Faculty of Humanities and Social Science

L. Burnett, A-A. Deschenes, D. Nyaga, A. Pinheiro, S. Redmond [PTF], A. Ridout, R. Torres,
T. Tchir
[regrets: A. Judge]

Faculty of the School of Business and Economics

A. Aziz, P. Matthews, J. Ryan
[regrets: K. Roberts [PTF]; absent: G. Mahar]

Faculty of Cross-Cultural Studies

B. Gordon [PTF], S. Gruner, P. Steeves, D. Woodman
[regrets: L. Wyper]

Faculty of Science

L. Bloomfield [Speaker], W. Dew, J. Foote, E. Ho-Tassone [PTF], M. Garcia, D. Keough,
C. Lemieux, C. Madliger, N. Shaw, C. Zhang
[absent: P. Dupuis]

Other Members

L. Doxtater, D. Marasco [Secretary], M. Piercey-Normore, T. Spurway, I. Imre, T. Van Weerden,
N. Trudeau, M. Twiss, W. Wei, I. Winters
[absent: Hugh Stevenson, M. Quayyum]

Guests

M. Turco, S. Meades

The Speaker called the meeting of the Senate to order at 1:07pm.

22.11.01   APPROVAL OF THE AGENDA

> ➢ *Moved [Burnett/Nyaga]: that the agenda for the November 4, 2022 meeting of the Senate be approved.*

Motion carried.

22.11.02 APPROVAL OF THE MINUTES from the previous meeting

> *Moved [Marasco/Nyaga]: that the Algoma University Senate approve the minutes from the Senate meeting of October 7, 2022.*

Motion carried.

22.11.03 BUSINESS ARISING (for action or information)
22.11.03.01 Senate - Board Liaison Committee

The Speaker reminded the Senate that one member of the FT teaching staff is required for the Senate - Board Liaison Committee. Nominations should be submitted to Dr. Laurie Bloomfield and David Marasco, University Registrar.

22.11.03.02 COU Academic Colleague

> *Moved [Torres/Nyaga]: that the Algoma University Senate approve Dr. Linda Burnett to serve as Algoma University's Council of Ontario Universities Academic Colleague for a three-year term effective July 1, 2022.*

Motion carried.

22.11.03.03 Senate / Senate Committee Membership

> *Moved [Aziz/Nyaga]: that the Algoma University Senate approve Dr. Michael Twiss [Faculty of Science] and Dr. William Wei [Faculty of the School of Business and Economics] to serve on the University Senate for the 2022-23 Senate year.*

Motion carried.

> *Moved [Burnett/Nyaga]: that the Algoma University Senate approve Dr. Michael Twiss [Faculty of Science] and Dr. William Wei [Faculty of the School of Business and Economics] to serve on the Academic Planning and Priorities Committee of Senate for the 2022-23 Senate year.*

Motion carried.

> *Moved [Burnett/Marasco]: that the Algoma University Senate approve Dr. Hugh Stevenson as Board representative to the University Senate for the 2022-23 Senate year.*

Motion carried.

> ➢ *Moved [Burnett/Torres]: that the Algoma University Senate approve Thomas Kakapshe as Anishinaabe Peoples' Council [APC] representative to the University Senate for the 2022-23 Senate year.*

Motion carried.

> ➢ *Moved [Nyaga/Burnett]: that the Algoma University Senate approve Kanishika Nijhawan [AUSU] to serve on the Academic Planning and Priorities Committee and the Quality Assurance Committee of the University Senate for the 2022-23 Senate year.*

Motion carried.

22.11.04   DECISION ITEMS (for action or information)
22.11.04.01   Curriculum Committee

FACULTY OF HUMANITIES AND SOCIAL SCIENCE

> ➢ *Moved [Burnett/Ridout]: that the Algoma University Senate approve the following revised course as submitted by the Department of English and History:*

From:

ENGL 2537 <u>Shakespeare II</u>
This course will centre on approximately seven of Shakespeare's histories and tragedies. Students may not retain credit for both ENGL 2537 and ENGL 2535. Prerequisite: ENGL1006/1007. (SEM 3) (3 cr)

To:

ENGL2537 <u>Art and Thought in Shakepeare's Tragedies</u>
Students will read a selection of Shakespeare's great tragedies and undertake inquiries into his discoveries in art, consciousness, drama, and language. We will investigate Shakespeare's writing styles to explore the quality of his thought and understand the embodiment of reality in his art. Questions regarding knowing and not-knowing, perspective and truth, art and life, ideas and reality will be significant elements in the discussions. Shakespeare's insights into love and sexuality, dreams and desires, resentment and reconciliation will receive special attention. Students may not retain credit for both ENGL2537 and ENGL2535. Prerequisite: ENGL2536. [SEM/LEC 3/EXP] 3 cr

Rationale:

Michael DiSanto offered an experimental seminar ENGL3916: Shakespeare - The Four Great tragedies in winter 2019. The class was successful. In the future, Linda Burnett, who regularly offers ENGL 2536: Subversive Shakespeare, Staging Gender and Politics, and Michael will cycle the two Shakespeare courses.

The course description for ENGL 2537 has not been updated since before 2010. This revision is necessary to harmonize the academic calendar entry with the areas of study Michael emphasizes in reading Shakespeare.

Motion carried.

> ➢ *Moved [Ridout/Burnett]: that the Algoma University Senate approve the following new courses as submitted by the Department of English and History:*

ENGL2796 Writing in the Workplace
In this course, students will be introduced to principles of effective communication in the workplace. Students will encounter and learn to produce common document formats, including memos, reports, emails, pitches and proposals. Students will learn how to confidently address an audience, how to strengthen relationships through communication, and how to deliver difficult feedback. Successful completion of the course will build confidence in communication in a wide variety of workplace situations. Prerequisite: students must be in upper-year standing. [LEC/SEM 3] 3 cr

Rationale:
Currently there is only one professional writing course offered at Algoma (ENGL2696). This course will provide students who have received some introduction to academic writing to more targeted forms of professional writing, in order to better prepare them for the workplace.

The development of this new online course aligns with the following elements in the English Program Self Study Implementation Plan:
2. Expand coverage of areas like media and culture; digital humanities; world and diasporic literature; creative writing; and professional writing
3. Actively explore opportunities for online and blended learning
6. Build on Creative Writing courses to create a Communications and/or Creative Writing Minor

ENGL 3796 Travel Writing

This course will combine literary critical analysis with creative writing practice. Students study contemporary journey narratives, examining stylistic techniques and such relevant themes as cultural difference, self-revelation, and belonging. They also write their own travel sketches, weaving together observations of unfamiliar customs, description of memorable encounters, and appropriate research, drawing on personal experiences of travelling in Canada or abroad. Prerequisite: ENGL1006/1007. [LEC/SEM 3] 3 cr

Rationale:

The college classroom in twenty-first century Canada is a culturally diverse learning environment. Settler Canadians rub shoulders with Indigenous learners and students from such faraway places as India, Brazil, Africa, Saudi Arabia, and Japan. It is important that students gain opportunities in class to find out about each other's cultures, and the study and practice of travel writing is the perfect vehicle to enable this. Journey narratives typically record encounters between individuals and communities that are culturally quite different. The visitor, largely ignorant of the foreign host at first, becomes more knowledgeable with time; the host, suspicious of the visitor at the outset, becomes increasingly comfortable in his/her company as the relationship develops. By analyzing this complex interaction, students become more aware of cultural differences and thus more tolerant and accepting of it. By writing their own travel sketches, they become able to reflect on their encounters with the culturally unfamiliar. At a time when EDI couldn't be more vital at university, a course in travel writing would surely broaden the outlooks of students; it would help them to be more inquisitive about and knowing of others not only on campus but also far from it.

Motion carried.

> ➢ *Moved [Burnett/Torres]: that the Algoma University Senate approve the following new courses as submitted by the School of Social Work:*

SWRK3006 Anti-Racism in Social Work

The aim of this course is to introduce students to 'race' and ethnic relations in Canada. The course will focus on various theoretical, conceptual and substantive topics, including how Social Work defines 'race', ethnicity and racism; various manifestations of racism in Canada historically and at present; the meaning of multicultural policy in Anglophone Canada and interculturalism in Quebec; Indigenous settler relations; and immigration policy and practice. It is intended to introduce Social Work students to the knowledge, theories, and skills necessary for social work practice in diverse cultural settings. Within a framework that incorporates an anti-oppressive perspective and a critical analysis of social justice and inclusion, this course engages students in self-reflection and an exploration of their own experiences, knowledge,

beliefs, and attitudes about race, Culture, and ethnicity. Historical and current events, policies, and social work practices affecting ethno-cultural groups and marginalized peoples will be analyzed and critiqued. Prerequisite: SWRK1006/1007, 2406. [LEC/SEM 3] 3 cr

Rationale:

This course is in-line with the mission and vision of the School of Social Work which is to deliver a BSW program that prepares students for generalist practices in anti-racist, anti-colonial, Indigenous, structural, critical feminist, and anti-oppressive social work practice. This course will also prepare students to work with Black, Indigenous, two-spirit, lesbian, gay, bisexual, transgender, queer, questioning, intersex, asexual, individuals who express their gender and sexuality in other ways outside heteronormativity and the gender binary (2SLGBTIQ+), Northern, Francophone, as well as other marginalized groups and remote communities.

SWRK 4006 Critical Mental Health and Madness
This course pays attention to theoretical, epistemological, and ontological definitions of mental health. Key to this course is to un-map the discourse of mental health ways that open new ways of imagining the world anew. Issues of labels within contemporary neoliberal mental health mapping and contextualized in ways that open new formulas of imagining mental health and madness. The course argues that mental health is fused with issues of power and influence and is used to regulate populations living with mental health issues. The course looks at issues of colonialism while implicating social work practice to the collective trauma faced by Indigenous communities in Canada. It is upon that framework that the course engages with mental health discourse from an intersectional and reflexive to start see how issues of gender, race, sexual orientation, immigration and imperialism are fused up to create an environment of oppression to marginalized communities. The course brings forth other ways of engaging with mental health to start imagining mental health in new ways that are grounded on people's values, realities and histories. Prerequisite: This course is restricted to students in year four of the BSW program or permission of the department. [LEC/SEM 3] 3 cr.

Rationale:

Mental health issues continue to affect community members in ways that are unique and yet the psychiatric system fails to accommodate such diversities of realities and values. This course will break boundaries on mental health discourse to start including other ways of knowing beyond the psychiatric narrative. This course helps understand and imagine how covid 19 has compounded mental health related issues among marginalized communities.

Motion carried.

FACULTY OF CROSS CULTURAL STUDIES

> ➢ *Moved [Nyaga/Gruner]: that the Algoma University Senate approve the following program revision as submitted by the Department of Community Economic and Social Development:*

From:
Bachelor of Arts in Community Economic and Social Development [three and four year programs]

POLI1007 or POLI2707 [as required]

To:

Bachelor of Arts in Community Economic and Social Development [three and four year programs]

ANII1006 or ANII1007 or ANII1206 [as required]

Rationale:

The Department is changing the required option of POLI 1007 or 2707 to the choice of either ANII 1006 or 1007 or 1206 (*which ANII course depends on the term) as the POLI courses are not accessible to our students in Brampton in our degrees whereas the ANII courses are and also meet our program learning objectives.

Motion carried.

> ➢ *Moved [Steeves/Gruner]: that the Algoma University Senate approve the following course revisions as submitted by the Department of Community Economic and Social Development:*

From:
CESD1007 Introduction to Community, Economic and Social Development II
This course introduces students to the major processes and practices of CESD including community participation and mobilization; community organizing; anti-oppressive practice and community healing as part of the development process. This course will provide students with a strengths-based, anti-racism and anti-colonial approach to CESD practice. Attendance at the course lab or "Learning Community" is a required component of the course. (LEC/SEM, LAB 1.5 hr) (3 cr)

To:

CESD1007 Introduction to Community, Economic and Social Development II

This course introduces students to the major processes and practices of Community Economic and Social Development (CESD) including *effective communication* for community participation and mobilization; community organizing; anti-oppressive practice and community healing as part of the development process. This course will provide students with a strengths-based, anti-racism and anti-colonial approach to CESD practice. Attendance at the course lab or "Learning Community" is a required component of the course. (LEC/SEM, LAB 1.5 hr) (3 cr)

Rationale:

This course already focuses on analyzing power, positionality and context in effective communication. We are simply adding 'communication' to the course description to align it with our project management undergraduate degree language more explicitly.

From:

CESD2306 Project Management and Proposal Writing for Community Development

This course will provide students with an intermediate understanding of the processes and components of proposal writing while providing an opportunity to build concrete skills for managing small scale projects, writing grants, and pursuing funding opportunities. It will explore managing, gate keeping, engaging communities and funding agencies, while emphasizing critical and social justice analysis of the funding environment. Prerequisite: Students must be in upper-year in good academic standing. (LEC/SEM/EXP) (3cr)

To:

CESD2306 Project Management and Proposal Writing for Community Development

This course provides students with an intermediate understanding of the processes and components of proposal writing while providing an opportunity to build concrete skills for managing small scale projects, applying for grants, and pursuing funding opportunities. *It will explore special topics in project management based on the expertise of instructors and related to:* managing, gate keeping, engaging communities and funding agencies, while emphasizing critical and social justice analysis of the funding environment. Prerequisite: Students must be in upper-year in good academic standing. (LEC/SEM/EXP) (3cr)

Rationale:

CESD 2306 was a course featured in the Interdisciplinary Graduate Certificate in Project Management: Resilience and Innovation. As we move from the graduate certificate to project management undergraduate degrees we want to align this course with the learning objectives of the Project Management Institute (PMI), which includes a Special Topics course. By combining CESD 2306 with special topics based on the instructor's experience (which we have

always done anyways) we are just aligning the language to the learning outcomes we were already meeting.

From:
CESD2607 Community Engagement and Strategic Planning
This course builds on the student's understanding of anti-oppressive practice and the applied processes of community development. Students will develop skills in community engagement and strategic planning. Complementary topics will include cross-cultural communication; developing respectful relations; examining and overcoming barriers to participation; ethical considerations and respect for local knowledge; and the context of local government and civil society governance. Students will engage in critical reflection on the process of working in community development. Prerequisite: Students must be in upper-year in good academic standing.(LEC/EXP) (3 cr)

To:
CESD2607 Community Engagement and Strategic Planning
This course builds on the student's understanding of anti-oppressive practice and the applied processes of community development. Students will develop skills in community engagement and strategic planning, *including identifying stakeholders and defining success with stakeholders*. Complementary topics will include cross-cultural communication; developing respectful relations; examining and overcoming barriers to participation; ethical considerations and respect for local knowledge; and the context of local government and civil society governance. Students will engage in critical reflection on the process of working in community development. Prerequisite: Students must be in upper-year in good academic standing.(LEC/EXP) (3 cr)
Rationale:
The course description has changed slightly only to be more explicit about engagement with specific stakeholders to align the language here with that of our project management degrees and learning objectives.

Motion carried.

> ➢ *Moved [Gruner/Steeves]: that the Algoma University Senate approve the following new courses as submitted by the Department of Community Economic and Social Development:*

PRMN3506 Leadership in Teams: Transformational Approaches
This course in project leadership, takes a look at team building and motivation. The course will analyze leadership approaches through a diversity of lenses including indigenous and transformational leadership approaches. The course will look at team structures, interpersonal

dynamics and roles as well as time management and emotional intelligence. Students will gain an understanding of different leadership philosophies, assess their personal strengths, weaknesses and capacity for growth; and develop a solid understanding of their personal leadership style and philosophy. Students will also be encouraged to explore the edges of their "comfort zone" to stretch out into new ways of thinking, being and leading in the world. Prerequisite: PRMN2507. (LEC 3) (3 cr)

PRMN3806 Advanced Project Management Applications
Project managers need to be able to construct and consider project matrixes when selecting or building projects. This course will expose students to cost-benefit analysis, considering environmental issues, looking at opportunities and threats, evaluating tools and techniques, quality management, determining success and delivering strategic change while implementing complex projects. Prerequisite: PRMN2507. (LEC 3) (3 cr)

PRMN3206 Project Governance: Risk Mitigation and Crisis Recovery
This course will expose students to a diverse range of models of governance in projects including approaches to risk mitigation and crisis recovery.The course will look at ethics and professionalism as well as managing scope and handover, closure and review of projects. Through the use of diverse case studies and applied practice students will hone their perceptions of governance of complex systems, potential risks that may be encountered, and will use their creative skills to develop effective and holistic plans for recovery. The goals of recovery of various crises will be examined along with various methods of achieving sustainable and suitable recovery in a variety of contexts. Prerequisite: PRMN 2507. (LEC/CST 3) (3 cr)

PRMN1506 Introduction to Project Management
This course is an introduction to project management principles. It covers the important project elements in the life cycle of project management related to understanding PM processes when planning, scheduling, organizing and managing projects. In addition, the course focuses on an introduction to team leadership, stakeholder communications and career paths for project managers across a diversity of nonprofit and private sectors.(LEC/SEM 3) (3 cr). *60% required in PRMN1506 for academic progression. [LEC/SEM 3] 3 cr*

PRMN2506 Agile Project Management
This course will include the introduction of agile methodologies, frameworks, and tools, which provide for adaptive and change-driven approaches to the lifecycle of projects. It will also look at specific techniques for planning and implementing agile methodologies in project management. Prerequisite: PRMN 1506. (LEC 3) (3 cr)

PRMN2507 Global Project Development and Management
This course will look at global portfolio, project and program management, managing conflicts in global projects across a diversity of stakeholders, and decision making in teams.
Prerequisite: PRMN 1506. (LEC 3) (3 cr)

PRMN 3507 Project Management Directed Studies: Field Placement
This course provides a Project Management field practicum component which is an opportunity for students to begin connecting some of the concepts, theories and methods from the previous PM degree courses to practical experience. The field placement includes two components:
1. Planned and supervised learning experiences in approved settings (150 hours), through which students are expected to relate classroom learning to the realities of practice and to begin their development as project management and community development practitioners. 2. All students in the course will attend weekly seminars to plan, analyze and monitor their practice experiences (SEM/WIL 3) (3 cr) *70% minimum required to advance to 4th year.*
Prerequisite: PRMN2507. (SEM/EXP/WIL) (3 cr)

PRMN4006 Placement and Major Projects I
This course will provide an in-depth opportunity for project management students to integrate interdisciplinary, experiential, cross-cultural, work-integrated, critical project management theory and practice, requiring the completion of 150 placement hours and to develop a proposal for a professional project, major paper or thesis project to be completed in PRMN 4006 . The practicum consists of planned and supervised learning in placement settings through which students are expected to relate academic learning, community and life experiences with broader theoretical bodies of work. This course is a prerequisite for PRMN 4007 Placement & Major Projects II, and accompanies a practicum or field placement meeting the requirement of the first 150 hours of a 300-hour (total) placement in the 4th year. Restricted to students in year four of the program or permission of the department. (THESIS/WIL/SEM) (3 cr)
PRMN4007 Placement and Major Projects II
This course will build on successes and learning outcomes established in PRMN 4006 Placement & Major Projects I, and support students to consolidate their theoretical and applied goals, both as project management practitioners and through the implementation of a professional, major project or thesis/thesis-equivalent project. Students will integrate interdisciplinary theory and practice in project management, through completing the final 150 hrs of a 300 hr placement, and implementing an academic research or professional project, developed in PRMN 4006 Placement & Major Projects I through actively participating in a one-hour seminar each week. The practicum consists of planned and supervised learning experiences in approved settings through which students are expected to relate classroom learning to the realities of practice and to continue their development as project management practitioners.
Prerequisites: PRMN4006 (3 cr)

PRMN4506 Organizational Behaviour in Project Management
This course will take an advanced study of organizational cultures, project organization and contexts. Strategic project management and governance models across a wide range of settings will also be examined. Prerequisite: Restricted to students in year four of the program or permission of the department. (LEC/CST 3) (3 cr)

PRMN4507 Procurement and Supply Chains
This course will focus on supply chains in projects, including both mainstream and alternative local supply chain examples. Procurement and contract development through to implementation, project handovers, closeouts, evaluation and review will also be examined. Prerequisite: Restricted to students in year four of the program or permission of the department.(LEC/CST 3) (3 cr)

Rationale:
The new Project Management in Community Development 3 and 4 year degrees require project management courses as a part of the overall degrees that meet the needs of our program learning objectives while simultaneously meeting PMI learning objectives (in order to attempt PMI accreditation in a few years time). This course, together with the required first and second year courses noted in the new program template will set the foundation for the rest of the 3rd and 4th years of these degrees.

Motion carried.

SCHOOL OF COMPUTER SCIENCE AND TECHNOLOGY

➢ *Moved [Steeves/Nyaga]: that the Algoma University Senate approved the new courses to support the Master in Computer Science [MCS] as submitted by the School of Computer Science and Technology:*

COSC 5XXX Cloud Computing
Students who take this course seek to master the concepts and fundamentals underlying cloud computing, cloud services, and cloud applications. In this course, students analyze and investigate services and technologies of the cloud services industry, applying top cloud platforms, designing, and deploying highly scalable, fault-tolerant cloud applications. Developing skills include computer server configuration and cloud infrastructure. [3 credits] Teaching Method: lecture/seminar or distance learning

Rationale:
There currently exists a gap in the current COSC curriculum to cover understanding of how cloud technologies compare to traditional infrastructure, and how to properly leverage these technologies to properly prepare them to use the cloud in industry.

COSC 5XXX Introduction to Robotics
This course will introduce students to the basics of modeling, design, planning, and control of robot systems. Particularly, it will cover the mathematics used to describe positions and orientations in 3-space, geometry of robotics manipulators, kinematics, dynamics, trajectory planning, controlling robotic manipulators, and programming robots. This course will emphasize computational aspects of the problems. [3 credits]
Teaching Method: lecture or distance learning

Rationale:

Robotics is one of the major topics in computer science. This course "Introduction to Robotics" will attract more students to our Algoma University and computer science program. Lots of high school students are already taking robotics competitions and they are extremely interested in robotics.

This course will also develop the student's ability to apply what they have learned in the first year (programming, linear algebra, etc.) to robotics and its applications.

COSC 5XXX Advanced Topics in Human-Computer Interaction
A survey of strategies and practices in Human-Computer Interaction (HCI) design and evaluation, as well as analysis and application of new paradigms and advanced interaction styles and their associated technologies in HCI. Students will learn to perform studies in user interface and user experience (UX) analysis and design, to read the research literature critically, distill important and relevant points from readings, summarize and write papers as well as design effective user interfaces and present their written and oral work. PREREQUISITE: Permission of the School of Computer Science and Technology. [3 credits]
Teaching Method: lecture/seminar or distance learning

Rationale:

This course provides advanced knowledge about user studies in human-computer interaction, which is a discipline concerned with the design, evaluation and implementation of interactive computing systems for human use and with the study of major phenomena surrounding them. Students will need to learn how to design effective user interfaces (UI) for new computer

applications, as well as knowing how to conduct user studies necessary for understanding new UI design paradigms and techniques.

COSC 5XXX Computing Project

In this course, individual students conduct practical development on an approved comprehensive software and/or hardware computing project with its respective related research, with enough breadth and depth. Students are asked to write a comprehensive report, followed by a public presentation of the research/development project. The content of this project should not overlap with other projects the student has completed in other courses. Group projects are allowed with prior departmental consent. Departmental approval is required prior to registration and students need to present a proposal at least 20 days prior to approval. PREREQUISITE: Completion of first year. [9 credits]
Teaching Method: weekly seminars or distance learning

Rationale:

This course is necessary for students to understand the conduction of a detailed software and or hardware-based development project and the project report writing process, as well as defining a suitable project topic.
This is a required course for students who take the project-based option.

COSC 5XXX Introduction to Cybersecurity

An introduction to cybersecurity covering a wide range of vulnerabilities, attacks, and defence mechanisms in individual computers, networks, the Internet and the Web and applications that use them, and storage and computational clouds. The human side of cybersecurity, and the legal and ethical constraints on both attack and defence. [3 credits]
Teaching Method: lecture/seminar or distance learning

Rationale:

This is a course that defines important ethics and technical aspects towards improving security in computer networks that graduate students should take.

This is a pivotal course for graduate students wishing to focus on computer networks.

COSC 5XXX Data Analysis with Python

This course provides advanced techniques and algorithms in Python programming language needed for acquiring, cleaning, transforming, modeling and visualizing data to discover useful information for supporting decision making. Advanced data analysis computing topics to be solved by programming are covered. The course also includes installing and exploring scientific

computation tools, modules, libraries and APIs widely used in a number of data analysis techniques. PREREQUISITE: Introductory programming and statistics courses. [3 credits] Teaching Method: lecture or distance learning

Rationale:

This course is a required course in the first year for the course, project and thesis-based options, since it provides important foundations on the programming of the data analysis process, including programming with important data analytics and AI libraries.

COSC 5XXX Graduate Seminar

This seminar includes computer science areas that are presented by the course instructor, and by students who are asked to study and discuss a number of academic papers during the course. The course will generally include topics not taught in the other courses from this graduate program and will focus on effective and efficient independent research approaches in computer science and information technology, including literature searches, presentation and discussion of research material, and the ability to identify possible new areas for investigation and development. PREREQUISITE: none. Required course for both Project and Thesis options. 6 cr

Teaching Method: weekly seminars [SEM]

Rationale:

This course is necessary for students to understand general research and development processes, as well as analyzing topics not taught in the other courses from this graduate program focusing on effective and efficient independent research approaches in computer science and information technology, including literature searches, presentation and discussion of research material. This is a required course for students who take both the project and the thesis-based option.

COSC 5XXX Mobile Programming

Students will learn how to program high quality real-world mobile, Web and native applications and solutions using a variety of technologies and programming languages for a variety of leading mobile devices. Students will study the design of user interfaces and software systems using the most common languages and frameworks and relate to associated topics such as mobile applications, hosting infrastructure, and security. [3 credits]
Teaching Method: lectures/seminars or distance learning

Rationale:

This course is an elective course for the master's program's course, project and thesis-based options, since it provides foundations on effective mobile applications, including programming with important libraries.

COSC 5XXX Advanced Software Engineering

Designing and constructing large software systems: requirements analysis, architectural design, detailed design and specification, implementation, test planning, delivery, evolution. Project and configuration management issues. This course includes a team project. PREREQUISITE: Permission of the School of Computer Science and Technology [3 credits]

Teaching Method: lectures/seminar or distance learning

Rationale:

This is a required course for the new Master degree in Computer Science.

COSC 5XXX Advanced Cryptography and Cryptanalysis

This course will provide knowledge of modern cryptographic algorithms and will discuss cryptanalysis techniques to analyze the robustness of well-known algorithms. The topics that will be covered in this course will include Modulo arithmetic, classical encryption algorithms, information theory and its application in cryptography, symmetric key encryption and block ciphers, DES/3DES and AES, stream ciphers, asymmetric key encryption, RSA and Elliptic Curve Encryption, secure key distribution, quantum key distribution, provable security, digital signatures and hash functions DSA, ECDSA, SHA-1 and MAC, attacks on cryptosystems, PKI fundamentals and limitations. [3 credits]

Teaching Method: lectures or distance learning

Rationale:

This course will discuss an important topic of information security and cryptography. Security breaches are more prevalent today than ever before. The impacts of information theft and exposure are more profound due to the digitalization and automation of most businesses. This course will provide knowledge of available cryptographic tools and will enable learners to identify cryptographic algorithms suitable for specific applications and business areas. The course will also allow learners to explore new paradigms of data security and to develop innovative and sustainable solutions to address futuristic needs.

COSC 5XXX Data Mining

Study of the extraction of concepts from large high-dimensional datasets. Big data. Statistical foundations; techniques such as supervised neural networks, unsupervised neural networks, decision trees, association rules, Bayesian classifiers, inductive logic programming, genetic algorithms, singular value decomposition, hierarchical clustering. PREREQUISITE: Permission of the School of Computer Science and Technology. [3 credits].

Teaching Method: lectures or distance learning

Rationale:

This is a required course for the course option of the new M.Sc. in Computer Science program. This course will expose the students to the fundamental concepts of data mining and explain how machine learning algorithms for data mining work. The students will learn how to preprocess data and discover interesting patterns/relationships in data for practical applications.

COSC 5XXX Neutral Networks

An introduction of the computational properties of neural networks. Topics may include: Learning Processes, Single Layer Perceptrons, Multilayer Perceptrons, Principal Components Analysis, and Self-Organizing Maps. PREREQUISITE: Permission of the School. [3 credits] Teaching Method: lectures/seminar or distance learning

Rationale:

This is an elective course for the M.Sc. in Computer Science program. This course introduces neural networks and deep learning. The students will study how neural networks work, different types of neural networks, learn how to build and train a neural network and apply neural networks to solve a variety of problems in different domains.

COSC 5XXX Software Design and Implementation

General characteristics of designs and design methods. Survey of design methods: information hiding; object-oriented design; state machine methods; data flow design. Module specification techniques: first-order logic; algebraic specification; trace specification; weakest preconditions; the refinement calculus; abstract modeling. Transition from design to implementation. PREREQUISITE: Permission of the School of Computer Science and Technology. [3 credits] Teaching Method: lectures/seminar or distance learning

Rationale:

This is a required course for the new Master degree in Computer Science (course based option).

COSC 5XXX Wireless and Mobile Networking

This course will cover the fundamental aspects of wireless and mobile networking, with emphasis on introducing current and next-generation wireless networking protocols and technologies. Various aspects of wireless networking will be covered including: fundamentals of cellular communication, mobile radio propagation, multiple access techniques, channel allocation, wireless coding and modulation, wireless local area networks, Bluetooth, wireless

protocols for the Internet of Things, cellular networks: LTE, LTE-Advanced, and 5G.
Prerequisites: COSC 4436 or permission of the instructor [3 credits]
Teaching Method: lectures or distance learning

Rationale:
The course should provide the students with a good understanding of the wireless and mobile networking concepts and research directions.

COSC 5XXX Advanced Systems Programming
This course covers advanced topics in software development techniques for systems programming using the C language in the UNIX environment. Topics include the overview of UNIX/Linux operating systems, shell programming, scripting languages, system calls, process control and communication, the use of fork and exec signals, file processing, filters, pipes, introduction to concurrency, network programming, multi-threading, internet client/server application and service development. Prerequisites: COSC 2396, Advanced Software Engineering, or permission of the school (LEC 3) (3 cr)
Teaching Method: lecture, hybrid mode

Rationale:
The course should provide the students with a good understanding of the advanced topics in software development techniques for systems programming using the C language in the UNIX environment.

COSC5XXX Computer Networks

This course is based on the seven-layered ISO Open Systems Interconnection model for computer networks. Both hardware and software topics will be considered. Typical applications including mail networks, electronic offices and distributed file systems will be studied. Standard transport technologies based on point-to-point links and on broadcast principles will be covered. Prerequisite: Computer Organization (LEC 3) (3 cr)
Teaching Method: lecture, hybrid mode

Rationale:
This course contributes to fulfilling program-level learning outcomes related to communicating effectively in writing to a variety of audiences, as well as applying reasoning and technical skills to solve problems with minimal guidance and the support of advanced computing networking applications, demonstrating the ability to function as a team member in an interdisciplinary team. Students will perform integration by applying advanced knowledge of computer networks, and critically analyze a body of current, published research in computer networks.

COURSE-BASED students [30 credits]

1. Data-Analysis with Python
2. Introduction to Cybersecurity
3. Advanced Software Engineering
4. Computer Networks
5. Data Mining
6. Software Design and Implementation
7. Advanced Topics in Human-Computer Interaction

PLUS three [3] elective courses [9 credits]

Motion carried.

22.11.04.02   Academic Planning and Priorities - Exceptional Transfer Agreement: Social Service Worker >> Bachelor of Social Work

➢ *Moved [Gruner/Nyaga]: that the Algoma University Senate approve the exceptional articulation agreement with Sault College's Social Service Worker [SSW] diploma program to the Bachelor of Social Work at Algoma University [major modification as per the IQAP]. For maximum transfer credit, students must achieve a minimum overall average of 3.30 GPA in their respective diploma program.*

60 transfer credits awarded with a minimum 3.30 GPA from the Social Service Worker diploma program at Sault College towards the Bachelor of Social Work degree [BSW].

Students will continue to receive:

15 transfer credits awarded with a minimum 2.5-2.99 GPA from the Social Service Worker diploma program at Sault College towards the Bachelor of Social Work degree [BSW].

45 transfer credits awarded with a minimum 3.00-3.29 GPA from the Social Service Worker diploma program at Sault College towards the Bachelor of Social Work degree [BSW].

Rationale:

The School of Social Work at Algoma University, the Social Service Worker program at Sault College and the University Registrar worked closely in revising the diploma program to ensure the college courses were closely aligned with the Bachelor of Social Work degree requirements and Canadian Association of Social Work Education (CASWE) accreditation policy. To address Algoma University's calls for equity, diversity, and inclusion while aligning with the CASWE plan on anti-oppressive and social justice practice, teaching, and learning. To diversify the classroom

by encouraging cross-cultural teaching and learning between Indigenous and other marginalized students. To increase student enrolment and be in line with Algoma University strategic plan.

The goal of the exceptional agreement is to provide opportunity for students to achieve the benefits of combining a college diploma and university degree. The fundamental means embodied in the agreement is the recognition of prior learning and a credit transfer system that will optimize a pathway for degree studies and minimizes unnecessary duplication of students' learning and avoids barriers to student mobility.

Transfer includes:

COURSE	CREDITS
SWRK1007	3
SWRK9101	3
SWRK2356	3
SWRK4600	6
SWRK9201	3
SWRK3406	3
SWRK3407	3
SWRK3806	3
SOCI9100	6
SOSC9100	6
HUMA9201	3
SOSC9100	6
HUMA9200	6
SOSC9201	3
SOSC9101	3
TOTAL	60

Motion carried.

22.11.04.02   Academic Planning and Priorities - Exceptional Transfer Agreement: Social Service Worker [Indigenous Specialization >> Bachelor of Social Work

➢ *Moved [Burnett/Nyaga]: that the Algoma University Senate approve the exceptional articulation agreement with Sault College's Social Service Worker - Indigenous Specialization [SSW - IS] diploma program to the Bachelor of Social Work at Algoma University [major modification as per the IQAP]. For maximum transfer credit, students must achieve a minimum overall average of 3.30 GPA in their respective diploma program.*

60 transfer credits awarded with a minimum 3.30 GPA from the Indigenous Social Service Worker Social Work diploma program at Sault College towards the Bachelor of Social Work degree [BSW].

Students will continue to receive:

15 transfer credits awarded with a minimum 2.5-2.99 GPA from the Indigenous Social Service Worker diploma program at Sault College towards the Bachelor of Social Work degree [BSW].

54 transfer credits awarded with a minimum 3.00-3.29 GPA from the Indigenous Social Service Worker diploma program at Sault College towards the Bachelor of Social Work degree [BSW]

Rationale:
The School of Social Work at Algoma University, the Indigenous Social Service Worker program at Sault College and the University Registrar worked closely in revising the diploma program to ensure the college courses were closely aligned with the Bachelor of Social Work degree requirements and Canadian Association of Social Work Education (CASWE) accreditation policy. To address Algoma University's calls for equity, diversity, and inclusion while aligning with the CASWE plan on anti-oppressive and social justice practice, teaching, and learning. To diversify the classroom by encouraging cross-cultural teaching and learning between Indigenous and other marginalized students. To increase student enrolment and be in line with Algoma University strategic plan.

The goal of the exceptional agreement is to provide opportunity for students to achieve the benefits of combining a college diploma and university degree. The fundamental means embodied in the agreement is the recognition of prior learning and a credit transfer system that will optimize a pathway for degree studies and minimizes unnecessary duplication of students' learning and avoids barriers to student mobility.

Algoma University, Senate minutes, November 4, 2022

Transfer credits include:

COURSE	CREDITS
ANII9201	3
OJIB1016	3
SOCI2406	3
SWRK1007	3
SWRK2356	3
SWRK3026	3
SWRK3406	3
SWRK3407	3
SWRK3806	3
SWRK4600	6
SWRK3856	3
SOSC9100	6
SOSC9100	6
SOSC9200	6
SOSC9200	6
TOTAL	**60**

Motion carried.

22.11.04.04   Academic Planning and Priorities - Revised Professional Year Admissions

➢ *Moved [Marasco/Steeves]: that the Algoma University Senate approve the following revised professional years admissions process as submitted by the School of Social Work for the Bachelor of Social Work degree program.*

For the Bachelor of Social Work [Honours] degree program, admission is currently a two-step process:

1. **Entry-Level admissions process** - Students are admitted to the first two years from high school, college, university or as mature students.
2. **Professional Years Admissions process** - All students must apply to be admitted into the third year after all of the prerequisites are complete. The third and fourth years are the Professional Years of the program.

Summary:
Retain Entry-Level Admissions process (#1 above) and remove the Professional Years Admissions Process (#2 above). When approved, the changes will take effect immediately and they will be applicable to applying students as well as existing students in the BSW at Algoma University

Revise the Professional Years Admissions Process (#2 above)
Retain the On-Going Entry-Level Admission Process (#1 above)

Description of Entry-Level Admissions Process:
Students are admitted to the first year from high school, college or university. Students will continue to be admitted through these admission processes:

1. High School
   ● Minimum average of 70 per cent in their top six U/M courses including ENG4U

2. College Diploma Graduates
   ● Students will be assessed individually by the Office of the Registrar and may receive transfer credits depending on their program of study and Grade Point Average (GPA).

3. Transferring From Another University (Incomplete Degree)
   ● Minimum average of 70 per cent
   ● Students will be assessed individually by the Office of the Registrar to see if any courses are transferable to the BSW program

4. University Graduates
   ● Minimum average of 70 per cent
   ● Students will be assessed individually by the Office of the Registrar to see if any courses are transferable to the BSW program
   ● Students may be required to complete the core social work courses

5. Mature Students
   ● Applicants must be 20 years of age by the end of the calendar year to which they are applying; have been away from secondary or post-secondary school for a minimum of 1 year; and be a Canadian citizen or Permanent resident.

Additional requirements:

- Students must achieve a 70% grade in SWRK 1006, SWRK 1007, SWRK 2106, SWRK 2107, SWRK 2127 and SWRK 3456. It is mandatory that students who do not meet the minimum grade requirement retake the class during the subsequent term that the course is offered and get support through Algoma University Services (e.g., Writing Centre, tutoring). Failure to do so will result in suspension from the program. A student is permitted to repeat a core course only once, except with special permission of the Senate Committee on Academic Regulations and Petitions. Students must also maintain a minimum overall average of 70% on their core social work courses and a 60% overall average in all course work to progress in the program and graduate.

Rationale:

i. To address Algoma University's call for equity, diversity, and inclusion while aligning with the Canadian Association of Social Work Education (CASWE) plan on anti-oppressive and social justice practice, teaching, and learning.

ii. To diversify the classroom by encouraging cross-cultural teaching and learning between Indigenous and other marginalized students.

iii. To increase student enrolment and be in line with Algoma University strategic plan.

The Professional Years process was a challenge for students and advising as it sometimes made it difficult for students to meet funding or scholarship requirements. It also made it difficult for students who opted to start their BSW in the winter or spring semester.

Motion carried.

22.11.04.05   Academic Planning and Priorities - Bachelor of Social Work

➢ *Moved [Burnett/Steeves]: that the Algoma University Senate approve the delivery of the Bachelor of Social Work degree program, onsite at Oshki Wenjack [Indigenous Institute] beginning May 2023.*

Oshki-Wenjack is located in Thunder Bay so the course delivery of the BSW program will be a non-traditional approach that includes flexible, intensive and hybrid delivery models. Students will attend intensive courses in the classrooms at Oshki-Wenjack and online. The course delivery will be consistent with Algoma University's current semester dates and deadlines. Some courses may be offered more intensively (e.g., a week or period of time in class at Oshki-Wenjack) followed by online classes. The courses will be structured this way based on the needs of Oshki-Wenjack students who live in Thunder Bay or surrounding areas (e.g., on reserve). The Oshki-Wenjack course offerings will not change the delivery model in Sault Ste. Marie or Timmins as Oshkii will be a separate cohort model.

The School of Social Work will develop a formal pathways transfer agreement with Oshki-Wenjack that is consistent with the number of transfer credits awarded to students transferring to Algoma University from other SSW college diploma programs.

- 60 transfer credits awarded with a minimum 3.30 GPA from the Indigenous Social Service Worker Social Work diploma program at Sault College towards the Bachelor of Social Work degree [BSW].
- 54 transfer credits awarded with a minimum 3.00-3.29 GPA from the Indigenous Social Service Worker diploma program at Sault College towards the Bachelor of Social Work degree [BSW]
- 15 transfer credits awarded with a minimum 2.5-2.99 GPA from the Indigenous Social Service Worker diploma program at Sault College towards the Bachelor of Social Work degree [BSW].

The resources required for the Oshki-Wenjack offering are outlined in the section titled *Provide a summary of any resources required to implement the major modification.*

Rationale:
The School of Social Work at Algoma University, the Social Service Worker program [Indigenous Specialization] at Oshki-Wenjack, the Algoma University BSW Director, and the University Registrar worked closely in revising the diploma program to ensure the college courses were closely aligned with the Bachelor of Social Work degree requirements. The Oshki-Wenjack BSW offering is consistent with the CASWE "Statement of Complicity and Commitment to Change" (2017) to ensure social work education in Canada contributes to transforming Canada's colonial reality and the overall indigenization of social work education.

This agreement is also in line with Algoma University's Special Mission. It will address Algoma University's calls for equity, diversity, and inclusion while aligning with the CASWE plan on anti-oppressive and social justice practice, teaching, and learning.

This agreement aims to diversify the classroom by encouraging cross-cultural teaching and learning between Indigenous and other marginalized students as well as increase student enrolment in line with the Algoma University strategic plan.

The goal of the exceptional agreement is to make the BSW program accessible to Anishnaabe students in the Thunder Bay and surrounding areas. Students will complete the SSW-IS college diploma and then the BSW university degree at Oshki-Wenjack in Thunder Bay. The fundamental means embodied in the agreement is the recognition of prior learning and a credit transfer system that will optimize a pathway for degree studies and minimizes unnecessary duplication of students' learning and avoids barriers to student mobility. Please see the propose

Motion carried.

22.11.04.06   Academic Planning and Priorities - CESD offering at Brampton [2023-24]

➢ *Moved [Gruner/Nyaga]: that the Algoma University Senate approve the offering of the Bachelor of Arts in Community Economic and Social Development [three/four year] degree program for direct from high school students in Brampton for the next academic year 2023-24.*

Rationale:

Initially the CESD 3 and 4 year degrees in Brampton started this year open only for college transfer students and the plan is to offer the program to students direct from high school during the next academic year.

The inclusion of 101s and 105s for CESD's Brampton degrees increases access to the program and will help to increase degree program enrollment on our Brampton campus, which also is in line with AU's current SEM strategy to increase degree program enrollments on all campuses

Motion carried.

22.11.04.07   Office of the Registrar - Registrarial Dates and Deadlines 2024-25

➢ *Moved [Burnett/Nyaga]: that the Algoma University Senate approve the Registrarial Dates and Deadlines from September 2024 - September 2025 as follows:*

2024

Sept 2   Labour Day; Algoma University is closed
Sept 2 - 7   Welcome Week
Sept 4   Fall 2024 classes begin including 24F and 24FW courses
Sept 6   Algoma University Senate meeting
Sept 13   No registrations or course changes permitted for 24F and 24FW courses after this date. Students withdrawing from 24F and 24FW courses after this date will receive a 'W' on their academic record.

Oct 4   Algoma University Senate meeting
Oct 14   Thanksgiving Day; Algoma University is closed
Oct 15 - 18   Fall Study Week; Algoma University remains open, however, scheduled classes are paused.

Oct 25   Last day to withdraw from 24F courses without academic penalty. Students withdrawing from 24F courses after this date will receive an 'F' grade on their academic record.

Nov 1   Algoma University Senate meeting

Nov 8   Last day for current students to register for 25W courses without penalty; late fee applies after this date.

Nov 11   Late registration for 25W courses

Dec 3   Last day of classes for 24F courses; 24FW courses recess

Dec 4   Study day and staff / faculty professional development day

Dec 5 - 17   Official examination period for 24F courses and mid-term examinations for 24FW courses.

Dec 6   Algoma University Senate meeting

Dec 30   All final grades for 24F courses must be submitted electronically to the Office of the Registrar by this date.

2025

Jan 1   New Year's Day - Algoma University is closed.

Jan 6   Winter 2025 [25W] classes begin; 24FW courses resume

Jan 10   Algoma University Senate meeting

Jan 15   No registration or course changes permitted for 25W courses after this date. Students withdrawing from 25W courses after this date will receive a 'W' on their academic record. Last date to withdraw from 24FW courses without academic penalty. Students withdrawing from 24FW courses after this date will receive an 'F' grade on their academic record.

Jan 31   Applications for Spring Convocation 2025 must be submitted by this date

Feb 7   Algoma University Senate meeting

Feb 17   Family Day; Algoma University is closed.

Feb 18 - 21   Study Week

Feb 28   Last day to withdraw from 25W courses without academic penalty. Students withdrawing from 25W courses after this date will receive an 'F' grade on their academic record

Mar 3   Academic advising campaign for returning students begins.
Registration for 2025 spring/summer, 2025 fall/winter terms begins

Mar 7   Algoma University Senate meeting

Apr 4   Algoma University Senate meeting

Last day of classes for 25W and 24FW courses.

Last day for current students to register for 2025 spring session courses without penalty; late fee applies after this date.

Apr 7   Late registration for current students begins for 2024 spring terms

Apr 7 - 23   Official final examination period for 25W and 24FW courses

Apr 18   Good Friday; Algoma University is closed

Apr 21   Easter Monday; Algoma University is closed

Apr 30   All final grades for 25W and 24FW courses must be submitted electronically to the Office of the Registrar by this date.

May 2   Algoma University Senate meeting

May 5   Spring session classes begin including 2025SF and 2025SP term courses

May 13   No registration or course changes permitted for 25SF and 25SP term courses after this date. Students withdrawing from 25SF and 25SP courses after this date will receive a 'W' on their academic record.

May 19   Victoria Day; Algoma University is closed.

May 23   Last date to withdraw from 25SF courses without academic penalty. Students withdrawing from 25SF courses after this date will receive an 'F' grade on their academic record.

June 6   Algoma University Senate meeting

June 13   Last day of classes for 25SF courses; 25SP courses recess [all campuses].

Last date to withdraw from 25SP courses without academic penalty. Students withdrawing from 25SP courses after this date will receive an 'F' grade on their academic record.

June 14   Algoma University Spring Convocation 2025 [Sault Ste. Marie campus]

June 16 - 17   Official final examination period for 25SF term courses [all campuses]

June 18   Spring second term classes [25SS] begin; 25SP courses resume [all campuses]

June 21   Algoma University Spring Convocation 2025 [Brampton]

June 24   No registration or course changes permitted for 25SS courses after this date. Students withdrawing from 25SS courses after this date will receive a 'W' on their academic record.

June 27   All final grades for 25SF courses must be submitted electronically to the Office of the Registrar by this date.

July 1   Canada Day; Algoma University is closed

July 9   Last date to withdraw from 25SS courses without academic penalty. Students withdrawing from 25SS courses after this date will receive an 'F' grade on their academic record.

July 11   Last day for current students to register for 2025 fall/winter courses without penalty; late fee applies after this date.

July 14   Late registration for returning students for fall/winter 2025 term courses

Aug 1   Last day of classes for 25SS and 25SP courses. [all campuses]

Aug 4   Civic Holiday; Algoma University is closed

Aug 5 - 15   Official final examination period for 25SS and 25SP terms [all campuses]

Aug 22   All final grades for 25SS and 25SP term courses must be submitted electronically to the Office of the Registrar by this date.

Aug 29   Applications for fall graduation 2025 must be submitted by this date

Sept 1   Labour Day; Algoma University is closed

Aug 31 - Sept 5 Welcome Week

Sept 3   Fall 2025 classes begin including 2025F and 2025FW courses

Sept 5   Algoma University Senate meeting

Sept 12   No registrations or course changes permitted for 25F and 25FW courses after this date. Students withdrawing from 25F and 25FW courses after this date will receive a 'W' on their academic record.

Motion carried.

22.11.05   INFORMATION ITEMS (for action or information)
22.11.05.01   Innovation in Teaching and Research

None.

22.11.05.02   Honorary Degree, Distinguished Faculty Award, Senate Award

Nominations for Honorary Degree, Distinguished Faculty Award and Senate Award should be forwarded to the Speaker of Senate, Dr. Laurie Bloomfield and the Secretary of Senate, David Marasco no later than November 18, 2022 [investiture June 10, 2023].

22.11.06   STANDING REPORTS
22.11.06.01   Board of Governors Representative

The Board representative submitted a written report.

22.11.06.02   Academic Dean

The Dean provided the Senate with a written report.

22.11.06.03   Vice-President Academic and Research

The VPAR provided the Senate with a written report.

21.11.06.04   President and Vice-Chancellor

The President provided the Senate with a written report.

22.11.07   DISCUSSION AND QUESTION PERIOD

None

22.11.08   OTHER BUSINESS/NEW BUSINESS

None.

22.11.09   ANNOUNCEMENTS

None.

22.11.10   ADJOURNMENT

> ➢ *Moved [Steeves/Ridout]: that the Senate adjourn.*

Motion carried. [Senate adjourned at 1:53pm]