> Major Modification - (Complete Sections A & B) <input type="checkbox"/> Major Modification - Substantial (Complete Sections A, B, & C)
<b>Will any other programs be impacted by the proposed revision? If yes, describe any modifications to the Academic Calendar that will be required and the consultation you undertook with the other department.</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No if yes, please describe:
<b>Are there additional forms attached?</b>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No if yes, please describe: New Course Templates which include the proposed syllabi
	<a href="#">New Course Template_PSYC 2XXX - Introduction to Canadian Health...</a>



	 NEW NewCourse Template_PSYC 2XXX - Psychology of Aging
<b>Do the requested revisions constitute a cumulative change of 33% or more of the program within the academic year?</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No if yes, please complete sections B and C



## NEW COURSE TEMPLATE

Proposed Subject Code	PSYC 2XXX
Proposed level	2000
Proposed Course Title	<b>Introduction to Canadian Healthcare: An Overview</b>
Academic Department(s)	Department of Psychology

## APPROVAL

Department/ School approval	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Faculty approval	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

### NOTES ON COMPLETING THE TEMPLATE

**\*\*\*An electronic copy of this form should be approved by the Department and Faculty and then sent to the Curriculum Committee Representative from your Faculty\*\*\***

- Once the new course proposal has been approved by the Curriculum Committee it will then be forwarded to Senate for approval
- **The addition of new courses to an existing program require this template to be submitted as an attachment to the completed Revised Program Template (page 33, section 2.5, IQAP). For new programs, all new course templates and syllabi must be included in section 3 of the new program proposal.**
- Courses that are to be split into two new half courses require the New Course Template as well as the Revised Course Template
- Text boxes will expand when needed. Check boxes can be selected by right clicking on the appropriate answer and selecting the check mark from the options.
- The course syllabus must be included as an attachment

## COURSE SYLLABUS

Is a new course syllabus attached? (see Appendix A for Course Syllabus template)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
--	---

## COURSE DETAILS

Proposed Calendar Description (Use complete sentences):
This course offers a comprehensive overview of the Canadian Health and Social care system, examining its structure, policies, and critical issues. Students will develop a foundational understanding of healthcare delivery, social determinants of health, health equity, and the quintuple aims of health, and the challenges confronting the Canadian system.

## New Course Template- Bachelor of Arts/Science Psychology

Teaching Method (e.g., lecture, seminar):
Lecture
Identify any prerequisites for this course:
None, Upper year student in good academic standing.
Identify any courses this will be a prerequisite for:
None

Rationale for New Course (<200 words):
<p>Canada's healthcare system is unique, emphasising comprehensive, universal access. Understanding its structure, governance, and the principles underpinning the Canada health Act equips students with critical knowledge applicable in various health related fields.</p> <p>Canadian healthcare faces pressing challenges in the face of an ageing population, increasing mental health and addiction needs, and the integration of technology. The system was designed to deliver acute episodic care not treat a population requiring chronic care for multiple comorbidity needs. The course will cover the history and foundation of the health system, its structure and governance and will highlight key issues such as the social determinants of health, Indigenous health care and health equity.</p>
Explain how this new course meets the program-level learning outcomes for any programs it contributes to:
<p>There is a great demand for health related courses at the undergraduate level given the increased employment demands across all roles in the health workforce. This course will provide foundational knowledge of the Canadian healthcare system to students drawn from multiple disciplines and programs, many who will graduate into health and social care professions. Though psychology offers a fulsome roster across the branches of the discipline, there is an equal opportunity to both strengthen and build out the health psychology branch, attracting more students to the program.</p>
Does content from this course overlap with that in any existing course?
None that I am aware of.
Will this course attract students from existing courses?
The goal is to attract students from all fields of study and campuses in an effort to support cross-disciplinary knowledge sharing. An understanding of the healthcare system is important to students almost in all programs.

Can this course replace any existing courses (identify/explain)?
No
Will full time faculty teach this course?
Yes
How will the Department handle the extra workload necessary to teach this course?

**New Course Template- Bachelor of Arts/Science Psychology**

This course could be absorbed by existing FT faculty.	
If this course is to be taught by part time faculty, what credentials are required for the instructor?	
Extensive knowledge of the Canadian Healthcare system, preferably someone with system level knowledge and experience.	
Are additional Library resources needed?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Will the Department require additional funding for library resources related to this course?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Will the Department require new equipment/software for this course?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Will this course be taught online in full or in part?	<input checked="" type="checkbox"/> Yes / Could be <input type="checkbox"/> No
What are the classroom requirements for this course?	
If taught in person, the class is expected to draw approximately 15-25 students.	

## APPENDIX A

### PSYC 2XXX: Introduction to Canadian Healthcare: An Overview

#### Instructor Information



**Dr. Jodi Webber**  
(she/her)  
[jodi.webber@algonau.ca](mailto:jodi.webber@algonau.ca)

#### **Office Hours:**

Virtual appointments can be scheduled as per the appointment booking link: (a **current link will be pasted here**). You are also encouraged to reach out anytime by email. I do check my email regularly during weekdays and endeavour to respond within 24hrs, with some exceptions.

#### **LAND ACKNOWLEDGEMENT**

I wish to acknowledge that our campuses are located on the traditional lands of the Anishinaabek, the Mushkegowuk Cree, and the Metis Nation. I also acknowledge that I am on sacred lands set aside for education as envisioned by Chief Shingwauk for our children and for those as yet unborn, and I acknowledge the sacred lands of those joining us from regions outside of our three campus



locations.

#### Course Information

This course offers a comprehensive overview of the Canadian health and social care system, examining its structure, policies, and critical issues. Students will develop a foundational understanding of health care delivery, social determinants of health, health equity, the quintuple aims of health, and the challenges currently confronting the Canadian system. This will include a brief look at the current state of Indigenous health, military health and aging populations.

**Course Prerequisites:** Upper year students in good standing

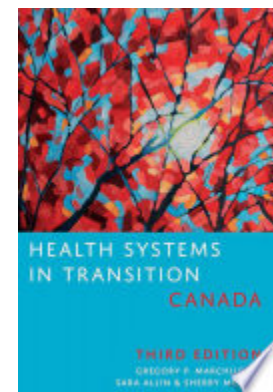
**Course Website/CMS:** Check Moodle

**Required Textbook:** Health Systems in Transition: Canada, Third Edition by Gregory Marchildon, Sara Allin and Sherry Merkur

- A selection of readings, podcasts, ancillary material may also be embedded on Moodle by course week.

**Methods of Instruction:** In-person lectures (sections at SSM and BRM), 1 RSA section

- Each week students can expect the equivalent of one to two chapters of reading. There may also be other resource material to review. The **expectation** is that you will have read/watched/listened to all assigned material ahead of class each week and be able to engage in discussion. Asynchronous weeks will have work assigned such as discussion question(s), exit tickets or one-minute papers. Allow up to three hours a week to complete all



## New Course Template- Bachelor of Arts/Science Psychology

preparatory material. All classes will be grounded in the literature but will be activity and discussion-based with an expectation of a high degree of collaboration and participation.

### **Attendance**

Students are expected to have high levels of integrity. Such integrity is demonstrated in part by a commitment to punctual attendance in all classes and activities. It is your responsibility to make arrangements for inclement weather and commute times. Family holidays, concert tickets, birthday parties and/or extra shifts at work are choices you are making when you have already committed to this class. Please note, I routinely use the university "Early Alert" system for students who either fail to participate or attend. This system triggers interventions from the Student Success and Wellness team which may lead to academic probation. As per AU policy, if you miss 20% of the classes you may **forfeit** your credit for this course.

### **Learning Objectives**

1. Describe Key Components: Students will be able to describe the main components and concepts of the Canadian health and social care system, including its structure, governance, funding and service delivery models.
2. Identify Social Determinants: Students will identify and discuss the social determinants that influence health outcomes and contribute to health disparities and health inequity within Canadian communities and particularly equity-seeking communities.
3. Discuss Future Directions: Students will discuss potential future directions for the Canadian health and social care system, considering emerging trends and challenges including technological advancements and demographic shifts.

### **Learning Outcomes**

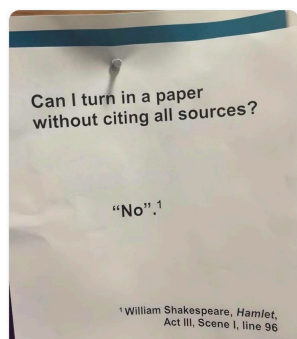
<b>To be successful in this course you must demonstrate a consistent ability to:</b>	<b>As demonstrated by:</b>
Understand the major terms, concepts and history of the Canadian healthcare system	<ul style="list-style-type: none"><li>● Quizzes</li><li>● Final exam</li></ul>
Recall the structure and governance of the Canadian health and social care system, including the roles of federal, provincial, and territorial governments, funding models and governance.	<ul style="list-style-type: none"><li>● Quizzes/final exam</li><li>● In class discussions</li><li>● Moodle activities</li></ul>
Apply your understanding of healthcare delivery and the quintuple aims of health to assess current challenges facing the Canadian health system and suggest evidence-based solutions.	<ul style="list-style-type: none"><li>● Briefing note</li></ul>
Describe and analyze issues of significance and the social determinants of health to a specified Canadian community	<ul style="list-style-type: none"><li>● In class discussions</li><li>● Moodle activities</li><li>● Briefing note</li></ul>

## Assessment and Evaluation Plan

This course has several assessments so that different learning styles can be maximized.

Assignments	Due Date	Weighting
Quizzes	In class, online quizzes every 2-3 weeks worth 10% each	30%
Briefing Note <ul style="list-style-type: none"> <li>● Memo</li> <li>● Peer Feedback</li> <li>● Final</li> </ul>	Week 7 Week 9 Week 12	<b>40% total</b> 10% 10% 20%
Final Exam	Scheduled by the Office of the Registrar	30%
<b>Total</b>		<b>100%</b>

### Assignment Expectations



All written assignments should be double spaced, 11 point font (Calibri/Arial/Times New Roman) with 1” margins (the standard document). For this class we are going to use the Vancouver style of referencing, which I will teach you in class and is described here: [Vancouver Style Citations](#)

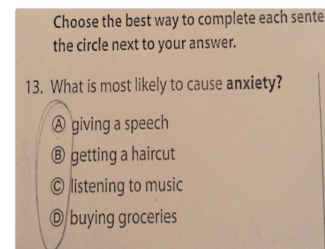
I would highly recommend you use referencing management software such as EndNote, Mendeley or Zotero. This enables you to ‘cite while you write.’ All sources: academic, popular or grey literature, must be cited as dictated by the Vancouver style guide. Page limits must be strictly adhered to and papers should include a title page with your name, course code, date and title of the assignment. Please use page numbers and have a running head

in the header. Rubrics for each assignment will be posted at least two weeks before the due date on Moodle explaining the marking scheme.

Students are expected to take responsibility for making sure that assignments are completed on time. Written assignments are **due by 12pm NOON** on the due date and must be submitted electronically on Moodle unless otherwise specified by the instructor. My preference is not to accept late assignments, however I am open to conversations on extenuating circumstances as they arise. Any request for an extension on an assignment should be submitted to me at least 48 hrs before if possible if it is to be considered in good faith. Repeated late submissions will require a conversation with the instructor.

### Quizzes and Final Exam

Drawing on the lectures and readings, there will be short, online quizzes built into Moodle every few weeks. If you have completed the readings and attended the lectures you are expected to do well. The final exam may be a mix of multiple choice, true/false and short answer



## New Course Template- Bachelor of Arts/Science Psychology

questions. It will be cumulative, meaning it will cover ALL material (readings, lectures, discussions, forums) from the course. Please Note\*\*\* The quizzes and final exam will use the *Examity* proctoring software to enhance academic integrity.

### Briefing Note

Students will prepare a briefing note on a specific issue within the Canadian healthcare system. The assignment has three parts. You will first write a short memo. The memo should provide a concise overview of the selected topic, including its significance. After receiving feedback from peers you will go on to write the final briefing note expanding on the memo, discussing current challenges, options and potentially policy recommendations. Students are expected to conduct research using credible sources to support their analysis. The briefing note should be 2 pages in length.

[Briefing Note Assignment](#) [Briefing Note Rubric](#)

## Class Schedule

Week	Topic
1	<b>Introduction to the Canadian Health Care System</b> <ul style="list-style-type: none"><li>- Overview of the course objectives and structure</li><li>- Historical context of healthcare in Canada</li><li>- Key principles and 5 pillars of the Canada Health Act</li></ul>
2	<b>Governance and Structure</b> <ul style="list-style-type: none"><li>- Roles of federal, provincial, and territorial governments</li><li>- Overview of healthcare governance and regulatory bodies</li><li>- Funding mechanisms and budget allocation</li><li>- Health systems research, evidence-based and data driven decisions</li></ul>
3	<b>Health and Social Care Services and Providers</b> <ul style="list-style-type: none"><li>- Types of healthcare services: primary, secondary, and tertiary</li><li>- What is social care?</li><li>- The healthcare continuum</li><li>- Characteristics and roles of healthcare providers (doctors, nurses, allied health professionals)</li><li>- The function of hospitals and community health services</li></ul>
4	<b>Social Determinants of Health</b> <ul style="list-style-type: none"><li>- Factors influencing health outcomes (socioeconomic status, housing education, environment)</li><li>- Addressing health disparities and inequalities</li><li>- Health in the north, the role of the community</li></ul>
5	<b>Public vs. Private Health Care</b> <ul style="list-style-type: none"><li>- Differences between public and private healthcare systems</li><li>- The role of private insurance in Canada</li></ul>



## New Course Template- Bachelor of Arts/Science Psychology

Week	Topic
	- Current debates on privatization and their implications
6	<b>Global Population Health and Perspectives</b> <ul style="list-style-type: none"> <li>- Canada's role in global health initiatives</li> <li>- Comparison with other health care systems</li> <li>- Impact of global health issues on the Canadian system</li> <li>- WHO</li> </ul>
7	<b>READING WEEK</b>
8	<b>Indigenous Healthcare</b> <ul style="list-style-type: none"> <li>- Overview of Indigenous health issues in Canada</li> <li>- Health care delivery for Indigenous populations</li> <li>- Policies and programs aimed at improving Indigenous health outcomes</li> </ul>
9	<b>Mental Health and Addiction Services</b> <ul style="list-style-type: none"> <li>- Understanding mental health in the Canadian context</li> <li>- Overview of mental health services and resources</li> <li>- Addiction treatment and harm reduction strategies</li> </ul>
10	<b>Technology and Innovation in Healthcare</b> <ul style="list-style-type: none"> <li>- Role of technology in healthcare delivery (telehealth, electronic health records)</li> <li>- Innovations in medical research and treatment, MaRs, KITE lab</li> <li>- Ethical considerations in health technology</li> </ul>
11	<b>Future Directions in Health and Social Care</b> <ul style="list-style-type: none"> <li>- Trends shaping the future of health care in Canada</li> <li>- The role of community health and wellness</li> <li>- Preparing for emerging health challenges (pandemics, climate change)</li> </ul>
12	<b>Debates - no new material</b>
13	<b>Course Wrap up and Review</b>

### **University Policies and Good Academic Practice**

Please familiarize yourself with Algoma's university-wide policies below. Let me know if you'd like to have a conversation about how we may interpret these policies so that they may be both fair and well-suited to your needs as a learner and also mine as the instructor.

#### **Academic Integrity**

Students and faculty alike have a responsibility to uphold the values of honesty, trust, respect and courage. The University takes a very serious view of such offences as plagiarism, cheating, and impersonation. Penalties for dealing with such offences will be strictly enforced.

The following web site contains a complete policy statement on academic integrity and attendance. Students are encouraged to read this policy for further clarification of these issues:

[http://algomau.ca/media/styleassets/pdf/disciplinary\\_regulations\\_on\\_academic\\_dishonesty.pdf](http://algomau.ca/media/styleassets/pdf/disciplinary_regulations_on_academic_dishonesty.pdf)



### **Respect and Decency (adapted from Dr. David King, UBC)**

I cannot guarantee a safe space but I can promise you an accountable one. I will only ever tolerate an inclusive, respectful, and safe learning environment (which includes any discussions and interactions on Moodle). The opinions and perspectives of all individuals are valued and respected, no matter their age, sex, ability, ethnicity, culture, religion, sexual orientation, or gender identity. All folks in the classroom, real or virtual, should feel safe to express their thoughts and opinions without judgement, ridicule, or discrimination. As such, thoughts and opinions should only ever be shared in a respectful and polite manner. Intellectual discourse and debate CAN happen politely and respectfully. In regards to more sensitive issues, it is advisable that you “think before you speak.” If a statement or

behaviour might offend someone or make an individual feel alienated or threatened, it should be reworded to be more polite or not shared at all. Educated and respectful opinions, on the other hand, are always welcome. Remember to treat your Instructor and TA(s) with the same respect.

### **AI (adapted from TMU and Dr. Nathan Murray)**

In your work in this course, the use of generative AI applications such as but not limited to ChatGPT, Bing Chat, Quillbot, Bard, DeepL, Google Translate are permitted in **limited** circumstances, only when explicitly indicated by your professor. In any other circumstances, the use of generative AI is considered plagiarism and considered a violation of Algoma’s Disciplinary Regulations on Academic Dishonesty. **If you are unsure whether using generative AI is permitted in a particular situation, please consult with me first.** Any use of these applications must be explicitly indicated in an authorship statement at the end of your paper, and you must document both the prompts and output of the AI application in an appendix. These tools can provide us with support but cannot take the place of learning, because generative AI cannot learn the material for you.

### **Electronic Device Policy**

To preserve a quality learning environment and minimize distractions, e-devices are limited to laptops and tablets for the purpose of notetaking. *Phones are to be muted please.* To protect privacy and intellectual property, students may not create video, audio or other digital recordings of lectures or class discussions,

### **Accessibility and Accommodations**

If you are a student with a physical, learning, and/or psychological disability and plan to request any academic accommodations for this class, you are required to bring in an authorization letter from Disability Services listing the permitted accommodations. I will work with you to arrange your accommodations from the point in time that you deliver and discuss such an authorization letter with me. The Coordinator of Disability Services will keep your disability documentation confidential. Contact information is as follows: Coordinator of Disability Services 705-949-2301 ext. 4221; [learning@algomau.ca](mailto:learning@algomau.ca)

## **Mental Wellness and Supports**

### **Supports for Well-Being - <https://algomau.ca/wellness/>**

Your well-being is very important to me. If at any point in this course you feel that your mental, physical or emotional well-being is challenged please reach out to me. Also, as an Algoma U student,

## New Course Template- Bachelor of Arts/Science Psychology

there are many safe, inclusive and diverse services to support your wellness needs, accessible 24/7. Using your Algoma U student email address, you can access the following resources anytime you need them.

### **GuardMe Student Support Program (GMSSP)**

GMSSP is a mental health and wellness program tailored to meet the unique needs of our students. It offers confidential, around-the-clock access to professional counselling services, ensuring our students have support whenever they may need it. Supports include:



- *24/7 Counselling: Connect with professional counsellors any time of day.*
- *Personalized Support: Tailored solutions for stress, anxiety, depression and more.*
- *Tailored Support: Counsellor matching on language, culture, lived experience, and more.*
- *Confidentiality Guaranteed: A safe space for you to share and grow.*
- *Online Resources: Access peer support, articles, podcasts, and tools for self-help.*
- [GuardMe Flyer.pdf](#)

**Elder In Residence**, Elder Barbara L Nolan is available in the Shingwauk Anishinaabe Student Lounge (SH312) Tuesdays and Thursdays between 10am-2pm. To book one-on-one appointments, please contact Paul Sayers [Paul Sayers](#), Anishinaabe Initiatives.

**IM Well App** is FREE to all students and can be downloaded to your mobile phone. It offers live chat 24/7 with access to counselling support in over 240 languages. It's safe and confidential and counselling is available within minutes.

**TalkCampus** - Get instant support for your mental health any time of day and night through the TalkCampus app. Talk anonymously to students from universities and colleges around the world going through the exact same struggles as you any time of day or night. This is a safe place where you can talk anonymously about anything and get support for your mental health and whatever is on your mind.

**Good 2 Talk** is a Confidential Post-Secondary Student Helpline. It operates 24/7. You can call 1-866-925-5454 or text GOOD2TALKON to 686868.

Your Academic Success Advisor is always available to assist in finding the right support and additional Student Academic Success resources. You can contact them directly through your student portal, under Resources/ Student Help.



## NEW COURSE TEMPLATE

Proposed Subject Code	PSYC 2XXX
Proposed level	2000
Proposed Course Title	<b>Psychology of Aging</b>
Academic Department(s)	Department of Psychology

## APPROVAL

Department/ School approval	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Faculty approval	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

### NOTES ON COMPLETING THE TEMPLATE

**\*\*\*An electronic copy of this form should be approved by the Department and Faculty and then sent to the Curriculum Committee Representative from your Faculty\*\*\***

- Once the new course proposal has been approved by the Curriculum Committee it will then be forwarded to Senate for approval
- **The addition of new courses to an existing program require this template to be submitted as an attachment to the completed Revised Program Template (page 33, section 2.5, IQAP).** For new programs, all new course templates and syllabi must be included in section 3 of the new program proposal.
- Courses that are to be split into two new half courses require the New Course Template as well as the Revised Course Template
- Text boxes will expand when needed. Check boxes can be selected by right clicking on the appropriate answer and selecting the check mark from the options.
- The course syllabus must be included as an attachment

## COURSE SYLLABUS

Is a new course syllabus attached? (see Appendix A for Course Syllabus template)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
--	---

## COURSE DETAILS

Proposed Calendar Description (Use complete sentences):
---

## New Course Template- Bachelor of Arts/Science Psychology

This course delves into the psychological aspects of aging, exploring changes in cognition, personality, emotions, and social interactions in later life. Students will examine key theories and research on topics such as memory, mental health, life transitions, and well-being among older adults. The course offers insights into how aging impacts individuals and society, emphasizing challenges and opportunities, as well as strategies to promote healthy aging and resilience in older populations.

Teaching Method (e.g., lecture, seminar):

Lecture/Seminar

Identify any prerequisites for this course:

None. Upper year student in good academic standing.

Identify any courses this will be a prerequisite for:

None at this time

Rationale for New Course (<200 words):

Canada is rapidly aging, with Northern Ontario in particular aging faster than anywhere else in the province. It is important that we offer students some opportunity to learn the fundamentals and foundations of gerontology. The psychology program does not currently offer an opportunity to explore and apply the theories and concepts of aging in context. This course would offer a first step in closing the knowledge gap for Algoma students and build on introductory courses.

Explain how this new course meets the program-level learning outcomes for any programs it contributes to:

Aging and health is an increasingly important issue as global populations age. This course will provide course and program content on the development stage of older adulthood, which, up until now, has not been addressed in our psychology program. The instructor is a specialist in gerontology and is able to offer insights into the cognitive, emotional, and social changes associated with aging, equipping students with the knowledge needed for careers in healthcare, social services, counselling, and research.

Does content from this course overlap with that in any existing course?

Not to my knowledge. Life course approach is briefly touched upon in earlier developmental psych courses but the focus is not on aging specifically.

Will this course attract students from existing courses?

The goal is to attract students from all fields of study and campuses in an effort to support cross-disciplinary knowledge sharing.

## New Course Template- Bachelor of Arts/Science Psychology

Can this course replace any existing courses (identify/explain)?	
No	
Will full time faculty teach this course?	
Yes	
How will the Department handle the extra workload necessary to teach this course?	
I would teach this course in the undergrad program and hopefully it would become part of the rolling roster of electives.	
If this course is to be taught by part time faculty, what credentials are required for the instructor?	
Same as required for PT faculty in the psych department now. Gerontological experience/background preferred.	
Are additional Library resources needed?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Will the Department require additional funding for library resources related to this course?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Will the Department require new equipment/software for this course?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Will this course be taught online in full or in part?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
What are the classroom requirements for this course?	
none. Suggesting we offer this online to engage students across all campuses.	

## APPENDIX A

### PSYC 2XXX: Psychology of Aging RSA proposed

#### Instructor Information



**Dr. Jodi Webber**  
(she/her)  
[jodi.webber@algomau.ca](mailto:jodi.webber@algomau.ca)

#### **Office Hours:**

Virtual appointments can be scheduled as per the appointment booking link: **(a current link will be pasted here)**. You are also encouraged to reach out anytime by email. I do check my email regularly during weekdays and endeavour to respond within 24hrs, with some exceptions.

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#### Course Information

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**Course Prerequisites:** PSYC 1106/1107

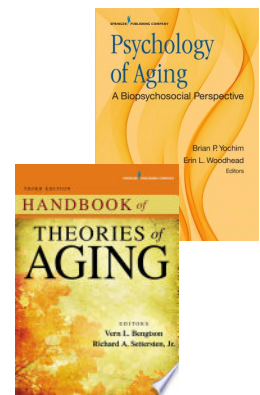
**Course Website/CMS:** Check Moodle

**Required Textbook:** Yochim, B. P., & Woodhead, E. L. (Eds.). (2017). *Psychology of aging: A biopsychosocial perspective*. Springer Publishing Company.

OR

Bengtson, V. L., & Settersten Jr, R. (2016). *Handbook of theories of aging*. Springer Publishing Company.

A selection of readings, podcasts, ancillary material may also be embedded on Moodle by course week.



#### **Methods of Instruction**

This online course will combine synchronous and asynchronous components. Each week students can expect the equivalent of one to two chapters of reading. There may also be a podcast, video or other media to review.

## New Course Template- Bachelor of Arts/Science Psychology

The **expectation** is that you will have read/watched/listened to all assigned material ahead of class each week and be able to engage in discussion. Asynchronous weeks will have work assigned such as discussion question(s), exit tickets or one-minute papers. Allow up to three hours a week to complete all preparatory material. All classes will be grounded in the literature but will be activity and discussion-based with an expectation of a high degree of collaboration and participation.

### Attendance

Students are expected to have high levels of integrity. Such integrity is demonstrated in part by a commitment to punctual attendance in all classes and activities. It is your responsibility to make arrangements for inclement weather and commute times. Family holidays, concert tickets, birthday parties and/or extra shifts at work are choices you are making when you have already committed to this class. Please note, I routinely use the university "Early Alert" system for students who either fail to participate or attend. This system triggers interventions from the Student Success and Wellness team which may lead to academic probation. As per AU policy, if you miss 20% of the classes you may **forfeit** your credit for this course.

### Learning Outcomes

To be successful in this course you must demonstrate a consistent ability to:	As demonstrated by:
Understand the major terms, concepts and theories in aging research	<ul style="list-style-type: none"><li>● Quizzes</li><li>● Final exam</li></ul>
Express your understanding of how research findings relate to individuals' real-life experiences of aging.	<ul style="list-style-type: none"><li>● In class discussions</li><li>● Moodle activities</li><li>● Quizzes/final exam</li></ul>
Describe issues of significance to the northern, rural and remote aging experience in Canada	<ul style="list-style-type: none"><li>● In class discussions</li><li>● Moodle activities</li><li>● Final exam</li></ul>
Reflect on your own attitudes and beliefs about older adults	<ul style="list-style-type: none"><li>● Aging Perceptions paper</li><li>● Found poem</li></ul>

### Assessment and Evaluation Plan

This course has several assessments so that different learning styles can be maximized.

Assignments	Due Date	Weighting
Quizzes	In class, online quizzes every 2-3 weeks worth 10% each	30%
Perceptions of Aging Reflection	By Week 3	10%
Found Poem	Draft week 9, final version week 12	15%
Final Exam	Scheduled by the Office of the Registrar	35%

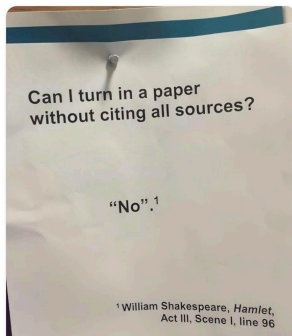
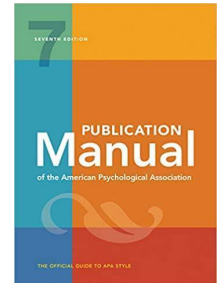


## New Course Template- Bachelor of Arts/Science Psychology

Active Participation (both in class and with Moodle activities)	Ongoing but assessed at midterm and final (2 x 5% )	10%
<b>Total</b>		<b>100%</b>

### Assignment Expectations

All written assignments should be double spaced, 11 point font (Calibri/Arial/Times New Roman) with 1" margins (the standard document). Please use the **APA** referencing style for all papers. I would highly recommend you use referencing management software such as EndNote, Mendeley or Zotero. This enables you to 'cite while you write.' All sources: academic, popular or grey literature, must be cited as dictated by the APA style guide. Page limits must be strictly adhered to and papers should include a title page with your name, course code, date and title of the assignment. Please use page numbers and have a running head in the header. Rubrics for each assignment will be posted at least two weeks before the due date on Moodle explaining the marking scheme.



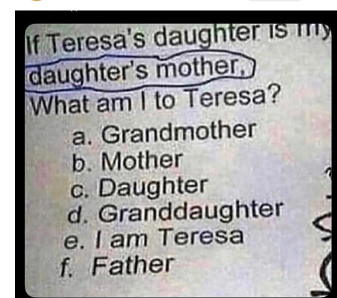
Students are expected to take responsibility for making sure that assignments are completed on time. Written assignments are **due by 12pm NOON** on the due date and must be submitted electronically on Moodle unless otherwise specified by the instructor. My preference is not to accept late assignments, however I am open to conversations on extenuating circumstances as they arise. Any request for an extension on an assignment should be submitted to me at least 48 hrs before if possible if it is to be considered in good faith. Repeated late submissions will require a conversation with the instructor.

### Perceptions of Aging Reflection

Explore your personal perceptions of aging and the process of growing older. In a very short essay (2 pages, double space max) share your thoughts and feelings on changes you expect to come with age, touching on psychological, physical, emotional, and societal dimensions if relevant. Consider aspects such as experiences, culture, social and spatial location, relationships, and accomplishments. Delve into your apprehensions (if any) about the aging process, (health, autonomy, caregiving, death and dying). Reflect on how your views might have evolved over time and how they influence your interactions with older individuals. Think about the role of culture and media in shaping these perceptions.

### Quizzes and Final Exam

The understanding and comprehension of foundational psycho-gerontological theory, concepts and big picture issues included in the course are important components to any future work with older adults. These are the "why" - both why we need to prioritize older adults as a cohort and why older people are the way they are. Drawing on the lectures and readings, there will be short, online quizzes built into Moodle every few weeks. If you have completed the readings and attended the lectures you are expected to do well.



## New Course Template- Bachelor of Arts/Science Psychology

The final exam may be a mix of multiple choice, true/false and short answer questions. It will be cumulative, meaning it will cover ALL material (readings, lectures, discussions, forums) from the course.

The quizzes and final exam will use a safe exam browser configuration to enhance academic integrity.

### Found Poem

Found poems involve reimagining the original context of the source material, resulting in fresh perspectives and unexpected connections. The process involves selecting and arranging the words in a way that creates rhythm, imagery, and meaning. Students will be creating a poem and writing a short process reflection as their final assignment.

[Found Poem Assignment](#) [Found Poem Rubric and Critical Process Reflection](#)

### Active Participation

It is expected that students will attend class regularly and notify me in advance if they will be absent. Receiving full marks for participation is more than just attending class. Students are expected to come prepared to discuss the week's assigned preparatory material and reflect on it critically. Meaningful contribution is considered to be both active participation in discussions and ongoing Moodle engagement.

[Active Participation Guidelines](#) [Self-Evaluation Rubric](#)

### Class Schedule

Date	Topic	Resources	Notes	
Unit 1 Introduction to Gerontology and Psychological Theories of Aging	W1	<b>Welcome and course overview</b> <ul style="list-style-type: none"><li>Expectations, syllabus walk-through assignments, questions</li><li>Demographic imperative</li></ul>	None	
	W2	Concepts of aging, normal aging, myths and misconceptions	Bengtson et al. (2016) Chapter 2	
	W3	Personality and Emotional Development	Yochim & Woodhead (2017) Chapter 5	<b>Perceptions of Aging paper due</b>
	W4	Cognition and Aging <ul style="list-style-type: none"><li>We're going to watch <i>Cracked</i> which is film about dementia made in part by people living with dementia</li></ul>	Bengtson et al. (2016) Chapter 2 <a href="#">Link to Film</a>	<b>Quiz #1</b>
	W5	Social Support, Health and Aging	Bengtson et al. (2016) Chapter 2  Yochim & Woodhead (2017) Chapter 10	

## New Course Template- Bachelor of Arts/Science Psychology

W6		Reading Week	Midterm pulse check	Self-Care
Unit 2 Research Methods with Older Adults, Aging & Society	W7	Research Method with Older Adults  Poetic Inquiry as a Research Methodology with Older Adults <ul style="list-style-type: none"> <li>An introduction and demonstration</li> </ul>	TBD  <a href="#">Using poetic inquiry</a>	
	W8	Mental Health and in Addictions	Yochim & Woodhead (2017) Chapter 6	
	W9	Challenging Ageism <ul style="list-style-type: none"> <li>What is ageism and how to we address it</li> <li><a href="#">Never too Old CBC documentary</a></li> </ul>	Selected articles on ageism and impact (i.e.) <ul style="list-style-type: none"> <li>Ageism and P...</li> </ul> Guest Speaker: Dr. Olive Bryanton	<b>Draft of Found Poem due for peer review</b>
Unit 3 Special Topic in Aging	W10	Sexuality and aging <ul style="list-style-type: none"> <li>Changing ideas of older adults and sex</li> <li>LGBTQ2S+ community</li> </ul>	Yochim & Woodhead (2017) Chapter 13  <a href="#">Graying Rainbows podcasts</a>	<b>Quiz #2</b>
	W11	Counselling older adults and care partners <ul style="list-style-type: none"> <li>Art therapy</li> <li>Equine Therapy</li> <li>Grief counselling</li> </ul>	<ul style="list-style-type: none"> <li>The meaning ...</li> </ul> Guest Speaker: Dr. Rebecca Brown, Prance Therapeutic Equine Centre	
	W12	Diverse and cultural perspectives of aging, death and dying	<ul style="list-style-type: none"> <li>Religious lea...</li> <li>Indigneous P...</li> </ul> <a href="#">Unreserved - CBC podcast</a>	<b>Found Poem due</b>
	W13	Course wrap and review for final exam	none	<b>TBD Final exam to be scheduled by the Office of the Registrar</b>

### University Policies and Good Academic Practice

## New Course Template- Bachelor of Arts/Science Psychology

Please familiarize yourself with Algoma's university-wide policies below. Let me know if you'd like to have a conversation about how we may interpret these policies so that they may be both fair and well-suited to your needs as a learner and also mine as the instructor.

### Academic Integrity

Students and faculty alike have a responsibility to uphold the values of honesty, trust, respect and courage. The University takes a very serious view of such offences as plagiarism, cheating, and impersonation. Penalties for dealing with such offences will be strictly enforced.

The following web site contains a complete policy statement on academic integrity and attendance. Students are encouraged to read this policy for further clarification of these issues:

[http://algomau.ca/media/styleassets/pdf/disciplinary\\_regulations\\_on\\_academic\\_dishonesty.pdf](http://algomau.ca/media/styleassets/pdf/disciplinary_regulations_on_academic_dishonesty.pdf)



### Respect and Decency (adapted from Dr. David King, UBC)

I cannot guarantee a safe space but I can promise you an accountable one. I will only ever tolerate an inclusive, respectful, and safe learning environment (which includes any discussions and interactions on Moodle). The opinions and perspectives of all individuals are valued and respected, no matter their age, sex, ability, ethnicity, culture, religion, sexual orientation, or gender identity. All folks in the classroom, real or virtual, should feel safe to express their thoughts and opinions without judgement, ridicule, or discrimination. As such, thoughts and opinions should only ever be shared in a respectful and polite manner. Intellectual discourse and debate CAN happen politely and respectfully. In regards to more sensitive issues, it is advisable that you “think before you speak.” If a statement or behaviour might offend someone or make an individual feel alienated

or threatened, it should be reworded to be more polite or not shared at all. Educated and respectful opinions, on the other hand, are always welcome. Remember to treat your Instructor and TA(s) with the same respect.

### AI (adapted from TMU and Dr. Nathan Murray)

In your work in this course, the use of generative AI applications such as but not limited to ChatGPT, Bing Chat, Quillbot, Bard, DeepL, Google Translate are permitted in **limited** circumstances, only when explicitly indicated by your professor. In any other circumstances, the use of generative AI is considered plagiarism and considered a violation of Algoma's Disciplinary Regulations on Academic Dishonesty. **If you are unsure whether using generative AI is permitted in a particular situation, please consult with me first.** Any use of these applications must be explicitly indicated in an authorship statement at the end of your paper, and you must document both the prompts and output of the AI application in an appendix. These tools can provide us with support but cannot take the place of learning, because generative AI cannot learn the material for you.

### Electronic Device Policy

To preserve a quality learning environment and minimize distractions, e-devices are limited to laptops and tablets for the purpose of notetaking. *Phones are to be muted please.* To protect privacy and intellectual property, students may not create video, audio or other digital recordings of lectures or class discussions,

### Accessibility and Accommodations

If you are a student with a physical, learning, and/or psychological disability and plan to request any academic accommodations for this class, you are required to bring in an authorization letter from Disability Services listing the permitted accommodations. I will work with you to arrange your accommodations from the point in time that you deliver and discuss such an authorization letter with me. The Coordinator of Disability Services will keep your disability documentation confidential. Contact information is as follows: Coordinator of Disability Services 705-949-2301 ext. 4221; [learning@algomau.ca](mailto:learning@algomau.ca)


## **Mental Wellness and Supports**

### **Supports for Well-Being - <https://algomau.ca/wellness/>**

Your well-being is very important to me. If at any point in this course you feel that your mental, physical or emotional well-being is challenged please reach out to me. Also, as an Algoma U student, there are many safe, inclusive and diverse services to support your wellness needs, accessible 24/7. Using your Algoma U student email address, you can access the following resources anytime you need them.

### **GuardMe Student Support Program (GMSSP)**

GMSSP is a mental health and wellness program tailored to meet the unique needs of our students. It offers confidential, around-the-clock access to professional counselling services, ensuring our students have support whenever they may need it. Supports include:

- *24/7 Counselling: Connect with professional counsellors any time of day.*
- *Personalized Support: Tailored solutions for stress, anxiety, depression and more.*
- *Tailored Support: Counsellor matching on language, culture, lived experience, and more.*
- *Confidentiality Guaranteed: A safe space for you to share and grow.*
- *Online Resources: Access peer support, articles, podcasts, and tools for self-help.*
-  *GuardMe Flyer.pdf*



**Elder In Residence**, Elder Barbara L Nolan is available in the Shingwauk Anishinaabe Student Lounge (SH312) Tuesdays and Thursdays between 10am-2pm. To book one-on-one appointments, please contact Paul Sayers Paul Sayers , Anishinaabe Initiatives.

**IM Well App** is FREE to all students and can be downloaded to your mobile phone. It offers live chat 24/7 with access to counselling support in over 240 languages. It's safe and confidential and counselling is available within minutes.

**TalkCampus** - Get instant support for your mental health any time of day and night through the TalkCampus app. Talk anonymously to students from universities and colleges around the world going through the exact same struggles as you any time of day or night. This is a safe place where you can talk anonymously about anything and get support for your mental health and whatever is on your mind.

**Good 2 Talk** is a Confidential Post-Secondary Student Helpline. It operates 24/7. You can call 1-866-925-5454 or text GOOD2TALKON to 686868.

Your Academic Success Advisor is always available to assist in finding the right support and additional Student Academic Success resources. You can contact them directly through your student portal, under Resources/ Student Help.

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## Quality Assurance Committee Recommendation: Program Revision - Minor Modification (Master of Computer Science)

Senate Meeting Date: 06 DEC 2024

PURPOSE:

Expedited

PREPARED BY:

Approval

Discussion

Information

Committee Name: Quality Assurance Committee (QUALCOM)

Committee Chair: Paul Dupuis, Quality Assurance Committee Chair

Prepared by: Genevieve Lachapelle, Quality Assurance Officer

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### 1.0 MOTION / DISCUSSION

*Moved [ / ]: That the Algoma University Senate approved the Program Revision, Minor Modification to the Master of Computer Science program as recommended by the Quality Assurance Committee.*

#### Considerations for Senators:

- Changes to admission requirements that do not impact the program learning outcomes of a program are considered a minor modification to the program and therefore only section A of the Revised Program Template needs to be completed and submitted
  - Minor modifications to programs that do not include any changes to its courses are reviewed by QualCom
- 

### 2.0 EXECUTIVE SUMMARY

The Faculty of Computer Science and Technology (FCST) seeks to add to the MCS admission requirements an agreement between Algoma University and ILAC (International Language Academy of Canada). This is for international applicants who do not meet the English language admission requirements for graduate studies. Students are required to complete the University Pathway Program with ILAC English for Academic Purposes (EAP) Level 16/ certificate Pathway 3.3, which is similar to our current English language admission requirements for our MCS program.

<b>Change from:</b>	N/A
<b>Change to:</b>	<p>Algoma University shall consider admission of ILAC students to the MCS at Algoma University who have completed the University Pathway Program, Level 3.3 in addition to the regular MCS admission requirements. Completing Level 16/Pathway 3.3 (ILAC) is equivalent to a TOEFL score of 99 or an IELTS score of 6.5 in each band.</p> <p>Algoma University shall require from ILAC students as evidence of the student's satisfaction with the applicable language requirements an ILAC Certificate or letter of completion from ILAC indicating the start and end dates of the University Pathway Program specified on the certificate or letter of completion. The ILAC certificate or Letter of Completion shall only be valid for two years following the date of completion of the pathway program specified on the certificate or letter of completion.</p> <p>To ensure the consistency between Algoma University's English language proficiency entrance requirements and the ILAC University Pathway Program completion requirements, Algoma University shall be entitled to request from ILAC random assessments on an ongoing basis of the pathway program and assessment criteria.</p>

### 3.0 ANALYSIS

[International Language Academy of Canada](#) (ILAC) is one of the world's most awarded and reputable English language schools. With the absence of an internal university English for Academic Purposes (EAP) program, the ILAC [University Pathway Program](#) is an excellent alternative so that students can demonstrate English language proficiency upon completing the program to be considered for admission to our graduate program in Computer Science along with the MCS regular admission requirements. The program will allow AU to increase and diversify the applicant pool with qualified candidates from Latin America, Southeast Asia, the Philippines, Vietnam, Singapore, and China, among other world regions and countries. The ILAC Pathway Program is offered in its Toronto and Vancouver campuses.

Other institutions that have adopted the ILAC Level 16/Pathway 3.3 EAP program include:

- Capilano University - post-graduate programs
- Thompson Rivers University - Graduate of Education
- Vancouver Island University - various graduate programs
- Brock University - Master of Business Administration, Graduate of Accounting
- Lakehead University - Master of Business Administration
- Laurentian University - various graduate programs
- Ontario Tech University - Graduate of Engineering, Graduate of Information Technology Security

For students who have completed a four-year computer science or related undergraduate degree from an accredited university, with a minimum 75% [B+] average and have not satisfied the English language



requirements, the University Pathway Program is a viable option for progression to the AU graduate program in Computer Science.

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## **4.0 ATTACHMENTS**

1. [\\_Revised program template](#)





## REVISED PROGRAM TEMPLATE

### NAME OF DEGREE PROGRAM(S) TO WHICH CHANGE APPLIES

List all Degree Programs to which change applies	Master of Computer Science (MCS)
Academic Department(s)	Faculty of Computer Science and Technology (FCST)
Indicate which sections of the template are being submitted (requirements are defined on pages 2-3)	Section A

### APPROVAL SIGNATURES - MINOR MODIFICATIONS - SECTION A ONLY

*This section will include all Names and Signatures of: Department Chairs, Faculty Chairs, and Curriculum Committee Chair. Please add additional rows if required.*

List Name(s) of Department Chair(s)	Signature (electronic please)	Date
Dr. Simon Xu	<i>Simon Xu</i>	October 7, 2024
Faculty Chair	Signature (electronic please)	Date
Dr. George Townsend	<i>George Townsend</i>	October 7, 2024
Curriculum Committee Chair	Signature (electronic please)	Date

### APPROVAL SIGNATURES - MAJOR MODIFICATIONS - SECTIONS B AND C

*This section will include all Names and Signatures of: Chair of the Quality Committee and Chair of the Academic Planning and Priorities Committee.*

Quality Assurance Committee Chair	Signature (electronic please)	Date
Dr. Paul Dupuis		
Academic Planning and Priorities Chair	Signature (electronic please)	Date

Is an endorsement from the Quality Council requested?

- Yes
- No

## NOTES ON COMPLETING THE TEMPLATE

1. The documentation required for a program revision can vary according to the scope of the revision. Some program revisions are classified as major modifications (e.g., the establishment of an existing degree in a compressed format in a new location) while others are classified as minor modifications (e.g., the introduction of one new required course to a program). There are three sections in the template (Section A: required to be completed for all program revisions; Section B: required to be completed for all major modifications; and Section C: required to be completed for major modifications classified as substantial).
2. It is highly recommended assistance is sought from the Office of the CAO or a QualCom member for advice and assistance in the preparation of the template.
3. Text boxes will expand when needed. Check boxes can be selected by right clicking on the appropriate answer and selecting the check mark from the options.

### DEFINITION OF MAJOR MODIFICATION

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*In cases where it is unclear whether a proposed change in program is a minor or major modification, a determination is made by QualCom. The decision of QualCom is binding.*

A major modification to a program of study is defined as the following:

- A. Requirements for the program that differ significantly from those existing at the time of the previous cyclical review
  - i. The merger of two or more programs;
  - ii. New bridging options for college diploma graduates;
  - iii. Change of program name or degree of an existing program or degree;
  - iv. Major changes to courses comprising a significant proportion of the program (33% or greater)
  - v. The admission, promotion, and graduation requirements for the program where the change has an impact on the learning outcomes of the program;
  - vi. The deletion or addition of a specialization or minor (Note: we do not accept specializations for 3-year, General degrees);
  - vii. The length of the program;
  - viii. Introduction or deletion of an undergraduate thesis or capstone project.
  - ix. The introduction or deletion of a work experience requirement, including internships and practicums;
  - x. Introduction or deletion of breadth requirements;
  - xi. The closure or suspension of an undergraduate program, major, or certificate.
- B. Significant changes to the learning outcomes
  - i. Changes to program content, other than those listed in a) above, that affect the learning outcomes, but do not meet the threshold for a new program.
- C. Significant changes to the faculty engaged in delivering the program and/or to the essential physical resources as may occur, for example, where there have been changes to the existing mode(s) of delivery.
  - i. The mode of delivery such that a majority of required course credits in the program will be delivered using the new mode (33% or greater);
  - ii. Changes to the faculty delivering the program: e.g., a large proportion of the faculty retires or new hires alter the areas of research and teaching interests;
  - iii. A change in the language of program delivery;
  - iv. The establishment of an existing degree program at another institution or location;
  - v. Change to full- or part-time program options, or vice versa;
  - vi. Changes to the essential resources, where these changes impair the delivery of the approved program.

The following major modifications are normally categorized as substantial:

- the merger of two or more programs
- major changes to courses comprising a significant proportion of the program (33% or greater)
- change in language of program delivery
- the deletion or addition of a specialization or minor (Note: we do not accept specializations for 3-year, General degrees)
- the closure or suspension of an undergraduate program, major, minor, or certificate
- the mode of delivery such that a majority of required course credits in the program will be delivered at another institution or location.

## SECTION A – ALL PROGRAM REVISIONS

*This section is required to be completed for all program revisions.*

<p><b>Description of Change</b></p>	<p>The Faculty of Computer Science and Technology (FCST) seeks to add to the MCS admission requirements an agreement between Algoma University and ILAC (International Language Academy of Canada). This is for international applicants who do not meet the English language admission requirements for graduate studies. Students are required to complete the University Pathway Program with ILAC English for Academic Purposes (EAP) Level 16/ certificate Pathway 3.3, which is similar to our current English language admission requirements for our MCS program.</p>
<p><b>Change from:</b></p>	<p>n/a</p>
<p><b>Change to:</b></p>	<p>We are seeking to add the following to the MCS Admission Requirements:</p> <p>Algoma University shall consider admission of ILAC students to the MCS at Algoma University who have completed the University Pathway Program, Level 3.3 in addition to the regular MCS admission requirements. Completing Level 16/Pathway 3.3 (ILAC) is equivalent to a TOEFL score of 99 or an IELTS score of 6.5 in each band.</p> <p>Algoma University shall require from ILAC students as evidence of the student’s satisfaction with the applicable language requirements an ILAC Certificate or letter of completion from ILAC indicating the start and end dates of the University Pathway Program specified on the certificate or letter of completion. The ILAC certificate or Letter of Completion shall only be valid for two years following the date of completion of the pathway program specified on the certificate or letter of completion.</p> <p>To ensure the consistency between Algoma University's English language proficiency entrance requirements and the ILAC University Pathway Program completion requirements, Algoma University shall be entitled to request from ILAC random assessments on an ongoing basis of the pathway program and assessment criteria.</p>

<b>Rationale for proposed change</b>	<p><a href="#">International Language Academy of Canada</a> (ILAC) is one of the world's most awarded and reputable English language schools. With the absence of an internal university English for Academic Purposes (EAP) program, the ILAC <a href="#">University Pathway Program</a> is an excellent alternative so that students can demonstrate English language proficiency upon completing the program to be considered for admission to our graduate program in Computer Science along with the MCS regular admission requirements. The program will allow AU to increase and diversify the applicant pool with qualified candidates from Latin America, Southeast Asia, the Philippines, Vietnam, Singapore, and China, among other world regions and countries. The ILAC Pathway Program is offered in its Toronto and Vancouver campuses.</p> <p>Other institutions that have adopted the ILAC Level 16/Pathway 3.3 EAP program include:</p> <ul style="list-style-type: none"> <li>● Capilano University - post-graduate programs</li> <li>● Thompson Rivers University - Graduate of Education</li> <li>● Vancouver Island University - various graduate programs</li> <li>● Brock University - Master of Business Administration, Graduate of Accounting</li> <li>● Lakehead University - Master of Business Administration</li> <li>● Laurentian University - various graduate programs</li> <li>● Ontario Tech University - Graduate of Engineering, Graduate of Information Technology Security</li> </ul> <p>For students who have completed a four-year computer science or related undergraduate degree from an accredited university, with a minimum 75% [B+] average and have not satisfied the English language requirements, the University Pathway Program is a viable option for progression to the AU graduate program in Computer Science.</p>
<b>Proposed date for implementation</b>	January 2025
<b>What is the nature of the program revision?</b>	<input checked="" type="checkbox"/> Minor (Complete Section A only) <input type="checkbox"/> Major Modification - (Complete Sections A & B) <input type="checkbox"/> Major Modification - Substantial (Complete Sections A, B, & C)
<b>Will any other programs be impacted by the proposed revision? If yes, describe any modifications to the Academic Calendar that will be required and the consultation you undertook with the other department.</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No if yes, please describe:
<b>Are there additional forms attached?</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No if yes, please describe:
<b>Do the requested revisions constitute a cumulative change of</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No if yes, please complete sections B and C

33% or more of the program within the academic year?

## SECTION B- MAJOR MODIFICATIONS

*This section is required to be completed for all major modifications.*

Describe the character and substance of the proposed modification and any impacts it will have on the program's learning outcomes.
Include the rationale for the proposed modification and any impacts it will have on the program's learning outcomes.
Describe the impact of the proposed modification on the existing program, including the impact on current and future students.
Describe the fit of the proposed modification with the special mission, vision, strategic plan, and academic plan of Algoma University.
Describe the ways in which the proposed modification advances the relevancy of the curriculum and the future prospects of graduates with respect to employment in their field and/or further study.
Describe how the proposed modification contributes to the distinctiveness of the program in comparison to others.
Explain how the proposed modification enriches the student learning environment.
Describe the impact of the proposed modification on other programs, academic units, and university resources.

## SECTION C – MAJOR MODIFICATIONS- SUBSTANTIAL

*This section is required to be completed for all major modifications categorized as substantial.*

The following major modifications are normally categorized as substantial:

- the merger of two or more programs
- major changes to courses comprising a significant proportion of the program (33% or greater)
- change in language of program delivery
- the deletion or addition of a specialization or minor (Note: we do not accept specializations for 3-year, General degrees)
- the closure or suspension of an undergraduate program, major, minor, or certificate

- the mode of delivery such that a majority of required course credits in the program will be delivered at another institution or location.

Provide detailed evidence of student demand to support the proposed modification (include supporting evidence).
Demonstrate how students were involved in the consultation process for the proposed modification.
Describe the role of external stakeholder groups and/or advisory committees in the development of the proposed modification.
Describe any proposed changes to the mode of delivery and the resources and expertise required to support the new delivery mode.
Provide a summary of any resources required to implement the major modification.

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## Faculty of Science Recommendation:

### Adjunct Professor of Biology Nomination of Dr. Arshad Rafiq.

Senate Meeting Date: 06 DEC 2024

**PURPOSE:**

Expedited

Prepared By: Dr. Brandon Schamp

Approval

Discussion

Information

Committee Name: Faculty of Science, Laurie Bloomfield, Acting Dean

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## 1.0 MOTION / DISCUSSION

Moved [ / ]: That the Algoma University Senate approve that Dr. Arshad Rafiq be appointed as an Adjunct Professor in the Department of Biology for a period of three years.

Considerations for Senators: This appointment is for a three year, renewable term and involves no remuneration.

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## 2.0 EXECUTIVE SUMMARY

Following the Senate Adjunct Professorship Policy, kindly consider this nomination of a colleague of Drs. Schamp, Foote, Twiss, Madliger, and Dew for adjunct professor status in the Department of Biology.

Dr. Muhammad Arshad Rafiq (curriculum vitae is attached below) is a highly accomplished geneticist with over 30 years of experience in research and teaching in Genetics and Molecular Biology. He has held significant positions at renowned institutions, including Sickkids Hospital and the Centre for Addiction and Mental Health, where he focused on gene identification in cardiovascular disorders and neurodevelopmental conditions. Currently a part-time professor at Algoma University, Dr. Rafiq is engaged in innovative research projects that aim to advance understanding in cardiovascular genetics and computational genetics. His expertise makes him well-suited for co-supervision of graduate theses and participation in thesis committees. As we continue to develop our research initiatives, Dr. Rafiq's nomination as an Adjunct Professor is timely and relevant.

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## 3.0 ANALYSIS

- The nomination was shared with the Department of Biology on September 19th, 2024 and was voted in support.
- The nomination was shared with the Faculty of Science on October 18th, 2024 and was moved to the Senate for December 6, 2024.

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## 4.0 ATTACHMENTS

1. Dr. Arshad Rafiq *Curriculum Vitae*



# Muhammad Arshad Rafiq, PhD.

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## Profile

- PhD in Biology, with 30 years of experience in research and teaching undergraduate and graduate students in Genetics and Molecular Biology in Canada and Pakistan
- Diversified understanding in gene discovery, Bioinformatics and experience working with well-respected organizations such as Sickkids Hospital, Centre for Addiction and Mental Health (CAMH), The Centre for Applied Genomics (TCAG) and COMSATS University, Algoma University.
- Collaborative, approachable individual who has strong communication skills and who shares knowledge in an interesting, engaging manner
- Experience using Learning Management Systems, Microsoft (Word, Excel, Outlook, PowerPoint) and a variety of database and application software

## Education

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Quaid-I-Azam University, Islamabad, Pakistan:

**PhD in Biology**, October 2004

**Masters Philosophy (M.Phil.) in Biochemistry/Molecular Biology**, August 2000

Bahuddin Zakariya, Multan, Pakistan:

**Master of Science (M.Sc.) in Zoology**, February 1992

**Bachelor of Science (B.Sc.) in Biological Sciences**, September 1990

## Relevant Skills

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### Teaching at University Level

- |                                |                                 |                                     |
|--------------------------------|---------------------------------|-------------------------------------|
| • Introductory Genetics        | • Ecology                       | • Molecular Genetics                |
| • Medical Genetics             | • Cell Physiology               | • Environmental Sciences            |
| • Cancer Genetics              | • Cell Biology                  | • Evolution                         |
| • Genomics                     | • Biochemistry                  | • Medical Genetics                  |
| • Molecular Biology            | • Mendelian Genetics            | • Ecology and Evolution             |
| • Human Anatomy and Physiology | • Molecular Biology and Protein | • Cancer and Developmental Genetics |

### Application Software

- |                        |                       |                      |
|------------------------|-----------------------|----------------------|
| • Chromosomal Analysis | • Homozygosity Mapper | • Genotyping Console |
| • IDB finder           | • CNV Viewer          | • DNA Star           |
| • Auto SNP             | • SNP Annotator       | • Gene Distiller     |
| • Easy Linkage         |                       |                      |

### Genomic Database Utilization

- |                           |                         |                           |
|---------------------------|-------------------------|---------------------------|
| • UCSC Genome             | • EBI-Protein Alignment | • Mutation taster         |
| • Sequence Analysis Tools | • SIFT                  | • Mutation Assessor       |
| • PolyPhen                | • TMHMM Server v. 2.0   | • OMIM, Pubmed, Dechipper |

### Genetics Laboratory

- |                     |                      |                              |
|---------------------|----------------------|------------------------------|
| • Sanger Sequencing | • Gene Mapping       | • Next Generation Sequencing |
| • Gene cloning      | • DNA/RNA extraction | • Site-directed mutagenesis  |
| • SNP Genotyping    | • Cell Culture       | • Microsatellite Genotyping  |

# Muhammad Arshad Rafiq, PhD.

## Professional Employment Experience

- Parttime Professor**, Algoma University, SSM Campus, ON, Canada 2021-
- Taught BIOL2007A (Genetics lectures) (22SP)
  - Taught course: BIOL2007A (Lab) Genetics, BIOL2007B (Lab) Genetics
  - Teaching Anatomy and Physiology Lab (BIOL 3127 A)
  - Teaching Molecular Cell Biology Lab (BIOL 3007 A)
  - I have ROFR for BIOL2007A (Genetics course and Lab) at Algoma University
  - I am currently teaching a Course of Epidemiology
- Professor of Genetics**, COMSATS University, Islamabad, Pakistan 2016 - 2020
- Taught course: Mendelian Genetics, Human Genetics and Cancer Genetics.
  - Lead genetics laboratory aimed at identification of genes involved in generation of various genetic disorders originated due to customary consanguineous marriages.
  - Focused are Intellectual disabilities, Cardiomyopathies, and skeletal anomalies.
- Consultant**, SLF, Islamabad, Pakistan 2016 - 2020
- Collaborated with a group of people to protect an endangered species (Snow Leopard)
  - Development of genetic markers for molecular diagnosis used in conservation genetics
- Research Associate**, PEM, Sickkids Hospital, Toronto, ON 2013 - 2016
- Worked on Cardiomyopathies including ARVC, DCM and Long QT Syndrome in the Department of Physiology and Experimental Medicine (PEM)
  - Lead research projects, wrote successful grant proposals, prepared reports and wrote manuscripts.
  - Taught laboratory courses to summer students
  - Managed laboratory including purchasing and maintaining equipment
- Postdoctoral Research Scientist**, Center for Addiction & Mental Health (CAMH), Toronto, ON 2009 - 2013
- Identified gene mutations in the neurodevelopmental genes that lead to intellectual disabilities in humans.
  - Research led to the discovery of many novel genes that cause intellectual disabilities when mutated
- Postdoctoral Research Scientist**, Center for Applied Genomics (TCAG), Toronto, ON 2005 - 2009
- Worked as part of a team researching structural variation such as Copy Number Variation (CNV) and Segmental duplication in the post-genomic era
  - Demonstrated strong understanding of Mendelian and non-Mendelian traits in human, Chimpanzee, Gorilla, and orangutan species.
- Assistant Professor**, COMSATS University, Islamabad, Pakistan 2003 - 2005
- Taught undergraduate and graduate students in courses: Mendelian Genetics, Medical Genetics, Cancer and Developmental Genetics.
- Teaching Research Assistant**, Quaid-I-Azam University, Pakistan 1998 - 2003
- Taught in Human Genetics (HMG) laboratory in chemistry courses: Mendelian Genetics, Molecular Genetics, Molecular Biology and Protein.
- Lecturer in Biology**, Ghazi University, Dear Ghazi Khan, Pakistan 1992 - 1998
- Taught undergraduate level courses in General Biology, Mendelian Genetics, Vertebrate Zoology, Human Anatomy and Physiology.

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## Teaching Philosophy

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### Good Teaching

The definition of Good Teaching varies from person to person, but a common characteristic of good teaching is leaving a long-lasting impact on students that fuels their curiosity. As a geneticist, I know that human variation is responsible for the varying capabilities and interests of students. Thus, a singular method to engage every student is unlikely to succeed, which is why I believe that good teaching involves presenting information in a wide variety of ways that appeal to each student in the classroom. Though, information presentation is only half the requirement for good teaching. The other half consists of assessing impacts the teaching has had on students' understanding of a topic. Consequently, good teaching involves the creation of fair assessments that check the understanding of the material taught. Though assessment results are indicative of class success, they also represent how you have done as a teacher to convey the topic. Therefore, good teaching is not only about how you present the information to students, but also how you challenge them to use the learned information in creative ways on assessments, to inspire their curiosity.

### Teaching Methods

A one size fits all method for learning would be the easiest for a teacher, as it would require minimal effort to create content and present it in the same manner every time. However, this method would be detrimental to students that do not learn well with that specific method, causing them to be at a disadvantage. As a student in the 80s, I experienced this first-hand because I had teachers that taught via a teacher-centered approach only. This discouraged me from pursuing further studies, until I experienced teachers that taught via a combination of approaches. For instance, I always excelled in classes that were taught via a student-centered approach that required learning via discussions. Hence, this experience drew my attention to the fact that there are no good or bad students, only good or bad methods, determined solely by the personal preference of everyone. This realization encouraged me to become a teacher, as I believe that all students possess the same ability to learn, however the mode by which students learn varies between students.

Accordingly, as teacher I teach via a variety of methods that range from teacher-centered instruction (PowerPoint slides) to student-centered class discussions/activities related to material. In my past classes, I have observed that different students are successful with each method, and the class tends to overall do well, compared to other courses that I have taught using only one method. Ultimately, there will always be students that do not perform well with either strategy, but these strategies aren't the only ones. A teacher is also an innovator, thus I must find new creative ways to help these students comprehend concepts, when they ask for extra help, which I always offer all year round.

### Teaching Goals/Assessments

There is a significant difference between memorization and learning, as learning involves comprehension, while memorization is the ability to recall something from experience. My teaching goal is not to encourage mass memorization of information or test students' ability to retain info. My goal is rather to help them understand each topic conceptually, and its application in daily life or current research. This teaching goal could be seen as analogous to solving a mathematical equation, where the focus is on knowing how to derive the answer, rather than only having the final answer. Thus, the focus of my teaching goal is to encourage students to know the concept, whose understanding could be used to answer a question, despite familiarity with the question. Simultaneously, this prepares students to think like scientists and come up with solutions to real-world problems.

Furthermore, the assessments I use to test students' comprehension are based on two principles. The first principle aligns with my teaching goal, thus the types of questions on my assessments focus on describing a novel situation from the concepts covered in class or combining varying concepts to derive a solution. The second principle considers the varying methods of assessing students. For instance, similar to info

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presentation, not all students excel at any one style of assessment, thus I assess students using a variety of assessments, such as essays, tests, projects etc. This allows students with differential strengths to excel in varying areas of the course, while allowing them to improve on their weaknesses. Finally, my teaching goal, along with my assessment style have helped many of my students excel not only in the course, but also become effective researchers later in life. Due to this, I have continued teaching with the same goal in mind, while making improvements to my teaching style to enhance student experience and learning.

## **Improving as a Teacher**

As a teacher over the past 32 years, I have witnessed many changes in the education industry, with the emergence of various styles of teaching to various modes of teaching assisted by technology. This process of change is inevitable and strives to make learning more accessible and efficient. However, this change would not have been possible without the adaptation of teachers to the changing demands of industry. Consequently, I started out as a very different teacher and over the years, I have adapted to ever-changing technology to provide the most updated educational resources to students, while keeping the teaching the goal the same. This was possible due to the constructive feedback I have received from former students, which I use as a guide to improve my teaching, along with the resources used convey the content. I believe that the dynamic nature of information is very humbling and encourages every teacher to be a life-long learner. Thus, I personally love rewriting course material every year with improved and updated information to provide the students with the most accurate information. Ultimately, as a mentor to the next generation of scientists, I strive to improve my own skills and knowledge before I go onto the stage to start each class because **there is always room for improvement.**

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**Research Plan:** I have two proposed research plans to execute at Algoma University, one research plan focusses on gene identification of cardiovascular Genetic disorders and other aims at Computational Genetics.

## **Research Plan1: Clinical, Genetic and Therapeutic Studies on Cardiovascular Disorders**

I would aim to work on cardiovascular disease in general at Algoma University. There is a long list of cardiovascular disease reported only on infection, arrhythmia, and congenital heart defects. My starting point would be clinical, genetic, and therapeutic studies on a rare disease known as **Arrhythmogenic Right Ventricular Cardiomyopathy (ARVC)**. Arrhythmogenic Right Ventricular Cardiomyopathy (ARVC) is a cardiac genetic disease, also known as a disease of athletes, often induced by strong physical activities. ARVC like other genetic disease propagate by close cousin marriages. Genetic diseases, once diagnosed in a family can only be controlled by genetic counseling that offers promises to reduce risk factors that could lead the transmission of disease to upcoming generations in the family. Our project is designed: to find out such population of human subjects, to workout genetic cause in relation to population, to offer genetic counseling to reduced risk factor of spreading disease in the future generations. Our findings will help uncover the genetic cause of similar diseases in different world's population and would provide a foundation to the discovery of remedies/ medicines for Arrhythmogenic Right Ventricular Cardiomyopathy (ARVC); a life threatening genetic disorders which does not have proper medicine to cure people in the world.

Many forms of ARVC remain incompletely penetrant even at advanced age, but patients with such concealed forms of disease may remain at risk for life-threatening arrhythmias. Identification of gene carriers such as through cascade screening of families could identify individuals who merit further assessments for risk stratification and management, but the current gene-elusive nature of ARVC makes this impractical. Within long QT syndrome (LQTS), it has recently been demonstrated that cascade screening has the potential to increase the detection of potentially affected individuals from 3.75% to 55% of the estimated disease population (Earle et al, 2013). However, cascade screening is effective in LQTS particularly because causative genes have been identified in a high proportion (80%) of the affected patients. Identification of individuals who will develop ARVC by cascade screening is dependent on identifying additional genes and/or more sensitive clinical techniques such that evaluation of extended family members can differentiate disease carriers from non-carriers. Thus, the major aims of this proposal are directed at identifying additional disease genes for this disorder.

In contrast to long QT syndrome where beta-blocker therapy provides a simple therapy for many patients, effective therapies short of restriction of activity, ongoing surveillance and prescription of prophylactic ICD implantation (to highest risk individuals) are lacking for ARVC. Beyond the recognition that causative gene mutations involve mechanical junctions in the intercalated disk in 40% of affected individuals, there has been little success in defining additional underlying genes, the mechanism of disease, or pharmacological approaches to slow, prevent or reverse disease.

**Work to do:** Although an NIH Registry aimed to enroll patients aged 12 to 90 years with a new diagnosis of ARVC between 2001 and 2010, only 108 probands were enrolled across 17 centres, with few diagnoses under age 18. Since ARVC is an inherited disorder with an estimated prevalence as high as 1 in 1000 and is manifest as fibrofatty replacement of tissue in an organ with limited regenerative capability, it is likely that effective

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prevention or therapy can be designed only if disease carriers can be detected at an early age. We have developed (During my Postdoctoral studies at Hamilton's lab of Physiology and Experimental Medicine) at Sickkids hospital Toronto) a large clinical program assessing the phenotype of young individuals with suspected (Davis, McCrindle et al. 1996) and become a CLIA/CETT-approved testing centre for ARVC genes (PKP2, DSP, DSG2, DSC2, TMEM43). Hamilton's lab (**one of my collaborators in Toronto**) demonstrated that human PKP2 mutations (most common cause of ARVC) reduce intercalated disk expression of connexin43 expression in human myocardial biopsy tissue (Fidler et al, 2009), have seen the same effects in DSP mutation. We have assessed the effect of siRNAs for other desmosomal proteins (underlying ARVC) and adherens junction proteins on connexin43 and other proteins in the intercalated disk in HL1 cardiomyocyte tissue culture, including dye transfer studies of gap junction function and microelectrode array studies of tissue conduction. Additionally, Hamilton's lab has a mutated junctional plakoglobin mouse model for study, and (with Guelph veterinary cardiologists, UK and European collaborators) identified affected dogs within the Boxer breed. They have assessed genomic DNA from 120 affected dogs compared to 156 unaffected dogs using a high-density SNP array (Illumina Genetics) to identify candidate regions and genes for Boxer ARVC. Once a definitive gene for Boxer dog ARVC is identified, we will then sequence the human homolog in our clinical ARVC gene-elusive patients.

**Rationale:** Similar to long QT syndrome, cascade screening has the potential to identify ARVC disease-carriers in the general population if sufficient disease-causing genes are discovered. Novel approaches to gene discovery in ARVC are needed, as the current 'under the lamp-post' approach identifying desmosomal gene mutations has failed to provide any significant new discoveries over the last ten years. Several different approaches can be applied to further gene discovery in ARVC

**Methodologies:** The proposed objective, of the research is to identify genes/ mutations responsible in generation of ARVC phenotypes, to produce expression profile of identified genes/mutations and finally to suggests therapeutics for specific genetic mutations. I have summarized the methods that would exploit to achieve the research goals.

**1: Clinical evaluations of subjects affected by ARVC**

**2: Exclusion of known candidate genes to discover new genes and clinical variability in ARVC**

**3: Linkage Mapping**

**4: Copy Number Variations (CNV) analysis:**

**5: Exome Sequencing**

**6: Positional Cloning and mutation identification**

**7: Expression profiles of identified gene**

**8: Cloning and Transfection of HL-1 Cells with mutant and wild type RNA**

**9: Drug molecule testing/therapeutics**

**10. research Publications**

## Research Plan2: Exploring Codon Bias and Evolutionary Dynamics in Human Protein-Coding Genes

### Introduction

This project is designed to explore how certain patterns in the DNA of human genes are used to make proteins, which are essential for every function in the body. By examining these patterns, known as "codon usage," the research aims to uncover how genes are controlled and how they have changed over time. This study will use sophisticated computer analysis to sift through vast amounts of genetic data, helping us understand the intricate details of protein production and its historical development. Insights gained could also shed light on how these genetic details might impact human health.

### Abstract

Codon bias is the non-random usage of synonymous codons in coding sequences, plays a significant role in the molecular evolution and functionality of genes. This study aims to identify which human protein-coding genes exhibit codon bias, analyze the codon usage patterns for each gene, and determine whether similar patterns of codon usage indicate shared gene ontology. Additionally, we will calculate the dN/dS ratio for each gene using primate orthologous genes to explore if genes with codon bias are under stabilizing selection ( $dN/dS < 1$ ).

Codon usage bias can impact translational efficiency, accuracy, and RNA transcript stability, suggesting a potential evolutionary advantage. By examining these patterns, we aim to understand the selective pressures acting on codon usage and their functional implications. Recent research has shown that codon usage patterns can reflect purifying selection, maintaining optimal translational efficiency and mRNA stability (Jørgensen et al, 2005; Cope and Gilchrist, 2022)

### Methods

We will utilize protein-coding sequences of all primate genes from the Ensembl database. The following methods will be employed:

- Codon Bias Measurement:** We will calculate the Effective Number of Codons (ENC) and the Relative Synonymous Codon Usage (RSCU) values for each gene. Genes with an ENC value less than 35 will be considered to have significant codon bias.
- dN/dS Ratio Calculation:** The CODEML program from the PAML package will be used to calculate the dN/dS ratio for each gene using primate orthologous genes. This ratio compares the rate of nonsynonymous (dN) to synonymous (dS) substitutions, providing insights into selective pressures on protein-coding genes (Spielman and Wilke, 2015)
- Codon Usage in Highly Expressed Genes:** We will explore codon usage of highly expressed genes using GTEx data by calculating the Codon Adaptation Index (CAI) of each gene. This will help determine if codon usage patterns contribute to the expression levels of each gene.

4. Statistical Analysis and Visualization: Python and R will be used for statistical analysis and generating heat maps with dendrograms to visualize codon usage patterns and their relationships.

## Preliminary Results

Research focused on genetic codon bias, particularly examining human coding sequences (CDS). Our initial findings have been quite revealing; we identified that 181 CDS genes exhibit a significant codon bias, as indicated by an Effective Number of Codons (ENC) value of less than 35. This metric suggests a departure from uniform codon usage, highlighting a preference for specific codons in these genes.

Further analysis involved calculating the Relative Synonymous Codon Usage (RSCU) values, which provided deeper insights into the specificity of codon usage among different genes. Our research has shown that certain codons are preferred in specific gene contexts, suggesting a complex layer of gene regulation through codon bias that could be critical for gene expression patterns.

Expanding our research scope, we also explored various gene families known for their roles in developmental, cardiac, and neurological functions, such as the HOX, desmocollin, and Desmoglein gene families. Preliminary predictions suggest that codon bias in these gene families could be intricately linked to the pathogenesis of related genetic disorders. This connection between codon bias and disease highlights the potential for codon usage patterns to influence genetic stability and the manifestation of complex diseases.

## Future Implications

Our findings will elucidate the relationship between codon bias, gene function, and evolutionary dynamics in human protein-coding genes. Understanding codon bias can provide deeper insights into molecular evolution and gene regulation, potentially revealing how selective pressures shape gene functionality and stability. By identifying genes under stabilizing selection ( $dN/dS < 1$ ), we can explore whether codon usage patterns contribute to the most stable RNA transcripts, offering benefits such as enhanced translational efficiency and accuracy <sup>23</sup>.

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# Revised Senate Committee Slate - 2024-25

**Senate Committee Membership Term:** July 1, 2024 - June 30, 2025

Highlighted in orange: nominations submitted after November 1, 2024

Highlighted in yellow: no candidate or awaiting nomination

## Senate Executive Committee

Professor Pelham Matthews [Chair, Faculty of Business & Economics (FoBE)]

Dr. Paulette Steeves [Chair, Faculty of Cross Cultural Studies (FCCS)] (July 1 to Dec. 31, 2024)

Dr. Linda Burnett [Chair, Humanities & Social Sciences [FHSS]]

Dr. George Townsend [Chair, Faculty of Science (FCST)]

Dr. Paul Dupuis [Chair, Faculty of Science (FoS)]

Dr. Donna Rogers [Interim VPAR]

Lorretta Neebar [University Registrar]

Dr. Nikki Shaw [Speaker of Senate]

Dr. Sean Meades [Deputy Speaker of Senate]

## Academic Planning and Priorities

Professor Pelham Matthews [Chair, (FoBE)]

Dr. Paulette Steeves [Chair, FCCS] (July 1 to Dec. 31, 2024)

Dr. Linda Burnett [Chair, FHSS]

Dr. George Townsend [Chair, FCST]

Dr. Paul Dupuis [Chair, FoS]

Dr. Donna Rogers [Interim VPAR]

Lorretta Neebar [University Registrar]

TBD [Dean - FHSS/FCCS]

Dr. Laurie Bloomfield [Dean - FoS]

Dr. William Wei [Dean - FoBE]

Dr. Simon Xu [Dean - FCST]

Cheryl Toulouse [Student]

## Curriculum Committee

Dr. Jo-Ann Ryan [FoBE]

Dr. Sean Meades [FCCS]

Dr. Warren Johnston [FHSS]

Dr. Chantal Lemieux [FoS]

Dr. Ajmery Sultana [FCST]

Dr. William Wei [Dean]

Lorretta Neebar [Registrar]

Tracy Spurway [Librarian]

Wayne Thompson [Student]

## Academic Standards and Appeals

Dr. Hari Luitel [FoBE]

*Last update: November 21, 2024*

TBD [FoBE Alternate]

Dr. Michael Graydon [FCCS]  
Isaac Darko [FCCS Alternate]  
Dr. Bruce Douville [FHSS]

TBD [FHSS Alternate]

Dr. Christine Madliger [FoS]

TBD [FoS Alternate]

Dr. Rashid Khokhar [FCST]  
Dr. Ping Luo [FCST Alternate]  
Dr. Laurie Bloomfield [Dean]  
Lorretta Neebar [Registrar]  
Abdul Hayyi [1 Student]  
Nidhi Patel [Student Alternate]  
Minion Paul [Student Alternate]

### **Academic Regulations and Petitions**

Dr. Jo-Anne Ryan [FoBE]  
Dr. Isaac Darko (F24) / Sean Meades (W25) [FCCS]  
Dr. Tony Robinson-Smith [FHSS]  
Dr. Dave Brodbeck [FoS]  
Dr. George Townsend [FCST]  
Lorretta Neebar [Registrar]  
Shelley Mitchell [Assistant Registrar, Admissions]  
Anvi Thakkar [Student]

### **Teaching & Learning and Technical Support Services**

Dr. Jody Rebek [FoBE]  
Dr. Ushnish Sengupta [FCCS]  
Dr. Nathan Murray [FHHS]  
Jodi Webber [FoS]  
Dr. Miguel Garcia-Ruiz [FCST]  
Tracy Spurway [Librarian]  
TBD [Dean]  
John Peters [Director of Innovation and Technology]  
Dawn White [Director of Experiential Learning/International Affairs]  
Dr. Saud Taj [Director of Teaching and Learning Centre]  
Anvi Thakkar [Student - AUSU]  
Elizabeth Nahwegezhic [Student - SASA]

### **Quality Assurance**

Dr. Aaron Gordon [FoBE] TBC  
Dr. Vivian Jimenez-Estrada [FCCS]  
Dr. Ed Turgeon [FHSS]  
Dr. Paul Dupuis [FoS]

*Last update: November 21, 2024*



Dr. Faria Khandaker [FCST]  
Dr. Laurie Bloomfield [Dean]  
Dr. Donna Rogers [Interim VPAR]  
Brittany Paat [Academic Support Officer]  
Lorretta Neebar [Registrar]  
Nidhi Patel [Student]

### **Research Advisory Committee**

Dr. Donna Rogers [VPAR]

TBD [Dean]

Tracy Spurway [Librarian]

[One representative from each faculty who has active research programs]

Dr. Omar Abou-Kasm [FoBE]

Laura Wyper [FCCS]

Dr. Monika Thakur [FHSS]

Brandon Schamp [FoS]

Dr. Miguel Garcia-Ruiz [FCST]

[One representative from any of the Faculties with a good understanding of Indigenous cultures and education]

TBD

[One representative from any of the Faculties with a good understanding of Equity, Diversity and Inclusion]

Dr. Melis Yavuz-Muren [FoS]

### **Senate-Board Liaison**

Dr. Nikki Shaw [Speaker of Senate]

Dr. Alice Ridout [Senator-at-large from the FT teaching staff not currently serving on the Board]

Dr. Paulette Steeves [Senator-at-large from the FT teaching staff not currently serving on the Board]

### **Senate I-EDI Committee**

Dr. Donna Rogers [Interim VPAR]

Patty Chabbert [Acting Vice-President Nyaagaanid]

Dr. Paulette Steeves [FCCS]

Dr. Isaac Darko [FCCS]

Dr. Walter Chan [FHSS]

TBD [FHSS]

TBD [FBE]

TBD [FBE]

Dr. Monica Ghabrial [FoS]

TBD [FoS]

Randy Lin [FCST]

Dr. Syed Muhammad Danish [FCST]

Shelby Bennett [Student SASA]

*Last update: November 21, 2024*

Abdul Hayyi [Student AUSU]  
Krista McCracken [Non-Teaching Employees Member]  
TBD [Part-Time Teaching Staff Member]

**Senate Governance Committee**

Dr. Nikki Shaw [Speaker of Senate]  
Dr. Asima Vezina [President & Vice-Chancellor]  
Dr. Donna Rogers [Interim VPAR]  
Dr. William Wei [Dean]  
Dr. Nairne Cameron [Senator from FCCS]  
Dr. Alice Ridout [Senator from FHSS]  
Dr. Teryn Bruni [Senator from FoS]  
Dr. Pelham Matthews [Senator from FBE]  
Dr. Zamilur Rahman [Senator from FCST]  
Minion Paul [Student Senator]

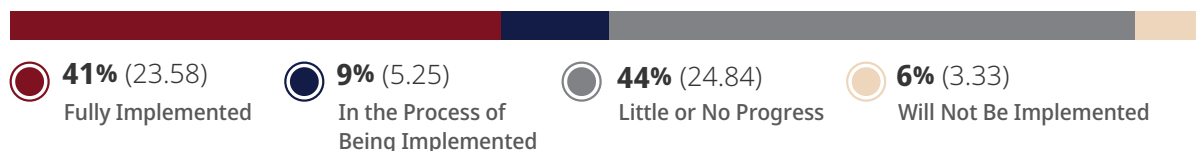
## Follow-Up on the 2022 Performance Audit:

Ministry of Colleges and Universities  
Algoma University  
Nipissing University  
Ontario Tech University  
University of Windsor

# Financial Management in Ontario Universities

## // Overall Conclusion

57 Recommended Actions



We recommended 57 actions as a result of our 2022 audit of **Financial Management in Ontario Universities**. Of those, 40 recommended actions were directed at four universities – Algoma University in Ste. Sault Marie, Nipissing University in North Bay, Ontario Tech University in Oshawa and the University of Windsor in Windsor, Ontario. The remaining 17 recommended actions were directed at the Ministry of Colleges and Universities.

As of November 4, 2024, the four universities we audited and the Ministry of Colleges and Universities have collectively fully implemented 41% of the actions we recommended, have made progress in implementing an additional 9% of the recommended actions, made little or no progress on 44% of the recommended actions, and will not be implementing 6% of our recommended actions.

Algoma University has fully implemented 33% of recommended actions, made progress in implementing an additional 30% of recommended actions, made little or no progress on 33% of recommended actions, and will not be implementing 4% of our recommended actions. We continue to support the implementation of all recommended actions.

Nipissing University has fully implemented 32% of recommended actions, made progress in implementing an additional 12% of recommended actions, made little or no progress on 53% of recommended actions, and will not be implementing 3% of our recommended actions. We continue to support the implementation of all recommended actions.

Ontario Tech University has fully implemented 48% of recommended actions, and made little or no progress on 52% of recommended actions.

Windsor University has fully implemented 40% of recommended actions, made progress in implementing an additional 12% of recommended actions, little or no progress on 40% of recommendations, and will not be implementing 8% of our recommended actions. We continue to support the implementation of all recommended actions.

Where applicable, the universities have fully implemented our recommended actions to monitor and adhere to the debt limits outlined in their respective policies; review and monitor the profitability of their ancillary services on a consolidated basis and for each ancillary service separately; and develop a separate budget for all capital investments, and present it to their Boards for approval.

Where applicable, the universities have made little or no progress on our recommended action to reduce or restructure program offerings based on the results of their program profitability analyses and academic needs, in consultation with their academic departments and with the approval of their respective Board and Senate/Academic Council.

The Ministry of Colleges and Universities has fully implemented only 29% of recommended actions, made little or no progress on 59% of recommended actions, and will not be implementing 12% of our recommended actions. We continue to support the implementation of all recommended actions.

Examples of recommended actions implemented by the Ministry include developing criteria to assign a risk rating to each university annually, proactively monitoring high-risk universities, and assisting them in developing risk mitigation plans. Examples of recommended actions where the Ministry has made little or no progress include completing an assessment of the cost of instruction and operations of universities, and reassessing future performance metrics and modifying them so that the metrics are within the control of the universities and do not increase dependency on international enrolment. The Ministry will not be implementing our recommendations to assess the methods and use of international student recruitments to determine whether any policies are

needed, such as developing a standard grade-conversion chart for the admission of international students; or to use Transfer Payment Agreements as the funding agreement for universities in place of Strategic Mandate Agreements (SMAs).

The status of actions taken on each of our recommendations is described in this report (see **Appendix** for more details).

## // Status of Actions Taken on Recommendations

We conducted assurance work between April 2024 and September 2024. We obtained written representation from Algoma University, Nipissing University, Ontario Tech University, the University of Windsor and the Ministry of Colleges and Universities that effective November 4, 2024, they have provided us with a complete update of the status of the recommendations we made in the original audit two years ago.

**The implementation status of recommended actions is provided only for the university to which the action was applicable.**

### 1. Financial Sustainability

Our 2022 audit found that universities' financial sustainability could be at risk if weaknesses in their financial management practices are not addressed. Although all four universities audited had positive net assets as of the end of the 2020/21 fiscal year, only one (Algoma) had a consistent annual surplus for the five years from 2016/17 to 2020/21. As well, two universities (Ontario Tech and Windsor) did not have formal debt management policies, despite having the highest and third-highest debt to student ratio, respectively, among 19 Ontario universities; another two universities (Algoma and Nipissing) did not review or monitor the profitability of the ancillary services they provided; three universities (Algoma, Nipissing and Windsor) comingled the endowment funds and externally restricted funds with cash from operations; and universities did not prepare and present to their respective Board the impact of the university's projected cash flows from operations, financing and capital purchasing activities to inform the Board of the extent to which each contributes to or draws on the university's resources.

### **Recommendation 1: Action Items 1, 2, 3 and 4**

So that the university assumes debt only at levels that continue to promote sustainable financial operations, we recommend that senior management of the university:

- obtain Board approval of the university's policy;

**Status:**  **Nipissing University - Fully implemented.**

- establish a formal capital debt policy approved by the Board;

**Status:**  **Ontario Tech University & University of Windsor - Fully implemented.**

- monitor and adhere to the debt limits outlined in its policy;

**Status:**  **Nipissing University & University of Windsor - Fully implemented.**

- report semi-annually to the Board on the status of debt maintained and its continuing compliance with its capital debt policy.

**Status:**  **Nipissing University - Fully implemented.**

## **Details**

In our follow-up, we found:

**Nipissing University:** The university obtained Board approval for its capital debt policy in June 2023. Nipissing had also monitored adherence to its established debt limits for each year from 2020 to 2022. In this regard, we noted that the university was in compliance with its various debt ratios for each of the three years monitored. We also noted that compliance with the university's capital debt policy was discussed at the Audit and Finance Committee of the Board meeting in January 2024.

**Ontario Tech University:** The university established a formal debt management policy which was approved by its Board in April 2024. The policy sets out the general philosophy for use of debt by the university and introduces specific financial metrics to assess overall debt capacity and debt affordability.

**University of Windsor:** The university established a policy, as of June 2023, that contained select debt-related ratios using the same targets set by the Ministry of Colleges and Universities for its financial health indicators, to support the Board in evaluating the university's borrowing capacity and compliance with the policy. The ratios included: viability ratio (expendable net assets/long-term debt), interest burden ratio (total interest expense/total operating expenses), and debt per full-time-equivalent (FTE) student. According to the policy, the targets for the ratios would be reviewed after the first year and on a three-year rolling basis after that. The policy was approved by the Board in June 2023.

In September 2023, the university reported results on the three debt-related ratios to the Joint Audit and Resource Allocation Committee of the Board.

### **Recommendation 2: Action Items 1 and 2**

To manage and maximize the profitability of its ancillary services, we recommend that the university:

- review and monitor the profitability of its ancillary services on a consolidated basis and for each ancillary service separately;

**Status:**  **Algoma University & Nipissing University – Fully implemented.**

- develop strategies to maximize the profitability of its ancillary services where necessary.

**Status:**  **Algoma University, Nipissing University & Ontario Tech University – Little or no progress.**

### **Details**

In our follow-up, we found:

**Algoma University:** The university had analyzed revenues and expenses by ancillary service for the year ending April 30, 2023. Its analysis showed that half of its ancillary services were unprofitable, with most losses generated by its varsity operations. In addition, on a consolidated basis, Algoma's ancillary services generated a loss.

We noted that Algoma University has not created a formal plan with strategies to maximize the profitability of its ancillary services. Instead it told us that strategies to maximize the profitability of ancillary services included increasing student/membership fees annually by the cost-of-living adjustment plus 1%. The university was also targeting to increase varsity revenue by \$100,000 through fundraising, however, this increase would not be enough to cover the \$1.3 million deficit incurred in 2022/23 from varsity.

**Nipissing University:** The university had analyzed revenues and expenses by ancillary service for the year ending April 30, 2023. On a consolidated basis, ancillary services were profitable, but three of its ancillary service groupings were unprofitable.

Nipissing University informed us that it was exploring possible strategies to maximize the profitability of its ancillary services.

**Ontario Tech University:** In 2023, the university budgeted for losses for three of its five ancillary activities for the period 2023/24–2026/27. Those activities that were budgeted to lose money were food services, regent, and campus fieldhouse and ice centre. In its budget document, Ontario Tech stated that it would work with each ancillary operation over the course of the next year to create a longer-term business case. At the time of our follow-up, the university had not developed a business case with strategies to maximize the profitability of individual ancillary services.

### **Recommendation 3: Action Items 1 and 2**

To help ensure that the university continues to have sufficient funds on hand to cover restricted funds and endowments, we recommend that the university:

- maintain separate bank accounts for externally restricted funds;

**Status:**  **Algoma University – Fully implemented.**

 **Nipissing University – Will not be implemented. The Office of the Auditor General of Ontario continues to support the implementation of this recommendation.**

 **University of Windsor – Little or no progress.**

- on a quarterly basis, perform an analysis to confirm that it has sufficient cash on hand to cover internally restricted funds, in addition to externally restricted funds and endowments.

**Status:**  **Algoma University & Nipissing University – Fully implemented.**

### **Details**

In our follow-up, we found:

**Algoma University:** The university had established separate bank accounts for its endowment funds (externally restricted) and advancement funds (internally restricted funds used to provide scholarships to students).



We also noted that Algoma University was performing a restricted cash analysis on a quarterly basis to ensure there was enough cash on hand to cover internally and externally restricted funds. The university told us that it plans to perform the reconciliation on a monthly basis.

**Nipissing University:** The university continues to commingle externally restricted funds with funds from operations in the same bank account. The university informed us that it did not feel separate bank accounts were needed, because it performs cash reconciliations on a periodic basis to ensure there are sufficient unrestricted funds to cover restricted obligations.

During our follow-up, we noted that since our audit, the university had begun to reconcile restricted and unrestricted funds semi-annually to the amount of cash on hand.

**University of Windsor:** The university was continuing to commingle externally restricted funds with cash from operations in the same bank account. The university also continued to reconcile its total cash balances against restricted funds on a monthly basis to ensure liquid cash exceeds restricted fund balances. The university informed us that it was considering an internal audit in 2025 to determine assurance over this control.

#### **Recommendation 4: Action Items 1, 2, 3, 4, 5 and 6**

To improve budgeting processes and practices and conduct a complete analysis of the impact from all operations and capital investments and how each will contribute to or draw on the university's resources, we recommend that the university:

- have documented processes on how its budget is developed, reviewed and approved;

**Status:**  **Nipissing University - In process of being implemented by December 2024.**

- develop a separate budget for all capital investments, and present it to the Board for approval;

**Status:**  **Nipissing University & Ontario Tech University - Fully implemented.**

- develop a separate budget for ancillary services by revenue stream, and present it to the Board for approval;

**Status:**  **Nipissing University - Fully implemented.**

- consolidate the capital budget, the operating budget and the ancillary budget, and present the consolidated budget to the Board for approval;

**Status:**  **Nipissing University & Ontario Tech University – Fully implemented.**

- as part of its budget, present to the Board the university's projected cash flows from operations, financing and capital purchasing activities to inform the Board on the impact of each activity on the university's resources;

**Status:**  **Algoma University, Ontario Tech University & University of Windsor – Fully implemented.**  
 **Nipissing University – Little or no progress.**

- complete a comparison of the annual consolidated budget to annual actual revenue and expenditures, and cash flows, and present it to the Board for review.

**Status:**  **Nipissing University – Little or no progress.**

## Details

In our follow-up, we found:

**Algoma University:** The university included in each of its 2023/24 and 2024/25 budgets to the Board, a cash flow analysis which separately showed the contributions of each of the following activities – operations, financing and investing. The budget document also showed cash flows from capital reserves separately.

**Nipissing University:** In September 2024, the university prepared a draft document of its budgeting process, which it expected to present to its board and have approved by December 2024. We also found that Nipissing University had included in its 2023/24 and 2024/25 Budget Reports, a capital budget listing both the sources of funding and planned expenditures by type, specifically, campus infrastructure, renovations and equipment (Action 2). These budget reports also contained a draft budget for ancillary services by revenue stream (Action 3).

Further, we found that the university had prepared a consolidated budget which showed total revenues and total expenses for each major activity or revenue generating source (for example, operations, ancillary, capital) both separately and combined (Action 4).

However, the university had taken little action on:

- including in its budget to the Board, the university's projected cash flows from operations, financing and capital purchasing activities to inform the Board on the impact of each activity on the university's resources (Action 5); and

- completing a comparison of the annual consolidated budget to annual actual revenue and expenditures, and cash flows, and presenting it to the Board for review (Action 6).

**Ontario Tech University:** The university had included in its 2023-2026 Multi-Year Rolling Budget:

- a listing of each capital project related to campus infrastructure, information technology and equipment;
- a detailed consolidated budget for 2023/24, along with a breakdown consisting of, among other things, the operating budget, ancillary fee budget, and infrastructure capital budget; and
- a cash flow forecast from all activities for 2023/24.

**University of Windsor:** The university had prepared for its Board, a Cash Flow Budget for 2023/24 and 2024/25 that separately showed cash flow forecasts from operating, financing and investing activities.

## 2. Reliance on International Students

Our 2022 audit found that the impact of a Province-imposed 10% tuition reduction and freeze for domestic students beginning in 2019 has resulted in universities increasing their focus on international student tuition. In most cases, enrolment is dependent on students from one or two countries. Overreliance on a few countries increases the risk that external factors, such as a global economic downturn or foreign policy shift, could significantly impact a university's financial health if enrolment from these countries drops.

### **Recommendation 5: Action Items 1, 2 and 3**

To mitigate the risk associated with overreliance on a single or few geographic regions for international student tuition revenue, we recommend that universities:

- regularly complete a financial sensitivity analysis of the impact of the loss of students from various regions;

**Status:**  **Algoma University, Nipissing University & University of Windsor – Little or no progress.**

- develop and apply strategies to diversify recruitment of international students from different geographic regions;

**Status:**  **University of Windsor – Fully implemented.**

- focus on recruiting students from priority countries identified in the government of Canada's International Education Strategy, 2019–2024.

**Status:**  **Algoma University & Nipissing University – Little or no progress.**

 **University of Windsor – Fully implemented.**

## Details

In our follow-up, we found:

**Algoma University:** The university had recently begun conducting a financial sensitivity analysis to better understand the impact of the loss of international students from various regions. The analysis, provided to us during our follow-up, identified only 1,750 international students from the top 10 countries enrolled in its degree programs. This analysis did not include an additional 8,360 international students enrolled in non-degree programs (for example, undergraduate and graduate diploma or certificate programs in Brampton and at the Centre of Project Management). Nonetheless, the analysis showed that Algoma continues to rely heavily on international students from a few countries—almost 90% of international students in degree programs were from India (77%) and Nepal (12%). The 2024/25 budget also identified that a high percentage of students at the various campuses were international students—100% at the Centre of Project Management, 95% at the Brampton campus, and 63% at the Sault Ste. Marie campus.

We also found that, since our 2022 audit, Algoma University signed multiple contracts with recruitment representatives to recruit students from more than 30 countries, some of which are priority countries identified in the government of Canada's International Education Strategy. However, the impact of these recruitment arrangements has yet to materialize. Over the last two academic years (2022/23 and 2023/24) combined, Algoma recruited only 95 students from priority countries, representing 0.4% of all international students that it recruited. Seventy-five percent of all international students recruited in 2023/24 were from India, and the number of students recruited from India almost tripled from about 4,900 in 2022/23 to about 11,700 in 2023/24.

**Nipissing University:** The university had taken little action to regularly analyze the financial impact of the loss of students from various regions.

We also found that the university had started discussions on possibly recruiting students from priority countries identified in the federal strategy, but had not yet drafted a detailed plan that includes specific actions to be undertaken and timelines for implementation.

**University of Windsor:** The university had done a financial sensitivity analysis. However, the sensitivity analysis performed did not cover the loss of all students from a single country and/or across all levels of programs. To illustrate, the university analyzed the breakdown of international students by country of origin for three Masters programs only—engineering, science and business.

As of fall 2023, students from India represented 75% of international students in the Masters of Engineering program, 69% of international students in the Masters of Science program and 24% of international students in the Masters of Business program. The sensitivity analysis looked only at scenarios where the university achieved 60%–90% of its anticipated enrolment.

In 2023, the university issued a Request for Proposal and subsequently engaged a third party for in-country recruitment services. Physical locations for in-country recruiters were established in additional regions including Mexico, Latin America (for example, Colombia, Bolivia), East and West Africa (for example, Kenya, Nigeria), North Africa (for example, Egypt), the Middle East (for example, United Arab Emirates), India, Asia and Southeast Asia (for example, Vietnam, Philippines). The university assigned specific territories to approximately 250 recruiters. It also had in-country recruiters put in place recruitment plans, and it approved a scholarship program for students from targeted countries.

### **Recommendation 6: Action Items 1 and 2**

To better understand the contribution of international students to the Canadian workforce/economy after graduation and help inform future recruitment decisions, we recommend that the university:

- collect relevant data on the location and careers of international alumni;

**Status:**  **Algoma University – In the process of being implemented by March 2026.**

**Nipissing University, Ontario Tech University & University of Windsor – Little or no progress.**

- use this data to better inform programming and recruitment decisions.

**Status:**  **Algoma University – In the process of being implemented by March 2026.**

**Nipissing University, Ontario Tech University & University of Windsor – Little or no progress.**

### **Details**

In our follow-up, we found:

**Algoma University:** The university had purchased a system to carry out data collection on the location and careers of international alumni, and was in the process of hiring and training personnel on the use of the system and collection of information. During our follow-up, the university informed us that this new system would have to be integrated with the existing student information system. The university has set a goal that more than 75% of graduated alumni is tracked in terms of employability.

Further, the university was in the process of establishing an office of institutional planning to help with data analysis, once the data becomes available. According to the university's development plan, the data analysis and research is expected to be fully functional by March 2026.

**Nipissing University:** The university informed us that it has taken little action on this recommendation due to financial constraints.

**Ontario Tech University:** The university was working on developing an enhanced graduate survey.

**University of Windsor:** The university had taken little action on this recommendation.

### **Recommendation 7: Action Item 1**

To promote and incentivize student recruiting agents to find the most highly prepared international students, we recommend that the university apply a fee structure in future contracts that encourages recruiters to target students with higher scholastic achievement, such as applying bonuses for higher student performance as they progress through their university studies.

- Status:**
- Algoma University – In the process of being implemented by December 2025.**
  - Nipissing University & Ontario Tech University – Little or no progress.**
  - University of Windsor - Will not be implemented. The office of the Auditor general of Ontario continues to support the implementation of this recommendation.**

### **Details**

In our follow-up, we found:

**Algoma University:** The university started to revise its contracts with recruiters as they came up for renewal in 2024. The revised contracts include a \$250 bonus for the recruiter for each student who meets the eligibility criteria for an entrance scholarship to the university. Since its contracts with recruiters typically have a two-year term, all contracts should be revised by the end of December 2025.

**Nipissing University:** The university informed us that, as of September 2024, it had developed a new template agreement for recruiters of international students, which indicated that recruiters would be paid 83% of their fees in the first year of a student's studies, and the remaining 17% at the time the student graduates. At the time of our follow-up, the university had not yet re-signed existing recruiters using the new agreement, but told us that it would use the new template agreement with new recruiters.

**Ontario Tech University:** According to the latest contract with a recruiter, the university pays the recruiter the recruitment fee in two equal instalments, as early as 20 days after the start of the first and second semesters. This does not necessarily incentivize recruiting agents to pursue prospective students that exceed admission requirements and/or are likely to graduate from the university.

**University of Windsor:** The university informed us that it would not be implementing our recommendation because students' success at a university is determined by a broad range of factors, and entering grades is only one of them. It further stated that providing a trailing commission to recruiting agents over four years is neither practical nor appropriate, as agents cannot fully control whether students will be successful after their first year. The university told us that it will continue to provide student support services, academic advising and engagement programs to help all students succeed.

### 3. Financial Contribution of Academic Programming

Our 2022 audit found that universities performed a financial contribution analysis of each of their faculties/departments, but it was not done to determine the financial sustainability of each faculty/department—rather, it was for the purpose of guiding resource-allocation decisions, such as whether a department needs to hire additional faculty, purchase new equipment or expand facilities. As well, the audit found that universities did not perform a financial contribution analysis at the program level, which limits the university's knowledge when allocating resources or adjusting the structure of programming to support sustainability. Moreover, most universities audited had not adjusted or restructured programs to improve financial sustainability, despite certain faculties or departments that had experienced losses.

#### **Recommendation 8: Action Items 1, 2 and 3**

To have a comprehensive picture of the financial contribution of programs in order to offer a sustainable suite of programs, we recommend that as part of its programming considerations the university:

- complete an analysis of profitability at the academic program level;

**Status:**  **Algoma University – Fully implemented.**

 **Nipissing University & Ontario Tech University – Little or no progress.**

 **University of Windsor – In the process of being implemented by November 2025.**

- determine whether there are programs that can be reduced or restructured to provide a better financial contribution to the university while still retaining overall academic credibility with department course offerings;

**Status:** ● **Algoma University - In the process of being implemented by February 2028.**

● **Nipissing University - In the process of being implemented by February 2026.**

● **Ontario Tech University & University of Windsor - Little or no progress.**

- reduce or restructure program offerings based on the results of its program profitability analysis and academic need, in consultation with its academic departments and with the approval of its Board and Senate/Academic Council.

**Status:** ● **Algoma University, Nipissing University, Ontario Tech University & University of Windsor - Little or no progress.**

## Details

In our follow-up, we found:

**Algoma University:** The university completed an analysis of profitability at the program level, for the year ended April 2023. The analysis showed that about 20% (seven of 32) of the university's academic programs were unprofitable. At the time of our follow-up, we were told a similar analysis for the year ended April 2024 was still underway and therefore was not available for our review.

The university informed us that three unprofitable programs (Music, Visual Arts and Anishnaabemowin) were undergoing various stages of a cyclical program review; these reviews are multi-phased and long-term in nature. In addition, in early 2023, the university contracted a third-party consulting firm to provide market research/analysis to review existing programs as well as determine the feasibility of introducing new programs, courses or curricula, as determined by the university from time to time. This contract is for a maximum of five years and is expected to inform the university on the viability and possible options for restructuring by February 2028.

The university told us that the decision to reduce or restructure program offerings would be taken in the future, once action 1 and action 2 of this recommendation were addressed.

**Nipissing University:** The university was in the process of developing a program review template. One area of assessment under the review is the economic viability of each program. However, we noted that the assessment of economic viability does not explicitly assess program profitability, but rather enrolment levels. Profitability would involve looking at both enrolment, from the perspective of the amount of revenue generated, and the costs of delivering a program. In addition, the university told us that it was considering conducting a financial analysis at the faculty level, instead of the program level.



As well, the university informed us that, in December 2023, it had developed suspension guidelines that allow it to temporarily suspend admissions to programs with fewer than six incoming students declaring themselves a major in the program, for every one student that graduated from the program. The purpose of the suspension guidelines is to allow the university time to retool the program and ensure sustainability. The university told us that it had temporarily suspended admission into three programs due to low enrolment – Ancient Studies, Economics and Religions & Culture. At the time of our follow-up, the university was still determining what data will be used to make decisions on program changes, for example, if the university will be weighing profitability versus academic need for programming. According to the minutes of a committee of the Board, work was still underway in this area. However, the university told us that it expected to refine its academic program review process, to identify programs that could be reduced and restructured, by February 2026. The decision to reduce or restructure program offerings would be taken in the future, once Action 1 and Action 2 of this recommendation were addressed.

**Ontario Tech University:** The university had taken little action to address any of the recommended actions in this recommendation.

**University of Windsor:** The university was in the process of establishing an advisory committee to develop an academic program profitability scorecard. Once developed, the university is expecting to pilot the scorecard on the largest faculties—namely Arts, Humanities, and Social Sciences in the 2024/25 fiscal year. The university stated that it expects to have all academic programs evaluated before November 2025.

## 4. Capital Planning

Our 2022 audit found that universities did not always prepare and present to the Board a comprehensive business case for major capital projects that included a financial feasibility assessment, to help the Board make decisions on whether capital investments would be beneficial, before approving the project to move forward.

### **Recommendation 9: Action Items 1, 2 and 3**

To determine whether major capital projects are financially feasible and beneficial, we recommend that the university:

- update its capital approval policy to clearly define the nature and cost of projects that will require Board approval before financial expenditure commitments are in place;

**Status:**  **Nipissing University – Fully implemented.**

- prepare a business case for each capital project that includes a financial feasibility assessment to help both management and then the Board make decisions on major capital expenditures, prior to approval;

**Status:**  **Algoma University – Little or no progress.**

 **Nipissing University, Ontario Tech University & University of Windsor– Fully implemented.**

- obtain Board approval on major capital investments before moving forward with planned projects.

**Status:**  **Nipissing University – Fully implemented.**

## Details

In our follow-up, we found:

**Algoma University:** The university was in the early stages of developing a capital project policy which it expects will include the requirement for a business case for all major capital projects, defined as large capital projects with a cost over \$25 million.

**Nipissing University:** In February 2023, the university updated its signing authority policy to require the Board of Governors to provide prior approval for capital projects in excess of \$1 million. The policy also outlines which and how many senior members of management could enter into capital construction and renovation contracts on behalf of the university.

Since our 2022 audit, the university had undertaken one capital project. The university had prepared a business case for this project, which included a list of project costs and funding sources. In addition, the Board approved funding for the project prior to the design and construction phase.

**Ontario Tech University:** The university implemented a new Capital Projects Policy in April 2024, which requires construction and renovation projects budgeted to cost \$4 million or more to have a business case that would include, among other things, an assessment of risks and a cost-benefit analysis, sign-off by the university Vice President and approval by the Board of Governors.

**University of Windsor:** In January 2023, the university implemented a new standard template for the approval by the Board of Governors, of major capital projects over \$2.5 million. The university informed us that two major capital projects were submitted for approval since our 2022 audit. For both projects, we noted that the new template was completed to obtain Board approval.


## 5. Board Governance

During our audit, we found that the size of the board of governors at each of the universities we audited was large, since the boards included members both internal and external to the university as well as administrative and academic staff. A risk to having a large board is the likelihood that an executive (or other) committee becomes a “board within a board,” where decisions are made in the committee and are brought to a board for ratification only, rather than inclusive review, discussion and decision. We also found that universities had shorter than ideal term limits for their board members; universities were missing one or more internal oversight functions (i.e., risk management, compliance and internal audit); boards were missing at least one of five competencies essential for a university board (i.e., finance, accounting, executive management, risk management and cybersecurity); and universities did not have a permanent plan for presidential succession, and in some cases did not have an emergency succession plan in place for the president in the event of an unplanned replacement.

### **Recommendation 10: Action Items 1, 2 and 3**

To improve Board effectiveness and minimize the risks posed by large Board sizes and low term limits for Board members, we recommend that the university:

- reduce and limit the size of the Board, including the number of internal members;

**Status:**  **Algoma University – Will not be implemented. The Office of the Auditor General continues to support the implementation of this recommendation to avoid the likelihood of an executive (or other) committee becoming a “board within a board” that makes decisions and brings them to a board for ratification only.**

 **Nipissing University, Ontario Tech University & University of Windsor – Little or no progress.**

- reduce the number of committees to accommodate a smaller Board size;

**Status:**  **Algoma University – Fully implemented.**

 **Nipissing University & University of Windsor – Little or no progress.**

- increase the term limits of Board members, including current members.

**Status:**  **Algoma University, Nipissing University & Ontario Tech University – Little or no progress.**

## Details

In our follow-up, we found:

**Algoma University:** The university's Governance Committee prepared a position paper to address our 2022 audit recommendations, where it recommended to its Board of Governors that it:

- reduce the size of the Board from 18 to 15 members, comprised of four internal members (President, teaching staff, non-teaching employee and student) and 11 external members (three legislated through Order-in-Council and seven selected by the Board);
- reduce the number of standing committees from seven to six – namely, risk and finance, governance, audit, board-senate liaison, human resources and ad-hoc board executive.
- increase Board term limits from six to nine years, and the student member be elected to serve for two years instead of one;

In fall 2024, we were informed that the size of the Board would not be reduced, as the Governance Committee determined that the internal member perspectives were critical to the bi-cameral model of governance and special mission of the university. In addition, we noted that the number of board committees and subcommittees was reduced from seven to five; but the term limits of board members and students serving on the Board would not be increased.

**Nipissing University:** The university had not taken any steps to implement any of our three recommended actions.

**Ontario Tech University:** The university told us that it would review best practices and processes as they relate to governance within the sector and then determine if a change is warranted.

**University of Windsor:** The university told us that it would be performing a cost-benefit analysis to weigh the benefits of implementing the first two recommended actions against both the complexities and needed competencies of the Board, as well as considerations and priorities related to Equity, Diversity, Inclusion, and Indigeneity.

Also, in March 2024, the Ministry of Colleges and Universities, through the *Less Red Tape, More Common Sense Act, 2023*, amended the respecting Acts of Algoma, Nipissing and Ontario Tech universities, to permit only the Chair of the Board to serve up to eight years; all other Board members were still limited to serve a maximum of six years. However, as noted in our 2022 audit report, longer term limits are desirable for other Board members as well, to permit them enough time to become proficient on a number of committees and to have them keep senior management accountable.

### **Recommendation 11: Action Item 1**

To provide for an effective future transition of the university president position, we recommend that the Board of the university develop, and annually review and approve, both permanent and emergency presidential succession plans.

**Status:** ● **Algoma University - In the process of being implemented by December 2024.**

● **Nipissing University, Ontario Tech University & University of Windsor - Little or no progress.**

### **Details**

In our follow-up, we found:

**Algoma University:** The university had drafted steps to develop a succession plan. This involved identifying potential candidates within the university for the permanent replacement of a president by assessing their knowledge, skills, qualifications and personal qualities against a competency profile; creating a development plan for each potential successor to address any competency gaps identified; and implementing the development plans for each potential successor, monitoring their progress and revising development plans as needed. The university informed us that a Presidential Succession Planning Framework and associated procedures, as well as an Interim and Acting Delegation of Authority for the President, were under review by the Board's Human Resources Committee and expected to be approved by December 2024.

**Nipissing University:** The university has put in place an emergency succession plan that identifies an interim president in the event of an unplanned replacement, but has no plans for a permanent presidential succession plan.

**Ontario Tech University:** The university had identified a successor who would replace the President on a short-term basis and developed a presidential search process. However, the university had no plans to put in place a permanent presidential succession plan.

**University of Windsor:** The university had taken little action on this recommendation.

### **Recommendation 12: Action Items 1, 2 and 3**

To have a Board with essential skills and competencies for effective oversight, and to promote effective Board member succession planning, we recommend the Board of the university:

- prioritize and track competencies using competency matrices and other competency tracking tools;

**Status:**  **Algoma University, Ontario Tech University & University of Windsor- Fully implemented.**

 **Nipissing University - In the process of being implemented by December 2024.**

- confirm the Board and its committees possess demonstrably requisite competencies, in order to fulfill its terms of reference;

**Status:**  **Algoma University, Ontario Tech University & University of Windsor - Fully implemented.**

 **Nipissing University - In the process of being implemented by December 2024.**

- strengthen university financial and accounting literacy among Board members by providing them with either an internal or external training opportunity to increase the effectiveness of their oversight of the operations of the university.

**Status:**  **Algoma University, Ontario Tech University & University of Windsor - Fully implemented.**

 **Nipissing University - Little or no progress.**

### **Details**

In our follow-up, we found:

**Algoma University:** The university has reduced the number of competencies required for its board members from 21 to seven. Among the seven revised competencies, the university added the skills of executive management, risk management and cybersecurity.

In addition, Board members at Algoma University performed a self-assessment of their competencies in March 2023 and March 2024. Based on the self-assessment of the core competencies, we noted improvement in three board core competencies—finance, executive management and risk management. More than half of the Board members rated themselves as having at least a high level of knowledge or experience in these three areas.

Since our 2022 audit, Algoma University arranged for an accounting firm to deliver two training sessions to its Board of Governors. The sessions included a component on understanding financial statements; best practices in financial management, including a review of the Ministry of Colleges

and Universities' financial health indicators for universities; board governance; risk management; and internal controls.

**Nipissing University:** The university developed a skills/knowledge matrix and in fall 2024 surveyed its Board members to determine their knowledge/experience gaps. At the time of our follow-up, the university was still compiling the results of the survey. The university expected to have the results compiled by December 2024.

In September 2023, the Board received a presentation on very basic financial terminology and a description of the funds the university holds. At the time of our follow-up, the university told us that it had not yet contracted with an accounting firm to deliver training, as it was reviewing what other universities have in place.

**Ontario Tech University:** In April 2023, the university revised the list of competencies required of its board members from 37 to 16. Among the 16 revised competencies, the university added the skills of "risk management" and "cybersecurity," which it did not have at the time of our 2022 audit. Soon after, Board members were asked to self-assess themselves on a scale of 1–4 in each competency.

On average, Board members scored themselves below 3 on their knowledge of accounting and cybersecurity. The university recognizes that, as a whole, the Board of Governors would also benefit from additional accounting education, but noted that scores for the Audit and Finance Committee were significantly higher at 3.6/4, demonstrating a higher level of strength in this skill on the Committee.

Also, in May 2023, the university had an accounting firm deliver a financial literacy course to Board members titled, *Understanding the Financial Reporting Process*.

**University of Windsor:** The university has highlighted 10 core competencies required of the Board of Governors, these being the five core competencies we recommended during our 2022 audit (namely, accounting, finance, executive management, risk management and cybersecurity), plus an additional five competencies (i.e., governance, human resources, legal and regulatory, real estate development and facilities management, and strategic planning). In May 2024, each Board member was asked to assess themselves on a scale of 1–4 in each competency.

On average, Board members scored themselves below 3 on four of the five core competencies we recommended—accounting, finance, risk management and cybersecurity. However, the university considers the board and committees of the board to have the required competencies and skills if one-third of Board members and half of committee members, respectively, rated themselves as a 3 or 4. Based on this benchmark, the university considers that the Board as a whole has the required competencies, except in the area of cybersecurity (core competency) and real estate/facility management/environmental sustainability. As well, each committee as a whole had the required competencies.

Since our audit, the university has offered three training sessions on financial literacy for Board and committee members, and staff in senior administration positions. As of February 2024, 88% of Board members had attended a session on financial literacy. The university indicated that the financial literacy training would be offered again, over the next few months, for those who were unable to attend and those who wanted a refresher.

### **Recommendation 13: Action Items 1 and 2**

To have and promote effective oversight of the university's finances and operations, we recommend that the Board of the university:

- implement internal oversight functions (i.e., risk management, compliance and internal audit) where they do not exist, and have them report regularly to the Board;

**Status:**  **Algoma University & Nipissing University - Little or no progress.**

 **Ontario Tech University - Fully implemented.**

 **University of Windsor - In the process of being implemented by March 2025.**

- annually review and approve a written risk appetite framework, which includes identification and defining of material financial and non-financial risks, and independent assurance of internal controls to mitigate each of these risks.

**Status:**  **Algoma University & Nipissing University - Little or no progress.**

 **Ontario Tech University - Fully implemented.**

## **Details**

In our follow-up, we found:

**Algoma University:** The university hired a Manager of Enterprise Risk, Policies and Insurance in May 2023, and informed us that it also plans to hire a Chief Risk Officer. The university had not taken action to implement a compliance function and internal audit function.

Although at the time of our 2022 audit, Algoma University had developed a draft Risk Appetite Statement, it did not include a list of all material financial and non-financial risks to the university. Since our audit, the university has periodically prepared an Emerging Risks Update. However, the updates do not consistently report on all risks and do not include solid mitigation plans for each risk.

**Nipissing University:** The university informed us that it has not taken steps to implement risk management, compliance and internal audit functions.



Also, the university had not taken action to identify and mitigate material financial and non-financial risks.

**Ontario Tech University:** The university contracted with an external accounting firm to perform the internal audit functions for the university for the period April 1, 2024 to March 31, 2027. It also had both a risk management and a compliance function at the time of our audit.

In addition, the university had developed a risk register describing various risks to the university, as well as their causes, consequences, likelihood and mitigation strategies.

**University of Windsor:** The university was in the process of implementing a compliance function. The university's Human Resources group identified related legislative requirements impacting human resources functions and subsequently, in October 2023, reported on its compliance with those requirements. The university informed us that its legal services team was in the process of identifying and consolidating other legislative obligations centrally as well as identifying the current responsible entity and person for each requirement. It expects to complete the checklist and reporting schedule (for non-Human Resources legislative requirements) by the end of October 2024, and to develop a process for updating and monitoring changes to legislative and regulatory requirements by March 2025. The university had both a risk management and internal audit function at the time of our 2022 audit.

#### **Recommendation 14: Action Item 1**

To enable the Senate/Academic Council at the university to make well-informed decisions with regard to academic programming, and that consider the financial sustainability of the university, we recommend that the Senate/Academic Council be provided with regular costing information on the financial contribution of individual program offerings, by campus and the university as a whole.

**Status:**  **Algoma University – In the process of being implemented by September 2025.**

**Nipissing University, Ontario Tech University & University of Windsor – Little or no progress.**

#### **Details**

In our follow-up, we found:

**Algoma University:** At the time of our follow-up, the university was providing the Senate with profitability information (revenue and expenditures) by program and faculty, but not by campus. The university contracted with a third-party technology company to implement a new information system for the 2024/25 academic year which would allow for tuition reporting by both program

and by campus. The university informed us that it expects profitability reporting by program and campus to be in place by September 2025.

**Nipissing University:** The university informed us that it had not taken any action on this recommended action.

**Ontario Tech University:** The university had not taken any action to implement this recommended action. The university informed us that it did not believe such an analysis would be useful due to the small size of the institution and the interdisciplinary nature of its programs.

**University of Windsor:** The university informed us that it would try to address this recommended action following the development and testing of an academic program profitability scorecard, as noted in **Recommendation 8: Action Item 1**.

## 6. University Partnerships and Collaborations

Our 2022 audit identified examples of mutually beneficial partnerships the universities we audited had entered into with either their host city, local health units or other partners and organizations. However, we also noted examples of partnerships that were unfavourable to the reputation of a university and/or did not act in the best interest of the students. Our report also noted that the Canadian Security Intelligence Service (CSIS) warned that since the onset of the pandemic, Canadian universities are among those facing an elevated level of risk to their cybersecurity. CSIS noted that adversaries have increased interest in intellectual property and advanced research held on computer systems in small start-ups, corporate boardrooms or university labs across the country.

### **Recommendation 15: Action Items 1, 2, 3 and 4**

To only form academic partnerships that are both beneficial to the university's reputation and in the best interests of students and/or researchers, we recommend that the university:

- set goals for the type of relationships it plans and then enters into, such as revenue-generating academic relationships;

**Status:**  **Algoma University - In the process of being implemented by December 2024.**

 **University of Windsor - In the process of being implemented by December 2024.**

- have such arrangements approved by its Board and/or Senate;

**Status:**  **Algoma University – In the process of being implemented by December 2024.**

 **University of Windsor Will not be implemented. The Office of the Auditor General of Ontario continues to support the implementation of this recommendation.**

- ensure that arrangements will be and continue to be aligned with the academic and financial interests of students;

**Status:**  **Algoma University – Little or no progress.**

- consult national security agencies such as the Canadian Security Intelligence Service for information, advice or support before engaging in international collaborations and partnerships.

**Status:**  **University of Windsor – Fully implemented.**

## Details

In our follow-up, we found:

**Algoma University:** The university created a guideline to outline the possible goals of academic agreements related to collaborations or partnerships with third parties. The university also developed a partnership qualification checklist to, among other things, consider how well the partnership aligns with the university's strategic goals and priorities; identify potential risks associated with the partnership, including financial, reputational and operational risks; and consider what metrics or benchmarks will be used to evaluate the success of the partnership. In addition, the university's draft Signature Authority Policy requires that all contracts for partnerships have a risk assessment done and be signed/approved by the Vice President, the university President and/or the Board of Governors, depending on the value of the contract and its duration. Academic agreements for research partnerships would also require approval by the Senate. The guideline and checklist are expected to come into effect in December 2024.

**University of Windsor:** The university had prepared an initial summary of the types of academic partnerships it has in place, and provided details as to how the risks associated with each type of partnership would be managed and mitigated. Windsor expected to finalize the document by the end of 2024.

Also, we were informed that the university will not require partnership agreements be approved by the Board and/or Senate due to the volume. Although various members of the senior leadership team are involved in reviewing the various types of agreements, final approval will remain with the

Vice President of Research and Innovation for research agreements, the Director of Legal Services for international student recruitment agreements, and the university President for all other types of academic partnerships.

The university told us that it shared with CSIS, the document described above which summarizes the types of academic partnerships in place, as well as the associated risks and methods used to manage and mitigate the risks. The university told us that CSIS reviewed the document and provided verbal input at a high level on the assurance processes the university has put into place for its academic and research partnerships. The university had not documented what was discussed and the advice provided by the federal agency.

## 7. Ministry of Colleges and Universities

Our 2022 audit found that the Ministry of Colleges and Universities has been operating without a clear strategy or long-term vision for the post-secondary education sector that distinguishes programming between colleges and universities. Some colleges offer degree programs and some universities offer certificate programs to generate more revenue, and over time the originally intended purposes of Ontario's post-secondary institutions have blurred and overlapped. This has created confusion in differentiating between these two types of institutions, and could impact their ability to sustain themselves in the long term.

We also found that universities convert grades obtained in other jurisdictions to their equivalent in the Ontario system using conversion charts developed separately in-house by each university. As a result, we found significant differences in the conversion standards between the universities audited.

In addition, we reported that SMAs, which the Ministry uses to fund universities, do not include elements that can be used to provide the Ministry with comfort that value for money is being achieved. For instance, SMAs do not include: a clause that allows the Ministry or authorized auditors to enter the institution to review the progress on projects using funding and the allocation and expenditure of funds, by inspecting records and documentations or conducting an audit or investigation in respect of expenditures of the funds; a clause that allows the Ministry to request additional information outside of reporting the SMA metrics; or a mechanism that allows the Ministry to take control of any operation if the institution fails to comply with the SMA requirements.

### **Recommendation 16: Action Items 1, 2, 3 and 4**

To support the financial and operational sustainability of post-secondary educational institutions in Ontario and to provide clarity for Ontarians about university and college

programming within the context of a long-term vision for the post-secondary sector, we recommend that the Ministry of Colleges and Universities:

- develop a strategic plan and actions to be taken to achieve it;

**Status:**  **Little or no progress.**

- establish an implementation timeline for the actions;

**Status:**  **Little or no progress.**

- monitor the implementation of the actions and the achievement of the strategic plan over a defined period of time; and

**Status:**  **Little or no progress.**

- modify or update the strategic plan and actions as needed.

**Status:**  **Little or no progress.**

## Details

We found that in March 2023, the Ministry of Colleges and Universities (Ministry) announced the creation of a blue-ribbon panel of experts to review and provide advice and recommendations in key areas to ensure Ontario's post-secondary sector is financially sustainable over the long run. The blue-ribbon panel released its report in November 2023, and recommended encouraging differentiation within the post-secondary sector and maintaining the difference between colleges and universities wherever and whenever mandates are distinctive. The recommendations of the panel did not provide further clarity with regard to university and college programming.

Other key recommendations of the panel were to:

- to increase government funding per student and increasing tuition rates;
- phase in, at a slower pace, previously announced changes in government funding of postsecondary institutions from enrolment-based to performance-based;
- increase the Northern Ontario Grant for universities;
- review the Ontario Student Assistance Program to increase grants for low-income students;
- ensure each institution's Board members follow best practices in governance, including requiring financial literacy training for newly appointed board members; and

- instruct the board of each Ontario university to review its own financial sustainability score relative to every other Ontario university.

At the time of our follow-up, the government was continuing to evaluate the blue-ribbon panel's advice.

### **Recommendation 17: Action Item 1**

To promote financial sustainability while reducing financial dependence on international student tuition, we recommend that the Ministry of Colleges and Universities:

- complete an assessment of the cost of instruction and operation of universities;

**Status:**  **Little or no progress.**

### **Details**

We found that the Ministry has no plans to complete an assessment of the cost of instruction and operation of universities. Instead, in February 2024 it announced \$1.3 billion in new funding to the post-secondary sector over three years (2024/25–2027/28); of which \$704 million is for the university sector. Funding to universities is to be provided through various initiatives, the most significant being:

- an increase to each institution's operating funding (excluding special purpose funding) of 3% in 2024/25 and an additional 2% in each of 2025/26 and 2026/27 (\$520 million in total);
- \$159 million in top-up funding to medium- and high-risk universities of 10% and 15% respectively in 2024/25, and an unconfirmed top up in each of 2025/26 and 2026/27; and
- \$84.5 million in capital repairs through a 5% increase in Facilities Renewal Program Funding, and extending the time-limited funding through the Training Equipment and Renewal Fund.

The Ministry is also providing universities with \$5 million in total through the Efficiency and Accountability Fund for 2024/25 to support third-party reviews to identify actions institutions can take to drive long-term cost savings and positive outcomes for students. The total amount of funding available to universities for the following two fiscal years had not been determined at the time of our follow-up. The Ministry told us that it expects these reviews to target both structural issues (such as, reviewing effective financial governance and academic program offerings) and operational policies (such as, IT systems, space utilization and procurement) to improve sustainability and student experiences.

### **Recommendation 17: Action Item 2**

- determine whether universities will be financially sustainable at current funding levels and under the domestic tuition fee reduction and current freeze;

**Status:**  **Fully implemented.**

### **Details**

The Ministry informed us that it would continue to monitor the financial health of the sector through a new University Financial Accountability Framework developed jointly with the Council of Ontario Universities and implemented in April 2023. The framework requires that universities be assessed on their liquidity, sustainability, performance and credit ratings. During our follow-up, the Ministry informed us that it had received and reviewed the financial health information for all Ontario universities for 2022/23, and had identified two universities at high risk. This information is based on universities' financial statements and credit rating, but does not include forward-looking information on the universities' health (e.g., budget information, projected enrolment). These universities will be required to develop an action plan to return to financial sustainability, as discussed further in **Recommendation 21: Action Item 2**.

According to a document the Ministry prepared in February 2024, it presented decision-makers with the cumulative annual loss of revenue for institutions since the freeze and noted that institutions' financial health is expected to decline further if international student enrolment declines. The information presented to decision-makers did not include a forward-looking assessment of the impact of the tuition freeze on institutions or assess the variation of impacts across universities to highlight those most vulnerable to the freeze in the sector. Since then, the federal government announced the cap on study permits for undergraduate international students, which is likely to decrease international enrolment in Ontario universities.

We encourage the Ministry to provide decision-makers with a forward-looking assessment of the impact of the tuition freeze on institutions and assess the variation of the impacts across universities to highlight those most vulnerable to freezes in the sector.

### **Recommendation 17: Action Item 3**

- assist universities in developing risk mitigation plans, where necessary.

**Status:**  **Fully implemented.**

## Details

According to the University Financial Accountability Framework, a university that receives a high action plan rating in any of the four areas previously listed, is responsible for procuring an independent advisor to help it develop a recovery plan. In such cases, the framework states that the university may seek Ministry support for the cost of the third-party review. This funding would come from the Efficiency and Accountability Fund mentioned in **Recommendation 17: Action Item 1**.

### **Recommendation 18: Action Item 1**

To reduce the risk to universities of overreliance on international students from a single or few geographic regions, and to determine whether there is a need for guidance on the recruitment and education of international students, we recommend that the Ministry of Colleges and Universities revise its International Postsecondary Education Strategy to:

- include measurable targets and goals for levels of international student enrolment;

**Status:**  **Fully implemented.**

## Details

In January 2024, the federal government imposed a two-year cap on study permits for undergraduate international students in universities, colleges and private institutions. The new federal cap is expected to result in approximately 360,000 study permit approvals for Canada as a whole, a decrease of 35% from 2023 levels. Ontario's allocation was 235,000 study permit applications for 2024; this is down from approximately 352,000 study permit applications from Ontario submitted to the federal government in 2022. In allocating study permit applications to institutions, the Ministry prioritized programs in high-demand areas, including skilled trades, health human resources, and STEM (science, technology, engineering, mathematics); ensured total applications per institution did not exceed its 2023 levels; and limited the ratio of estimated international permits to no more than 55% (exclusive of high-demand areas) of an institution's 2023 first-year total enrolment.

### **Recommendation 18: Action Item 2**

- assess the status of tuition fees for international students to determine whether any policies are needed;

**Status:**  **Little or no progress.**




## Details

We found that the Ministry would not be considering policies related to international tuition at this time because universities are autonomous institutions with the responsibility to set international tuition levels based on their ability to attract international students, the cost to deliver programming, and other considerations. The Ministry informed us that it would continue to monitor international student enrolments and tuition and assess if any policies are required.

### **Recommendation 18: Action Item 3**

- assess the methods and use of international student recruitments to determine whether any policies are needed such as developing a standard grade-conversion chart for the admission of international students;

**Status:**  **Will not be implemented. The Office of the Auditor General of Ontario continues to support this recommendation, to prevent differences in conversion standards between Ontario universities when converting grades obtained by international students in other jurisdictions who are applying to study in Ontario.**

## Details

At the time of our follow-up, the Ministry told us that universities are autonomous with respect to academic decisions, such as admissions, as outlined in their individual founding Acts of the Legislature, and therefore it does not plan to intervene in academic matters, which are overseen by university Senates.

### **Recommendation 18: Action Item 4**

- provide guidance on global markets to target or on how to mitigate the risks of becoming over-reliant on one country or reliant on international students in general.

**Status:**  **Little or no progress.**

## Details

We found that the Ministry had taken little action on implementing this recommended action. The Ministry informed us that it continues to assess the impact of the federal government's cap on the number of international student study permit applications over the next two years. As part of its permit allocation, the Ministry limited the ratio of international permits to no more than 55% (exclusive of high-demand areas) of an institution's 2023 first-year enrolment.

### **Recommendation 19: Action Items 1 and 2**

To foster and support continuous improvement of university performance under future Strategic Mandate Agreements, we recommend that the Ministry of Colleges and Universities:

- reassess future performance metrics and modify them so that the metrics are within the control of universities and do not further increase dependency on international enrolments without a longer-term strategy to address the risks of this approach for financial sustainability;

**Status:**  **Little or no progress.**

- work with universities to reassess their performance target-setting formulas in future Strategic Management Agreements so that targets are not set lower than the prior year's target and/or actual performance achieved;

**Status:**  **Little or no progress.**

### **Details**

The Ministry informed us that it has launched consultations on the next round of Strategic Management Agreements (SMAs) and would consider these recommendations as part of the design of the metrics and model.

### **Recommendation 19: Action Item 3**

- use data-driven measures, such as tracking student graduation by student number to assess students' educational pathway to graduation and the labour-market contribution and return they realize following graduation.


**Status:**  **Little or no progress.**

### **Details**

We found that the Ministry has made little progress in implementing this recommended action. The Ministry informed us that it was working on a tool that tracks student graduation by using the student's individual Ontario Education Number. The Ministry informed us that the new tool would be ready for implementation for the 2025/26 fiscal year.

### **Recommendation 20: Action Item 1**

To provide for a mechanism of greater oversight and accountability of universities, we recommend the Ministry of Colleges and Universities use Transfer Payment Agreements as the funding agreement for universities in place of Strategic Mandate Agreements.

**Status:**  **Will not be implemented. The Office of the Auditor General of Ontario continues to support this recommendation. As noted in our 2022 audit report, SMAs do not include elements that can be used to provide the Ministry with comfort that value for money is being achieved.**

#### **Details**

The Ministry informed us that it will continue to fund universities through SMAs. The Ministry noted that Transfer Payment Agreements would impose an additional administrative burden for institutions.

### **Recommendation 21: Action Item 1**

To provide the Ministry of Colleges and Universities (Ministry) with the tools and authority it needs to ensure the financial viability of universities approved under legislation to deliver post-secondary education in Ontario, we recommend that the Ministry:

- develop criteria to assign a risk rating to each university annually;

**Status:**  **Fully implemented.**

#### **Details**

We found that the Ministry released the University Accountability Framework in September 2023 that included eight financial metrics against which to assess a university's financial viability. These included primary reserve days, working capital ratio, viability ratio, debt ratio, debt-to-revenue ratio, interest burden ratio, surplus ratio and net operating ratio. The framework also included the requirement for a third-party credit rating from select prominent credit rating agencies.

### **Recommendation 21: Action Item 2**

- proactively monitor identified high-risk universities.

**Status:**  **Fully implemented.**

### **Details**






In May 2024, the Ministry had completed a financial health risk assessment on Ontario universities for the 2022/23 fiscal year, using the metrics described in **Recommendation 21: Action Item 1**. Two universities were rated high risk and, as a result, are required to develop a recovery plan within three months (end of August 2024) to take corrective action.

The recovery plan is expected to include: multi-year budgets and cash flow projections, an in-depth explanation and analysis of the causes of the financial metric results, and the steps to be taken by the university to improve results to restore the elevated financial health metrics to an acceptable level.

The universities rated as high risk are also required to provide status reports to the Ministry every six months over a three-year period, or until all financial health categories are not in the high action bands.

## // Appendix

### Recommendation Status Overview

	# of Action Items	Fully Implemented 	In the Process of Being Implemented 	Little or No Progress 	Will Not Be Implemented 	No Longer Applicable 
Recommendation 1	4	4				
Recommendation 2	2	1		1		
Recommendation 3	2	1.34		0.33	0.33	
Recommendation 4	6	3.75	1	1.25		
Recommendation 5	3	1.33		1.67		
Recommendation 6	2		0.5	1.5		
Recommendation 7	1		0.25	0.5	0.25	
Recommendation 8	3	0.25	0.75	2		
Recommendation 9	3	2.75		0.25		
Recommendation 10	3	0.33		2.42	0.25	
Recommendation 11	1		0.25	0.75		
Recommendation 12	3	2.25	0.5	0.25		
Recommendation 13	2	0.58	0.25	1.17		
Recommendation 14	1		0.25	0.75		
Recommendation 15	4	1	1.5	1	0.5	
Recommendation 16	4			4		
Recommendation 17	3	2		1		
Recommendation 18	4	1		2	1	
Recommendation 19	3			3		
Recommendation 20	1				1	
Recommendation 21	2	2				
<b>Total</b>	<b>57</b>	<b>23.58</b>	<b>5.25</b>	<b>24.84</b>	<b>3.33</b>	<b>0</b>
%	100	41	9	44	6	0

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# Board-Senate Liaison Committee Report

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## Prepared by:

Nikki Shaw, Speaker of Senate and Committee Co-Chair  
Kelli-Ann Lemieux, Board Chair and Committee Co-Chair  
Paul Quesnele, Board Secretary and Senate Secretary

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## COMMITTEE REPORT

The Board-Senate Liaison Committee (BSL) was re-established in Fall 2024 and had its first meeting on November 13, 2024. The membership includes:

### Board Members:

- Kelli-Ann Lemieux (Chair/External Board Member)
- Robert Battisti (Vice-Chair/External Board Member)
- Arjun Batra (External Board Member)

### Senate Members:

- Dr. Nikki Shaw (Speaker of Senate / Senator from Faculty of Science)
- Dr. Alice Ridout (Senator from Faculty of Humanities and Social Sciences / Senate Governance Committee Chair / Department Chair, English and History)
- Dr. Paulette Steeves (Senator from Faculty of Cross Cultural Studies / Chair of I-EDI Committee / Faculty Chair)

The University Secretary, acting as both the Board Secretary and Senate Secretary, will provide governance support to this committee.

## Terms of Reference

The BSL Committee reviewed the existing versions of the Terms of Reference, noting the slight differences between the Board and Senate versions. They arrived at a common version to be brought forward to the Board and Senate bodies for approval.

## Meeting Frequency

The Committee aligned on meeting four times during this current cycle: one meeting in the fall, two meetings in the winter and one meeting in the spring (before the end of the Board and Senate cycles).

## Board-Senate Joint Retreat

The BSL Committee agreed to proceed with planning a joint Board-Senate Retreat session on Saturday, February 8, 2025 in the morning. The Committee discussed the preference for the Board members, and members of the Senate Executive Committee and Senate Committee Chairs to attend. The BSL Committee also discussed the option to have alternates from the Senate committees attend if a Committee Chair is unable. The Committee also discussed possible themes for the retreat and agreed to provide suggestions for facilitators prior the end of November for review.

From: Quality Assurance Committee

Re: Chairs Report (Dr. Paul Dupuis) to November SenEx and Senate

Date: November 13, 2024

The Quality Assurance Committee has twice per month from September through November and addressed, or continues to address, the following.

Review of program proposals:

- MSc Computer Science (from SCST)
- MSc Business Analytics (from SCST and FBE)
- M of Business and Global Economy (from FBE)

Review of Cyclical Program Reviews:

- SOCI
- ENGL
- MUSC
- CESD/CDEV

Program revisions from various programs.

Respectfully submitted by Dr. Paul Dupuis

November 20, 2024

Report to the December Senate meeting from the Governance Committee

The Senate Governance Committee has met for 90 minutes on one occasion in November:  
10:30 am – 12:00 pm on November 15, 2024

Following the defeat of the motion to approve the Interim Decanal Search Process at the Senate meeting on November 1, 2024, the Governance Committee has started working with the Secretariat on the new permanent Decanal Search Process. We thank Senators who provided us with input. One thing that the Committee heard loud and clear is that we need to define the terms “interim” and “acting” clearly as they pertain to deans.

As I am unable to download or copy the documentation related to the Governance Committee, despite my repeated requests to be granted that access as the Committee’s Chair, I can’t copy and paste the full timeline the Secretariat proposed to the Committee for the development of the Decanal Search Process into this report to share it with Senators so that they know when they can expect to be further consulted and can provide input about whether that timeline is reasonable. I will, instead, indicate only that the period of planned consultation with Faculty, People and Culture, the VPAR, and the I-EDI review to be completed is between December 15, 2024 and January 10, 2025, with the final version of the policy coming to the Senate on March 7, 2025 for approval.

The Governance Committee was concerned that the draft provided by the Secretariat for our meeting on November 15 referenced the Policy Office. In particular, the draft of the new Decanal Search Process kindly provided by the Secretariat included the statements under Article 8 of the [Establishment of University Policies and Procedures Policy](#):

## 8. INTERPRETATION, COMPLIANCE & REVIEW

### Standard Statements

- 8.1. This policy was developed and adheres to Algoma University’s Policy on Policy Development and its appendixes.
- 8.2. The policy owner and the Policy Office at the University have the authority to address questions related to the interpretation and application of this policy and to monitor adherence to the policy.
- 8.3. Compliance with this policy is expected by all and at all times. Non-compliance with this policy may result in disciplinary action, up to and including termination or other determined consequences. Any instance of non-compliance with this policy should be reported immediately to the Policy Owner and Policy Office who will follow established procedures to assess and determine actions required.
- 8.4. Amendments to the policy may occur in response to changing circumstances or legislation, with regular reviews conducted according to the determined frequency at a minimum.
- 8.5. Algoma University recognizes the value of using existing best practice, guidelines, and frameworks established by other Universities and acknowledges their role in informing



our own policies.

The Committee discussed their concerns with the application of this Policy – which was developed unilaterally by the Administration – to Senate – which is a shared governance body designed to consist of 2/3<sup>rd</sup>s majority faculty Senators. Committee members flagged the word “authority” in relation to the Policy Office in article 8.2 as being of particular concern because we understand the Senate to be a self-governing body with “authority” over its own policies. Further, there seems to be an unclear implication in both 8.2 and 8.3 that this Policy may give the Policy Office investigative and disciplinary roles. The language is not sufficiently clear. The use of the passive voice in 8.4 – “Amendments to the policy may occur” – fails to make it clear that only Senate can make amendments to their policies, not any other body “in response to changing circumstances or legislation.” Senate would still need to approve those changes – even if required to make them by legislation.

As Governance Committee Chair, I requested of the Speaker of Senate via email on November 15 that the Secretariat’s suggestion that the Policy on Policy Development be applied to Senate policies and this proposed new role for the Policy Office in relation to Senate’s development of new academic processes be presented, discussed, and adopted (or otherwise) by the Senate as a whole, before the Governance Committee proceeds further with developing the Decanal Search Process under this newly proposed process. It was unclear to the Committee at our meeting on November 15 whether this new process and policy has the support of the Senate and whether, should we proceed with developing policies that reference it, those would receive approval from the Senate. We are looking for clear direction from the Senate before we proceed further.

Respectfully submitted by Alice Ridout, Chair, Governance Committee of Senate

## Faculty of Business and Economics | December 2024

Report submitted by: Dr. William Wei - Dean, Faculty of Business and Economics

Date: 06-Dec-2024

### Major Accomplishments of Faculty Members in Research, Teaching, and Service

#### Fall Convocation

The Brampton Fall Convocation was held on Oct 22 2024 at the Universal Event Space in Vaughan, Ontario. A special thanks to the university leadership team and 7 business faculty members who joined the convocation. **[Read more: [Appendix](#)]**

#### Accounting Students Play Monopoly

First year accounting students in **Dr. Jo-Anne Ryan's** class formed teams and went head to head with another team in a game of monopoly. **[Read more: [Appendix](#)]**

#### Writing Retreat and Highschool Visit

In partnership with the Centre for Teaching and Learning, **Drs. Rebek, Goodchild and Webber** organized a pilot writing retreat for faculty and students. **[Read more: [Appendix](#)]**. Organized by **Dr. Jody Rebek, Victoria Mackay-Coutu and Taylor Barker** and supported by other BRIDGE lab members, students from a secondary school attended a SHSM - Specialist High Skills Major in Business Ethics, earning a certificate for participating. **[Read more: [Appendix](#)]**

#### NACRA Conference and BSAC Business Dean's Conference

**Dean Dr. William Wei** joined and chaired a session at the 66th annual NACRA (Northern American Case Research Association) conference and the annual business Dean's conference of BSAC (Business School Association of Canada) in October 2024. **[Read more: [Appendix](#)]**

#### MGBE (Master of Global Business and Economy) Site Visits

The Faculty have organized a virtual site visit with the academic leadership team and the Faculty's program development team for the external review of the Master of Global Business and Economy program. **[Read more: [Appendix](#)]**

#### Reconciliation in Business Conference and the Indigenous Business Case Competition

4 BBA students joined the Conference and the Competition organized by Toronto Metropolitan University on Nov 3rd, and they also met our Algoma alumnus: Quazance Boissoneau. **[Read more: [Appendix](#)]**

### Community Engagement Events

**Dean Dr. William Wei** was invited by RPA Canada to its 46th Annual General Meeting (AGM) on Saturday, October 26, at C Banquet, Mississauga Civic Centre. **[Read more: [Appendix](#)]**

#### DEI Presentation: "Is it a Joke?"

The FBE invited Prof. Vicky Nie, City University of Seattle, to give an in-person DEI presentation on Oct 28th at our monthly research seminar. **[Read more: [Appendix](#)]**

### List of Research Publications, Conference Presentations, Performances, and Events

Professor Mohammad Salahuddin has recently published a research paper **[Read more: [Appendix](#)]**. Please refer to **[Read more: [Appendix](#)]** for a list of research publications, conference papers, presentations, and scholarly activities.

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## Faculty of Computer Science and Technology | December 2024

Report submitted by: Dr. Simon Xu - Acting Dean, Faculty of Computer Science and Technology

Date: 2024-11-21

### Major Accomplishments of Faculty Members in Research, Teaching, and Service

- **Dr. Faria Khandaker** won the Best Paper Award at the 2024 IEEE/IFIP Conference on Cloud and Internet of Things (CloT'24) in October 2024, held in Montreal, Canada.
- **Dr. Simon Xu**, the Acting Dean of Computer Science, attended the Canada Computer Science Chairs/Directors/Deans annual meeting in York University, on November 11th/12th. Topics for this year's meeting include: Impact/use of Open-AI in CS Education; CS & Online Education; Project-Base CS Education; Work-Integrated CS Education; Computer Programming Beyond Coding (e.g., leveraging ChatGPT); Highlights of New CS Curriculum Recommendations from the ACM/IEEE/AAAI; Recommended Minimum CS Service Courses for Non-CS Programs; Navigating Challenges: National Security Aspects and Research; Update from Profound Impact; Update from NSERC.
- [AU in the news!](#) Four teams of students from the Faculty of Computer Science and Technology at Algoma University put their problem solving skills to the test during a programming competition held at the University on Saturday, Nov. 9th - **Professors Anthony Pagnotta, Kyle Gauthier, George Vanoyen and Johnny Console** dedicated their time to coach the students and prepare them for this competition.
- Newly formed Faculty of Computer Science & Technology Celebration Event! Read more about this event [here](#).



### List of Research Publications, Conference Presentations, Performances, and Events

Please see [Appendix A](#) for a list of research publications, conference presentations, and events.

#### ALCOMS Events

Please see [Appendix B](#) for a report on ALCOMS TechConnect event.

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## Faculty of Science | December 2024

Report submitted by: Dr. Laurie Bloomfield - Acting Dean, Faculty of Science

Date: 2024-12-06

### Major Accomplishments of Faculty Members in Research, Teaching, and Service

#### Department of Biology faculty, along with NORDIK, awarded over 200K for freshwater ecosystems research

Major funding for projects focussed on the protection of local freshwater ecosystems was recently announced in SooToday. The majority of this funding is earmarked for First Nations-led environmental stewardship projects. The Department of Biology members involved in two projects awarded funds are:

<p><b>PROFESSOR NAMES:</b> Dr. Pedro Antunes <b>Funding:</b> \$90,000 <b>Project Focus:</b> With the Great Lakes Freshwater Ecosystem Initiative, remedial action support for the St. Mary's River through local and community engagement, targeting environmental impacts currently threatening fish and wildlife.</p>	<p><b>PROFESSOR NAMES:</b> In collaboration with NORDIK, Elaine Ho-Tassone and Dr. Michael Twiss <b>Funding:</b> \$120,000 <b>Project Focus:</b> A citizen science project aimed at testing water quality in Lake Superior and Lake Huron with an aim to ensure water quality and safety.</p>
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The SooToday story is linked [here](#).

#### Indigenous Water Stewardship

**Dr. Michael Twiss** was an invited speaker in the [Environmental Water Internship program](#) of [Water First](#), an Indigenous water stewardship training program. Water First is dedicated to working in partnership with Indigenous communities to address local water challenges through education, training and meaningful collaboration. **Dr. Twiss** spoke at the 3 day workshop in Sault Ste Marie on his experience with water quality monitoring with the Mohawk Council of Akwesasne and demonstrated instruments and data management techniques with interns from across the North Shore Tribal Council.

**Dr. Michael Twiss** was a guest lecturer in *Emerging Issues in Water Resources* (graduate course at Grand Valley State University, Michigan) where he spoke on collaborating with Indigenous scientists.

#### Community Engagement Events

##### Brain Wave: Halloween Psychology Social in Brampton

In collaboration with **Dr. Chantal Lemieux**, Student Life's Shanice Diab-Cox and Brain Wave (Brampton's first Psychology student club) President, Navdeep Kaur, the Department of Psychology organized a Halloween Psychology Social event at the Brampton campus. At the event, **Dr. Lemieux** presented a Careers in Psychology talk which was followed by a free pizza dinner, generously donated from Student Life, and games and treats from Brain Wave. Students were able to informally interact and get to know their professors and fellow students. Thank you to all who helped to make this a successful event!

#### List of Research Publications, Conference Presentations, Performances, and Events

Please see appendix A linked [here](#). \*\*\*\*\*

## Appendix A: List of Research Publications, Conference Presentations, Performances, and Events

The following are some of the activities by Science Faculty members in October and November 2024.

### Department of Biology

Jessica L. Sinka, Indira Queralta-Castillo, Lorena S. Yeung, **Isabel Molina**, Sangeeta Dhaubhadel and Mark A. Bernards (2024) Altered metabolism in knockdown lines of two HXXXD/BAHD acyltransferases during wound healing in potato tubers. *Plants*, 13(21), 2995; <https://doi.org/10.3390/plants13212995>

A New Focus on an Old Issue - The International Consortium of Oil Research builds scientific capacity in the Great Lakes to understand oil spills. By **Michael Twiss** and Ashley Moerke, [Lakes Letter, Fall 2024, No. 23, pp. 14-15.](#)

**Conference presentation:** "[Talking with Polarized Communities: Assessing Attitudes Towards the Rights of Nature \(AARoN\)](#)." 31st Annual River Symposium, Cornwall, Ontario. **Michael Twiss**, Abraham Francis, Blake Lavia, Tzintzun Aguilar, Seema Rivera (presented by graduate student A. Francis); 24-October-2024.

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## NORDIK Institute | December 2024

Report submitted by: Amy Boyer, Communications Manager

Date: 06-Dec-2024

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## Major Accomplishments of Faculty Members in Research, Teaching, and Service

### Entrepreneurship Program

The Entrepreneurship program with Keepers of the Circle completed its fifth cohort, running the Intro to Entrepreneurship and Intermediate Entrepreneurship programs. The next cohort will begin on January 27th and January 28th, 2025.

### Professional Development in Community Engagement

**Dr. Gayle Broad, Dr. Jude Ortiz, Elizabeth McMillan, and Dr. Tamanna Rimi**, together with **Corina Artuso** from Algoma Public Health (APH), delivered a two-day professional development training on community engagement for APH's community wellness staff on October 28 and 29. The training materials developed for this training session will provide a foundation for updating both a Community Engagement Toolkit and a Strategic Planning Toolkit developed in 2004-06 by NORDIK, and may lead to further professional development sessions.

### The Living Wage for North

NORDIK, in partnership with the Ontario Living Wage Network and other collaborators, calculated and announced the 2024 living wage for North during Living Wage Week, November 18–22. The 2024 living wage for Northern Ontario is \$20.30, a 2.5% increase from the 2023 rate of \$19.80. The living wage calculation for Sault Ste. Marie, led by **Dr. Tamanna Rimi**, is one of the action items identified by the Poverty Reduction Roundtable initiative in Sault Ste. Marie. Establishing a living wage promotes enhanced community resilience, sustainability, and a higher quality of life with greater equity in Northern Ontario.

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# SENATE REPORT

## Vice-President Academic and Research | December 2024

Senate Meeting Date: 06-Dec-2024

PURPOSE:

Expedited

Prepared By: Donna M. Rogers, PhD - VPAR (Interim)

Approval

Discussion

Information

## Research and Graduate Studies

### AVP-Academic and Continuing Education

*Teaching and Learning, Quality Assurance, and PACE*

#### PACE - Professional and Continuing Education

##### Continuing Education Certificate in Project Management

The official launch of the Algoma University Project Management Lakeshore Student Chapter took place on November 01. The goal of the chapter is to foster networking opportunities and provide access to industry knowledge for students in the graduate certificate program in Project Management. By engaging with the chapter, students will be better equipped to enter the job market and continue contributing to the community as they advance in their careers.

##### Continuing Education Micro-Credential in Project Management Certificate Exam Preparation

The micro-credential has been officially established and went live on November 04, marking the launch of our marketing campaign and the opening of registration. This program is tailored for domestic working professionals who are eligible to sit for the Project Management Professional (PMP) or Certified Associate in Project Management (CAPM) certification exams. It provides participants with a structured opportunity to prepare and strengthen their readiness for these industry-recognized exams.

##### Continuing Education Certificate in Information Technology Virtual Reality (ITVR)

On October 24, Algoma University hosted the closing ceremony for the ITVR Career Bootcamp at the Student Lounge, located at 24 Queen St. E. The event brought together faculty, staff, and students to celebrate the dedication, hard work, and achievements of those who participated in the bootcamp.

In recognition of their efforts, 25 certificates were awarded to students, with 5 individuals receiving special gifts for their outstanding commitment. The evening was filled with a warm, supportive atmosphere, underscoring Algoma's commitment to providing career-focused opportunities and fostering a sense of community among participants.

The event marked a successful conclusion to the ITVR Career Bootcamp, reflecting positively on the university's collaborative efforts to support student growth and professional development.

### **LEAP - Essential Project Management Essentials - Micro-Credential**

The Essential Project Management Micro-Credential for the LEAP program is currently in progress, with 16 LEAP students from the PDSB actively engaged. Now halfway through the program, the microcredential has been refined to encourage the LEAP students to think critically and apply the concepts learned in each lecture.

Each Friday, a guest speaker joins the class to share insights from their professional journey, offering valuable perspectives on both current and past roles, as well as navigating the complexities of Project Management.

The 2024 Fall micro-credential will conclude on Friday, December 20th. The next offering will begin in February 2025 for the 2025 Winter term.

### **National Centre of Excellence for Immersive Technology (NCoE)**

- **Game Incubator Program:** 28 hours of technical training and 8 hours of business programming completed so far. The students are working on their prototypes while juggling their classes.
- **Research Projects:** Currently, there are 2 ongoing projects on XR led by the Faculty of Computer Science and Technology and another potential project on building information Modelling (BIM) and AI.
- **Funding Application:** Final stages of submitting a \$500K project to build XR Prototype for employee training under Digital, an ISED funding program.

### **Quality Assurance**

#### **2023-24 Cyclical Program Reviews (3.0-3.7.2, IQAP)**

English: QualCom approved the English program self-study on October 28, 2024, conditional upon the Department addressing minor concerns with the report and making the appropriate edits. The Committee Chair and the QAO met with the Chair of the Department of English and History on November 8th to discuss all concerns and requested updates and it was agreed that these changes would be implemented before the end of the year. The QAO has started the process of contacting potential external reviewers and is planning for a mid-January site visit.

CESD: QualCom approved the CESD program self-study on October 28, 2024, conditional upon the Department of CESD making minor edits to section 3 of the report. The Committee Chair and the QAO met with the Chair of the Department of Community Economics and Social Development on November 13, 2024, and discussed the requested updates and it was agreed that that these changes would be implemented before the end of November. The QAO has started the process of contacting potential external reviewers and is planning for a mid-January site visit.

Sociology: The Sociology Department was granted an extension for their self-study. The Department Chair met with the QAO and discussed a plan for completing the self-study in a timely manner. The QAO hopes to schedule the external review site visit in January.



Music: The Music program was granted an extension until November 15, 2024, to collect additional student and alumni feedback. The Self Study will be reviewed at the next meeting of QualComm. The QAO hopes to schedule the external review site visit in mid-January.

**2024-25 Cyclical Program Reviews (3.0-3.7.2, IQAP)**

The Law and Justice, Political Science, and Environmental Science self-studies are on track for an August 1, 2025 submission.

**New Programs (1.0-2.6. IQAP)**

MSc Computer Science: External review was held on November 15, 2024, and the external review report is expected before December 27, 2024.

MBGE: External Review was held on November 7, 2024 and the external review report is expected before December 19, 2024.

MSc Business Analytics: The New Program Proposal was reviewed by QualCom and all new courses were reviewed by CURCOM. Both committees had minor concerns with the material and approved most items conditional upon responses and edits to these items.

BSc Economics and Data Science: This program is currently in the conceptual phase and is awaiting external review from HESA.

**Centre for Teaching and Learning (CTL)**

**Learning Management System (LMS) Ticketing Update**

During the month of October 2024, the CTL addressed a total of **194** tickets related to a range of service requests for the eLearning team. The following table provides the details of the tickets received during the different weeks of October 2024.

Date	# Tickets	Student Tickets	Instructor Tickets	RO Tickets & other	Tickets to ES
October 1 - 3, 2024	40	20	19	1	5
October 4 -10, 2024	47	27	18	2	4
October 11 - 17 2024	17	7	7	3	4
October 18 - 24, 2024	51	26	23	2	4

October 25 - 31, 2024	39	11	26	2	7
<b>Total</b>	194	91	93	10	24

### 2024 vs 2023 Ticket Comparison

The table below provides a snapshot of the difference in eLearning tickets between October 2024 and October 2023.

	Total No. of Tickets	Instructor	Students	RO	Other
<b>October 2024</b>	196	92	91	4	7
<b>October 2023</b>	188	126	61	1	0
<b>Difference</b>	<b>6</b> <b>(+3%)</b>	<b>-34</b> <b>(36%)</b>	<b>30</b> <b>(+33%)</b>	<b>3</b> <b>(+75%)</b>	<b>7</b> <b>(+700%)</b>

### Writing Retreat

In early November, the CTL supported a two-day writing retreat, *The Creative Scholar's Lab*, at the beautiful Stokely Creek Lodge. Faculty, administrative academics, and students were invited to leave daily distractions behind and immerse themselves in focused, uninterrupted writing time. The retreat centered around individual goals, mentorship, and building a community of practice. We enjoyed a meaningful experience together, enhanced by wonderful food and accommodations from Stokely. We're already looking forward to the next retreat! Special thanks to 'the two Jodi/ys' (Jodi Webber and Jody Rebek), and Melanie Goodchild for their leadership and insights, as well as to our dedicated CTL staff.

### Academic Integrity Office

Throughout October 2024, the Academic Integrity Office (AIO) advanced its mission through focused activities, including policy reviews, student and faculty engagement initiatives, organizational expansion, and strategic collaborations with external academic integrity organizations. This report to the Senate presents a comprehensive overview of these activities, capturing the AIO's efforts to strengthen the culture of academic integrity at Algoma University.

## 1. Policy and Program Development

- Policy Discussions with Faculty of Business and Economics (FBE):** In a meeting with the FBE’s Dean and Department Chairs, the AIO discussed key academic integrity challenges within the faculty, such as increasing integrity violations, AI misuse by students, and issues surrounding faculty participation in integrity enforcement. FBE leadership recommended the implementation of mandatory academic integrity training modules and increased support for part-time instructors. Concerns about the accuracy and implications of AI detection tools were also raised, underscoring the need for cautious handling of technology-related violations.
- Academic Integrity Violations (AIV) Workflow Enhancements:** To strengthen transparency, fairness, and efficiency, the AIO reviewed and proposed refinements to the AIV workflow. Key updates focused on clarifying procedural steps, reducing ambiguity in violation detection, and ensuring a robust appeals process to support students and faculty in complex cases.

The updated version of [AIV Workflows](#) was presented to members of the Academic Standards and Appeals Committee (ASAC) and the Registrar’s Office (RO). The Dean of the Faculty of Science has presented the workflow to members of her faculty. The AIO awaits feedback from the Faculty of Science.

## 2. Student Engagement Initiatives

- Launch of Student Drop-In Hours:** Beginning October 22, the AIO has started a new initiative of holding weekly student drop-in hours at the Brampton campus, and online, allowing students to access support directly from AIO officers. The AIO is actively promoting these sessions to increase awareness and accessibility.
- Integrity-Building Workshops:** The AIO has organized Integrity-Building Workshops for our student community which have been well-attended, both virtually and physically. The details of the sessions and attendance record is given below:

Workshop Title	Virtual Sessions	In-Person Sessions
Introduction to Academic Integrity	Thursday, Oct 24 1:00-2:00 pm (33 students attended)	Thursday, Oct 24 2:30-3:30pm (Brampton) (18 students attended)
Avoiding Plagiarism	Thursday, Nov 7 1:00-2:00 pm	Thursday, Nov 7 2:30-3:30 pm (SSM)

	(18 students attended)	(20 students attended)
Using Gen AI Tools Responsibly	Thursday, Nov 14 1:00-2:00 pm	Thursday, Nov 14 2:30-3:30 pm (Brampton)
Ethical Collaboration	Thursday, Nov 21 1:00-2:00 pm	Thursday, Nov 21 2:30-3:30 pm (SSM)
Avoiding Cheating in Exams & Assessments	Thursday, Nov 28 1:00-2:00 pm	Thursday, Nov 28 2:30-3:30 pm (Brampton)
Final Assessments and Beyond	Tuesday, Dec 3 1:00-2:00 pm	Tuesday, Dec 3 2:30-3:30 pm (SSM)

- **Academic Integrity Ambassador Program:** The AIO has developed the Student Ambassador Program to empower students to advocate for integrity, enhancing peer-led engagement across campus. In the initial round, AIO has selected **12 Academic Integrity Ambassadors** out of 120 applications, which clearly demonstrates the keen interest of students in this program.

### 3. Faculty and Staff Engagement

- **Meeting with Prof. Nathan Murray:** The AIO met with the Chair of the Teaching & Learning and Technical Support Services Committee, Prof. Nathan Murray, to discuss the AIO's mandate and the current state of academic integrity at Algoma. Prof. Murray highlighted the cultural differences in academic integrity understandings between North America and South Asia, noting that these differences often contribute to misunderstandings among international students. He also raised concerns regarding part-time instructors who, unfamiliar with these cultural nuances, sometimes struggle to balance their responsibilities toward students with upholding academic standards. The AIO found Prof. Murray's insights valuable and looks forward to further conversations to address these challenges and enhance support for both students and instructors.
- **Partnership with Student Life and Learning Support:** AIO has established a bi-weekly check-in routine with Student Life to bolster outreach efforts. These meetings are proving helpful in facilitating plans for integrity-related events on campus hubs, social media promotions, and ongoing coordination on student engagement initiatives.
- **Collaborations with Learning Support Units:** Recognizing the connection between academic skills and integrity, the AIO is working with the Learning Strategist, the Writing Lab, and Library Services to understand how these offices could collaborate to enhance the academic performance and well-being of students.

#### 4. Outreach and Communications

- **Workshop and Event Promotion:** The AIO enhanced visibility for its events through comprehensive promotional efforts, including digital posters, email reminders, calendar invitations, and digital screens across campus. The successful communication strategy, developed in partnership with the Marketing & Communications team, has helped in increasing awareness of AIO workshops and boosting attendance at our events.
- **Development of an AIO Webpage:** In partnership with the Marketing & Communications team, the AIO has begun the process of planning for a dedicated webpage to centralize academic integrity resources and event information. This initiative aims to make AIO resources more accessible to students and faculty, supporting ongoing efforts to promote integrity across campus.
- **Dedicated Communication Channels:** The AIO has established a monitored email address (AIO@algomau.ca) to streamline communication with students and faculty. This channel enables timely responses to academic integrity inquiries and enhances the office's accessibility.

#### 5. External Collaborations and Insights

- **Meeting with the Director of Academic Integrity at Toronto Metropolitan University:** On October 17, the AIO staff visited Toronto Metropolitan University and held an in-person meeting with Allyson Miller, discussing TMU's approach to integrity policy implementation, student engagement strategies, and insights into institutional best practices. This meeting informed AIO's approach to integrity initiatives and highlighted areas for potential collaboration in future events.
- **Academic Integrity Council of Ontario (AICO) Monthly Meeting:** The Manager, Academic Integrity, and Algoma University's Integrity Rep attended the AICO monthly meeting where representatives discussed academic integrity challenges, including copyright-related issues, "post-COVID" student behavior changes, and AI use in academics. The meeting provided valuable perspectives on integrating integrity practices within evolving educational contexts, which the AIO will incorporate into its own policies and outreach initiatives.
- **Engagement with Conestoga College's Academic Integrity Office:** On October 29, AIO met with Conestoga's Manager of Academic Integrity, Cory Scurr, who shared insights into Conestoga's multi-phase approach to academic integrity violations and faculty collaboration practices. Key takeaways included the importance of building supportive, resource-oriented relationships with faculty and focusing on remediation over punitive measures.
- **ICAI International Day of Action and Panel Discussions:** The AIO team engaged with the International Center for Academic Integrity (ICAI) by attending panel discussions on integrity leadership and strategies for student engagement. Panelists emphasized the importance of compassionate approaches to student violations and the role of inter-departmental collaborations in enhancing outreach, both of which are priorities for AIO's evolving strategy.
- **Meeting with Professor Ajmery Sultana on the Academic Integrity Research Project:**  
The AIO met with Julia Duncan, Educational Developer at CTL, and Prof. Ajmery Sultana to discuss her research project on academic integrity. This project is funded by the CTL Teaching Innovation Fellowship Program and supports the development of evidence-based practices that

allow the AIO to contribute to the academic integrity research landscape. The AIO is actively participating in this project as it takes shape.

- **Meeting with Lisa Devereaux and Rachel Gorjup - Academic Integrity Office of University of Toronto - Mississauga**

Our AIO team met with Lisa Devereaux and Rachel Gorjup from the University of Toronto Mississauga on October 25 to discuss their practices and processes around academic integrity. UofT emphasizes peer-led initiatives through Academic Integrity Ambassadors who engage students via discussions, events, and social media campaigns. The UofT team emphasized the importance of student engagement and early intervention through mandatory courses, collaborative outreach with other departments, and a proactive approach are critical for promoting academic integrity. The AIO intends to follow the same path to better engage our students in academic integrity initiatives.

## 6. Organizational Operations and Growth

- **Expansion of Physical Office Space:** The AIO established a dedicated office at the Brampton campus, enhancing its physical presence and accessibility for confidential consultations. This office serves as a central location for integrity-related activities, including workshops, drop-ins, and staff meetings.
- **Cybersecurity Training Completion:** All AIO staff have completed mandatory Cybersecurity Awareness Training, essential for managing sensitive integrity-related data securely. This training ensures the team remains vigilant against data breaches and upholds university data security standards.

October was a month of extensive development and engagement for the AIO, marked by the successful launch of student programs, policy discussions with faculty, and partnerships with both internal and external stakeholders. These initiatives position the AIO to make a lasting impact on Algoma's academic environment, promoting a culture of fairness and integrity. In the coming month, the AIO will focus on strengthening its external and internal collaborations, refining student engagement strategies, and finalizing the Academic Integrity Ambassador Program to further extend its reach and influence across campus.

## University Librarian and Wishart Library

The Library has joined **OA Switchboard**, along with many other Canadian Research Institutions through CRKN (Canadian Knowledge Research Network). This is an additional tool to promote and support all stakeholders invested in Open Access Publishing.

“The OA Switchboard initiative is a global, not-for-profit collaboration between funders, institutions, and publishers to provide essential infrastructure, standards, and back office services to facilitate the fulfillment of open access strategies across business models, policies and agreements. The goal is to achieve a breakthrough in the transformation of the market such that Open Access is supported as the predominant model of publication” (OA Switchboard. (2023). FAQ. <https://www.oaswitchboard.org/faq>.)

If you have any questions please contact Robin Isard: [robin.isard@algonau.ca](mailto:robin.isard@algonau.ca).

### Brampton Campus Manager of Library Services

Please join us in welcoming Douglas Williams as our new Library Manager on the Brampton Campus. Douglas will be located at 65 Queen Street, 2nd floor of the Four Corners Branch of the Brampton Public Library. We look forward to also hiring a support staff member and a faculty librarian very soon.

### **November 15th, 2024 Carnival**

This was the second annual carnival held for students, staff, and faculty on the Sault Ste. Marie campus. The library partnered with several other departments across the university to offer students a chance to have fun and de-stress with games, healthy food, treats, and crafts. The event was a success and fun was had by all. As soon it is possible the library staff will ensure that students on other campuses have an opportunity to participate as well.

## **University Registrar**

The Registrar's Office has been working on a number of activities this fall to prepare for the transition of the 24F to the 25W session, namely:

1. shared a memo with students and faculty about Student Feedback on Teaching for 24F courses;
2. working on proctor allocations for the 24F final exams;
3. assessing campus transfer applications and notifying students;
4. working closely with CURCOM to collect the 2025-26 roster from departments;
5. closely monitoring the registration for 25W courses communicating capacity status with the Deans and departments; and
6. reviewing the 25W course enrollments with the Deans before the holiday and preparing to review throughout the first week of January.

### **SIS Implementation/Colleague**

The Registrar attended the Canadian Ellucian User Group with two members of the IT team. The team attended numerous presentations and had critical meetings with Ellucian representatives to discuss key issues to address in support of the implementation of Colleague at Algoma in the spring of 2025.

Respectfully submitted,

Donna M. Rogers, PhD





## President's Report to the Senate December 2024

### President's Message

As the Fall term draws to a close at Algoma University, I want to thank the full-time and part-time faculty, administration, staff, students, Board of Governors, and the Anishinaabe People's Council and SKG representatives who sit on Algoma University's Senate for their hard work, dedication, and commitment to academic and learning excellence.

As we move into the Winter term, we will begin to work with our budget and forecast for 2024-25. The exercise of balancing operating budgets for many Universities and Colleges in Ontario will be a challenge in 2025-26, particularly with the most recent federal reduction to international student permits (300,000 fewer estimated) and continued structural underfunding of tuition and corridors by the provincial government.

In [a new report](#), the Council of Ontario Universities (COU) predicts that by 2030, without an increase in provincial funding, 100,000 qualified prospective domestic students will not find a spot in Ontario universities. The COU further posits that the reduction in international study permits will result in a loss of \$1 billion in revenue in the first two years alone across all Ontario universities.

A recent [CBC article reported](#) that "with fewer international students, Ontario institutions are also grappling with domestic student tuition having been frozen since 2018-19 and higher labour costs, after the repeal of a government bill that restricted public-sector wages. Ten Ontario universities have already reported financial losses of more than \$300 million in 2023-24, projecting \$600 million in 2024-25, according to Steve Orsini, President of the Council of Ontario Universities."

The CBC article correctly points out that while domestic tuition for programs in the humanities, business or law, for example, can come close to covering the cost of those programs, STEM and health programs - "touted by the government to fill labour shortages cost much more to deliver than domestic tuition covers. Institutions can't simply run those at a massive loss..."

While Algoma University, over the past four years, has proactively initiated strategies to mitigate the financial risk of potential changes to Canada's immigration policy and structural underfunding, our University is not immune to these significant challenges. As such, until our Provincial Attestation Letter (PAL) allocation from the province is known and understood and we can update our budget forecast with accurate information, we have implemented a controlled hiring framework.

Until then, we are committed to keeping the Senate and the entire Algoma U community informed about our work to protect Algoma's financial outlook. We are in a much better position







financially than most universities and believe we have well over a year to pivot and adapt to the changing criteria, whatever they may be.

## **Enrolment Trends & Student Population**

Algoma is observing the expected trends with international student enrolment declining for the 2024-25 academic year, while domestic enrolment is experiencing modest growth. Although it is a deeper decline than we anticipated, we will continue to focus on stabilizing enrolment across our campuses with the goal of having approximately 2,000-2,300 over time on the Sault Ste. Marie campus and 4,500-5,000 on the Brampton campus. Timmins will continue to be 30-100 students in the near future. We will be working closely with Deans as we continue to balance enrolment across certificates, undergraduate and graduate degrees.

Algoma University is currently bolstering its recruitment efforts through various on-campus and outreach programs that include an aggressive push on college pathway students. Deans and faculty interested in dedicating time and effort to domestic and Indigenous recruitment are asked to speak to Brent Krmpotich as soon as possible.

## **Strategic Advocacy**

Over the past month, with the support of the Vice-President of Growth, International & External Relations (VPGIER) and the External Relations Team, I have actively engaged with Members of Provincial Parliament (MPPs) from all three campus communities to ensure they are fully aware of the potential financial impacts of upcoming decisions related to 2025 PAL allocations and domestic corridor funding. The meetings were successful. All MPPs are supportive of Algoma's position that Algoma should have increased corridor funding for Brampton's inclusion. They have agreed to advocate on Algoma's behalf with their provincial colleagues. Our argument continues to be that not all universities should have the same formula, as was the case last year. We need time to build domestic enrolment in Brampton, and we need time to develop STEM programs particularly if they are connected to the PAL formula for universities. Brampton also needs a domestic corridor (domestic funding on top of tuition) for the anticipated growth to 2,000 domestic students by 2029-30.

We also engaged with the Hon. Peter Bethlenfalvy, Ontario Minister of Finance, during the same period. We met with senior staff from the Ministry of Colleges and Universities and the Premier's Office to raise further awareness of Algoma University's important role within Ontario's higher education sector and its reliance on the PAL allocation for Brampton's future and the North's prosperity. We also discussed the challenges Algoma is facing in light of the federal government's significant reduction in international student study permits and PGWP eligibility.

I held similar meetings while I was in Ottawa attending the annual Universities Canada Fall Executive Heads meeting. I had the opportunity to meet with several Members of Parliament (MPs) who will be critical to our long-term advocacy efforts as we head closer to an anticipated federal election.



## Auditor General Recommendations

In the summer of 2022, Algoma University went through [a Value-for-Money Audit: Financial Management of Ontario Universities](#) by the Auditor General of Ontario, with the report and specific recommendations published in November 2022.

To offer a sustainable suite of academic programs, the Auditor recommended the University establish a comprehensive picture of the financial contribution of our academic programs. Specifically, the recommendations were: Complete an analysis of profitability at the academic program level; determine whether there are programs that can be reduced or restructured to provide a better financial contribution to the university while still retaining overall academic credibility with department course offerings; and, reduce or restructure program offerings based on the results of its program profitability analysis and academic need, in consultation with its academic departments and with the approval of its Board and Senate.

The Finance department has completed the profitability analysis at the academic program level. For clarity, the programs identified through these processes were ENGL, FREN [minor], HIST, MUSC, VISA, OJIB, and POLI, all of which were, at the time of the audit, below the Contribution Margin of 30% (meaning insufficient revenue to cover costs). I do understand that Algoma is not alone with respect to the challenges of lower enrolled programs similar to the list above and I do want to reiterate that Algoma remains dedicated to the Liberal Arts and Sciences model of university education.

To this end and for compliance with the audit, I have asked Dr. Donna M. Rogers, Interim Vice-President Academic and Research and Chair of the Academic Planning and Priorities Committee, to focus time on an action plan and long-term strategy for low-enrolment programs by the end of January 2025. We expect the Auditor to publish a follow-up of her 2022 audit and our status within the related recommendations in early December. At that time, I will send a more detailed letter to APPCOM and all Senators.

## Capital Planning

I am delighted to share that the University officially inaugurated two new research facilities on its Sault Ste earlier today. Marie Campus - the newly renovated Animal Care Facility and the state-of-the-art Containment Level 2 (CL2) Laboratory. These facilities represent Algoma University's steadfast commitment to research excellence and student success. The 2,400-square-foot facilities will further enhance the institution's community impact by attracting researchers, fostering innovation, and creating new opportunities for collaboration. With the launch of these new labs, researchers and students at Algoma U will gain firsthand experience in sophisticated techniques, including studies using cell lines and rodents, two foundational model systems essential for cell biology, health sciences, and related disciplines.

Through the guidance of Dr. Andrea Pinheiro, the Arts Department is currently working with architects to renovate a new space for the delivery of their art program. Again, I am reiterating



the importance of APPCOM providing a clear process that leads to recommendations for small programs to assist with future capital and departmental planning. It is difficult to make capital decisions that serve the university, without understanding the long term strategy for small programs.

Over the next couple of months, Dr. Laurie Bloomfield, Acting Dean of Science, will be working closely with planning teams to design a further renovation that will increase space for Psychology in the lower level of the Convergence Centre (CC) building. Psychology has been experiencing growth in faculty and undergraduate students and is working hard to get their first Master's program in psychotherapy approved for Fall 2026 delivery. Depending on resources, including research space, a second Masters is being contemplated. This new space will be an important first step as we work to accommodate their growth.

## New Partnerships

Algoma is establishing partnership agreements with the GTA colleges, including Centennial, George Brown, Humber, Seneca, and Sheridan. Other colleges that are interested in working with Algoma include Fanshawe and Georgian College at the undergraduate and graduate levels. David Marasco, Director of Strategic Initiatives and Partnerships, has worked closely with the Deans in these relationships and onsite visits.

We have also had interest from two Indigenous Institutes, including Anishinabek Educational Institute and Six Nations Polytechnic, to explore pathways from their diploma programs to our degree programs. We currently have a long-standing relationship with Shingwauk Kinooamaage Gamig and the Oshki-Wenjack Education Institute. Should you have any further questions, please do not hesitate to reach out to David.

## Recent Highlights

Algoma University's International Affairs team recently hosted the third annual Celebration of International Learning Gala, highlighting the transformative impact of global experiences on students' personal and academic journeys. In 2024, 68 Algoma University students embarked on international learning experiences - a 40% increase from the previous year. Engaging panel presentations during the gala further illuminated the depth of more extensive trips to Brazil, Fiji, Belgium, Germany, India, Belize, New Zealand, and Finland, showcasing the profound personal and academic growth these experiences inspired. Thank you to the faculty and teams who are working hard to ensure our students are provided with exceptional experiences abroad. Many have been life-changing.

Algoma's ['My Mission'](#) digital marketing campaign won five golds at the 12th Annual Education Digital Marketing Awards competition in the United States. Congratulations to the Marketing Team and everyone who worked on this impactful, award-winning campaign. An in-depth marketing campaign analysis will be provided to the Senate during the January meeting.





This year's "Family-Fun Community Trick-or-Treat" event hosted by Algoma University was a great success. Donations were made to the Algoma University Students' Union Food Pantry, which collected a generous amount of non-perishable food items. The event also raised an incredible \$1,300 for the Children of Shingwauk Alumni Association. Congratulations on a wonderful community event.

As we approach the holiday season, I want to wish our entire Algoma U community and their families a wonderful and restful break. I am pleased to invite our entire Algoma University community to our upcoming annual Holiday Social events, with celebrations continuing in Timmins on December 11 and Brampton on December 13. Our Sault Ste. Marie gathering on December 5 was a joyful start to the festivities, and I encourage everyone to join us as we carry the holiday spirit across all three campuses.

Wishing you all a happy, healthy, and joyous holiday season.

Chi-miigwetch, merci, and thank you for all you do for Algoma U.

Asima Vezina, PhD

President and Vice-Chancellor



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## Senate Executive Committee Recommendation: Application of the Establishment of University Policies and Procedures Policy to Senate Policies

Senate Meeting Date: 06 DEC 2024

PURPOSE:

Expedited

PREPARED BY:

Approval

Discussion

Information

Committee Name: Senate Executive Committee

Committee Chair: Dr. Nikki Shaw, Speaker of Senate

Contributor(s): Paul Quesnele, Senate Secretary; Shannon Kelly, Associate University Secretary

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### 1.0 MOTION / DISCUSSION

Senators are being asked to review the [Establishment of University Policies and Procedures of Policy](#) (hereby referred to as the “Policy on Policies”) and the associated [procedures](#), to consider and discuss the following:

- What mechanisms are, or should be, in place to ensure Senate policies and procedures are developed consistently, promote accessibility, facilitate necessary consultation, and align with the University's values and existing policies (i.e. avoiding duplication, contradiction, etc.)?
- Are there aspects of the Policy on Policies and procedures that do not align with the needs of the Senate?
- Can the Senate utilize the Policy on Policies and perhaps develop Senate specific procedures to develop and review Senate policies?

#### [Senate Feedback: Policy on Policies](#)

Senators are provided with the linked form to submit their questions/feedback related to the Policy on Policies and related procedures. Submissions will be collated by the Secretariat Office and shared with the Senate Executive Committee.

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### 2.0 EXECUTIVE SUMMARY

Following a discussion about policy development at the Senate Governance Committee, a request was made that the Senate Executive Committee discuss the application of the Policy on Policies to Senate policies. The Senate Executive Committee reviewed this and decided to move forward with bringing this to the Senate for discussion and to have the Senate Executive Committee review feedback on such in order to determine next steps.

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### 3.0 ANALYSIS

#### Purpose of Policy on Policies:

The Policy on Policies was initially established in 2022 (revised in the summer of 2024) to address gaps related to the role and responsibilities of Policy Owners and review processes for existing policies. The intent of this policy is to provide a mechanism to develop, approve, amend, review and revoke University Policies in a

consistent and coordinated manner that respects the University's governance requirements and core values that guide decision making. In order to do such, the policy and its associated procedures provide measures to:

- Provide a clear and consistent process to support and guide policy owners who are establishing new policies or reviewing current policies.
- Establish guidelines for feedback ensuring that the proper expertise is engaged to meet compliance requirements and ultimately align policies with the University's needs.
- Mandate that policies receive IEDI review to ensure alignment with the University's Special Mission.
- Outline roles and responsibilities of those drafting, reviewing, and approving policies to provide clarity.

## The Policy Office

The Policy Office was established in 2024, however the functions of this office were previously performed within the Vice-President Finance & Operations portfolio. The Policy Office is a neutral body that acts as an advisory and support service to policy owners and the University, with a goal of ensuring consistency and clarity across all of the University's policies and policy related processes. The Policy on Policies and its related procedures further outline the role of the Policy Office (see definitions on page 2 and roles and responsibilities on page 3 in the policy)

In addition to providing support services, the Policy Office has drafted templates and instruction documents to help draft policies and procedures. The Policy Office is working with the I-EDI team to update the previously developed resource for completing the review of policies from an indigenization, equity, diversity and inclusion lens in alignment with our Strategic Plan and Special Mission. These resources can be located in the [Internal Policy Portal](#).

## Senate Policies

The Senate is the approving body of multiple policies. Approver is defined as a position or office that has authority to issue, approve, amend, enforce or revoke a policy. This means that the Senate is the approver for policies that are within its purview. The Policy on Policies and its procedures outline this in section 5.4 in the [policy](#) and section 4 in the [procedures](#).

Section 4.5. Approval by Senate of new/existing policies, within the [procedures](#) outlines:

*4.5.1. Policies to be Approved by the Senate must first be reviewed and accepted by a Committee of Senate.*

*4.5.2. Requests for Policy review by a Senate Committee and subsequently for Approval by the Senate, must meet Senate meeting calendar timelines and procedures for submitting meeting agenda and materials. For example to be provided 10 days in advance of the Senate Committee meeting.*

*4.5.3. The Policy Owner will coordinate with the Secretariat Office to determine the most appropriate Senate Committee and timelines for the review of the policy.*

*4.5.4. Policy Owners must be available to attend and present the final draft to the Senate Committee and Senate as necessary.*

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## 4.0 ATTACHMENTS

1. [Establishment of University Policies and Procedures of Policy](#)
2. [Procedures - Establishment of University Policies & Procedures](#)
3. [Internal Policy Portal](#)