

NIPISSING UNIVERSITY

MINUTES OF THE ACADEMIC SENATE MEETING

January 16, 2015

2:30 p.m. – Room F210

MEMBERS PRESENT:

M. DeGagné (Chair), H. d'Entremont, S. Rich, N. Black, C. Richardson, R. Vanderlee

A. Armenakyan, J. Barker, G. Brown, M. Litalien, K. McCullough

A. Ackerman, S. Arnocky, D. Borman, R. Breton, N. Colborne, J. Dech, R. Gendron,
P. Nosko, N. Kozuskanich, M. Owens, G. Phillips, S. Renshaw, M. Saari, S. Strigley,
T. Vassilev, D. Walters

L. Ashworth, R. Graham, T. Horton, D. Jarvis, M-A Parr, C. Ricci, T. Sibbald, A. Steele

O. Pokorny, L. Rossi

K. Chutko, S. Kataoka

A. Grierson (Brantford), R. Vernescu (Muskoka)

C. Hachkowski

T. Palangio

S. Feretycki

J. Andrews, I. Hall

ABSENT WITH REGRETS:

J. Graham, M. Tuncali

R. Breton

B. Bruner, S. Elliott-Johns, J. Scott

J. Zimbalatti

C. Burke

ABSENT:

Y. Benoit, C. Bidal, B. Fisher

The Senate Speaker extended Senate's congratulations to the President on his admission to the Order of Canada.

The minutes of the Senate meeting of December 12, 2014 were adopted.

QUESTION PERIOD

A question was raised about the discontinuation of the Brantford campus and the reason behind the decision. The President and Vice-Chancellor noted that a number of issues were considered before the final decision was made. The partnership with Wilfrid Laurier University (WLU) had resulted in a healthy and popular program that did generate some profit for Nipissing. However, with the new funding policies in place for teacher education, profitability would dramatically decrease. Nipissing and WLU took their case to MTCU, but the government would not reconsider any enhanced funding. The President indicated that he did not want the education spaces in Brantford to compromise the spaces in North Bay. Another town hall meeting was held with faculty, staff and students on Thursday January 15, 2015.

In response to a question concerning the impact of closing Brantford on graduate students in the MEd program, the Provost noted that the courses are all offered online.

There was a question as to whether there are any changes to the number of cuts to OPSEU members as a result of the promising early enrolment data and if there is any reconsideration of the number of anticipated cuts in light of this. The Provost responded that though the cuts would be less than at the senior administrative level, the number of cuts will remain the same. He acknowledged the contribution that OPSEU members make to the NU family as well as all other employee groups.

As to the timeline for the LTA cuts, the issue is currently under discussion with the Dean and the Provost noted he anticipated decisions would be made in the next couple of weeks.

REPORTS of STANDING COMMITTEES and FACULTY or UNIVERSITY COUNCILS**Senate Executive Committee**

MOTION 1: Moved by M. DeGagne, seconded by G. Phillips that the Report of the Senate Executive Committee dated January 8, 2015.
CARRIED

Undergraduate Studies Committee**December 11, 2014 Report**

MOTION 2: Moved by R. Vanderlee, seconded by G. Brown that the Report of the Undergraduate Studies Committee dated December 11, 2014 be received.
CARRIED

School of Criminology and Criminal Justice

MOTION 3: Moved by R. Vanderlee, seconded by G. brown that Senate approve the Minor in Legal Studies, as outlined in the attached document.
CARRIED

MOTION 4: Moved by R. Vanderlee, seconded by N. Black that Senate approve MOTIONS 5-10 as outlined:

MOTION 5: That the course prerequisites for CJRS 4006 Issues in Forensic Mental Health be changed

From: CRJS1087 and CRJS2086

To: CRJS 2106 (Psychology and the Law) or CRJS3106 (Forensic Psychology I).

MOTION 6: That the course format for CRJS 4006 Issues in Forensic Mental Health be changed from “3 hours of lecture per week” to “3 hours of seminar per week”.

MOTION 7: That Senate approve the following CRJS course description changes:

CRJS3086 Law and Society

From: This course investigates the socio-historical origins of law, and the development of the Canadian legal system. Sociological theories of law and the functions of law in society are examined in depth. The empirical methods that sociologists use to study law are surveyed. How and why laws are made, and the organization and administration of law, both public and private, are examined, and the role of law as both an agent of social change and as a response to social change is analyzed. This course may be credited towards Sociology and Social Welfare & Social Development.

To: Students investigate the role of law in social control and how this changes over time and across different cultures. Sociological theories of law are examined in depth, including the functions of law, cultural sources of law and law as an instrument of power and inequality. This course may be credited towards Sociology. This course may be credited towards Social Welfare and Social Development.

CRJS 4347 Applied Criminological Theory

From: In this course students will have the opportunity to examine the application of criminological theories to specific areas of the criminal justice system. This will be accomplished through contributions and practical examples offered by faculty as well as experts in the field.

To: In this course students examine the application of theory to the operation of the criminal justice system. Where possible this is supplemented by presentations from experts in the field.”

CRJS3087 Society, Law and Social Change

From: This course continues the examination of the development and role of law as both an agent of social change and as a response to social change. Key issues in the sociology of law and the social change/development process are examined, including law and the modern family, the changing status and role of women in law, First Nations peoples, personal privacy, growth of administrative law, electronic transmissions and the law, tort law and national security are examined in depth. The course focuses on Canadian law and examples. This course may be credited towards Sociology and Social Welfare & Social Development.

To: Students will apply social theory to specific issues in law. Issues may include, for example, such topics as prostitution, surveillance and security, equality rights, drug laws and gambling. This course may be credited towards Sociology and Social Welfare & Social Development.

CRJS 4467 Advanced Criminological Theory

From: This course will build on the introductory material covered in **CRJS 2086/SOCI 2086**. The research and writing of the major figures in contemporary criminology and criminal justice will be examined and discussed. Application of contemporary theories and research to the analysis of the functioning of the major elements of the criminal justice enterprise, the police, the courts and corrections, will be emphasized. Selected topics, including the treatment of women, young offenders and First Nations peoples in the justice system, will be examined.

To: Students in this advanced seminar class will build on the introductory material covered in **CRJS 2086**. The major criminological theories are reviewed, and the underlying assumptions and empirical evidence of each theory are critically evaluated and discussed. Students will examine how the dominant criminological theories have developed and changed over time, and ends by examining contemporary trends in criminological theorizing.

MOTION 8: That Senate approve that the course name for **CRJS3087 Society, Law and Social Change** be changed to **CRJS3087 Law & Society II**.

MOTION 9: That Senate approve that **CRJS4467 Advanced Criminological Theory** be “restricted to students who have fourth year standing in the criminology stream of the criminal justice program.”

MOTION 10: That Senate approve that the course format for **CRJS4467 Advanced Criminological Theory** be changed from “3 hours of lecture per week” to “3 hours of seminar per week”.

CARRIED

Classical Studies

MOTION 11: Moved by R. Vanderlee, seconded by R. Gendron that Senate approve the addition of the following courses to Classical Studies as outlined:

- CLAS 2207 Medicine, Science, and Technology in the Ancient World
- CLAS3126 Advanced Ancient Greek I: Prose
- CLAS3127 Advanced Ancient Greek II: Poetry
- CLAS3067 Religious Conflict in the Ancient World

CARRIED

English

MOTION 12: Moved by R. Vanderlee, seconded by G. Phillips that Senate approve **MOTIONS 13 – 17** as outlined:

MOTION 13: The addition of **DIGI2405 Digital Lives: Studies in Media, Culture and Communication**, with a revision to the course description.

MOTION 14: That **DIGI/ENGL2305** be banked.

- MOTION 15: Pre-requisites for the following courses ENGL3036, DIGI/ENGL3047, ENGL3127, ENGL3606, ENGL3617, ENGL3126, ENGL3127 be changed to read: “Prerequisite: Six credits from the following group: ENGL 2006, ENGL2007, ENGL2255, ENGL2265, DIGI/ENGL2305, DIGI2405.”
- MOTION 16: The addition of the new course ENGL2011 Short Stories: Snapshots of Life.
- MOTION 17: The addition of a Minor in Media, Culture and Communications.
- CARRIED

Fine and Performing Arts

MOTION 18: Moved by R. Vanderlee, seconded by G. McCann that Senate approve MOTIONS 19 – 21 as outlined:

- MOTION 19: Course description changes to the following FAVA courses:
- FAVA 1206 Art History I
 - FAVA 1207 Art History II
 - FAVA 1026 Art Fundamentals I
 - FAVA1027 Art Fundamentals II
 - FAVA2006 Drawing
 - FAVA2007 Drawing II
 - FAVA2026 Painting I
 - FAVA2027 Painting II
 - FAVA2046 Sculpture I
 - FAVA4125 Directed Studio Research and Professional Practice
 -
- MOTION 20: Course title changes to the following FAVA courses:
- FAVA1026 Arts Fundamentals I to Studio Foundations
 - FAVA1027 Arts Fundamentals II to Contemporary Studio Practice
 - FAVA2006 Drawing I to Observational Drawing
 - FAVA2007 Drawing II to Expressive Drawing
 - FAVA2026 Painting I to Painting: Historical Methods and Materials
 - FAVA2027 Painting II to Painting: Contemporary Methods and Materials
 - FAVA2046 Sculpture I to Sculpture: Modelling and Replication
 - FAVA3056 Advanced Painting I to Advanced Painting
 -
- MOTION 21: Prerequisite changes to the following FAVA courses:
- FAVA1207 Art History
From: FAVA1206 Art History I
To: no prerequisite
 - FAVA1027 Contemporary Studio Practice
From: FAVA1206 Arts Fundamentals II
To: no prerequisite
- CARRIED

Gender Equality and Social Justice

MOTION 22 Move by R. Vanderlee, seconded by G. McCann that Senate approve the revised course description for GEND3306 Ideas of Power as outlined:

From:

This course provides a broad historical examination of theories and perspectives of power, sexual difference, and gender equality. We will trace the relationship between the history of ideas and significant social events and revolutionary political activism that have taken place over the centuries. Our overview will include consideration of mainstream theoretical traditions, such as humanism, liberalism, socialism, and psychoanalysis, and their implications in the theory and development of race, class and gender analysis, feminist theories and perspectives, and social justice

To:

Power is everywhere. It is in the relationships we have, the clothes we buy and the pets we keep, not just the party we vote for. It is in the colour of our skin, the performance of our gender, and the work we do. Ideas of power—the really powerful ones—are often invisible. Students will focus on making visible what the powers-that-be would prefer to keep hidden. Students will examine ideas of power around sex and gender, colonization in the past and present, wealth and poverty, law and justice, to name only a few

CARRIED

History

MOTION 23: That Senate approve MOTIONS 24 – 27 as outlined:

MOTION 24: The deletion of the following HIST courses:

- HIST1017 Introduction to Genocide
- HIST1007 Introduction to Historical Studies

MOTION 25: The addition of the following HIST courses:

- HIST1007 The Second World War
- HIST1106 Introduction to Historical Studies
- HIST1107 Introduction to Historical Studies
- HIST1206 Introduction to Genocide
- HIST2336 The Viet Nam War
- HIST4607 Special Topics
- HIST4617 Special Topics
- HIST4627 Special Topics
- HIST4817 The Third Reich

MOTION 26: The modification of prerequisite requirements for all 4000-level history courses to "Any 84 credits completed in an Honours Specialization degree."

MOTION 27: The title change of HIST 3136 from Selected Topics in Women's History to Selected Topics in Women's and Gender History.

CARRIED

Political Science

MOTION 28: Move by R. Vanderlee, seconded by D. Borman that Senate approve the addition of the following POLI courses as outlined in the attached document:

- POLI2607 On Conflict Resolution
- POLI2316 Negotiating International Agreements

CARRIED

University Success

MOTION 27: Moved by R. Vanderlee, seconded by G. Brown that Senate approve the addition of UNIV3006 Experiential Learning for Arts and Science Students as outlined.
CARRIED

Bachelor of Physical and Health Education

MOTION 29: Moved by R. Vanderlee, seconded by R. Gendron that Senate approve MOTIONS 30 and 31 as outlined:

MOTION 30: The deletion of PHED3036 Exercise Management for Persons with Chronic Diseases

MOTION 31: The addition PHED4136 Exercise Management for Persons with Chronic Diseases as outlined in the attached document.

CARRIED

Banked Courses

MOTION 32: That Senate approve that the list of courses outlined in the attached document be deleted from the Academic Calendar.

REFERRED BACK TO THE UNDEGRADUATE STUDIES COMMITTEE

• December 18, 2014 Report

MOTION 33: Moved by R. Vanderlee, seconded by A. Ackerman that the Report of the Undergraduate Studies Committee dated December 18, 2014 be received.

CARRIED

Biology and Chemistry

MOTION 34: Moved by R. Vanderlee, seconded by M. Saari that Senate approve MOTIONS 35 – 38 as follows:

MOTION 35: The addition of CHEM1991 Chemistry Essentials for Non-scientists.

MOTION 36: That Senate cross-coding and removed the cross-listing of the following courses:

- BIOL2206 Introduction to Biochemistry with CHEM2207
- BIOL3306 Enzymology with CHEM3306 Enzymology
- BIOL4347 Chemistry in the Life Sciences with CHEM4347

MOTION 37: The unbanking of BIOL3397 Introductory Soil Science.

Non-substantive changes:

The revision of the course description for BIOL4706 Literature Research and Seminar

From: This course is an intensive study of scientific literature related to the topic of the honours thesis. Credit is based on writing assignments and seminars. A wide range of topics is available. Emphasis is placed on the development of specific hypotheses.

To: This course is a companion course to the Honours Thesis that supports an intensive exploration of the published scientific literature related to the thesis research topic. Credit is based on writing assignments and seminar presentations. Emphasis is placed on a review of relevant background literature and the development of specific hypotheses.

The revision of the course description for BIOL4607 Environmental Biology Seminar

From: In this seminar course, students will critically topics in environmental biology and ecology from the current research literature and present seminars on their preliminary honours thesis results as well as topics outside their thesis area.

To: In this seminar course, students will critically evaluate and present seminars on topics in environmental biology and ecology from the current research literature. Topics will vary from year-to-year.

MOTION 38: The course title change, restrictions and descriptions of BIOL1011 Introduction to Molecular and Cell Biology for Nursing and Physical Health Education.

CARRIED

OPPOSED – Senator Walters

MOTION 39: That Senate approve the addition of a Minor in Environmental Science, as outlined.
WITHDRAWN

MOTION 40: That Senate approve the Honours Specialization and Specialization in Environmental Biology and Technology, as outlined.
CARRIED

Computer Science and Mathematics

MOTION 41: Moved by R. Vanderlee, seconded by T. Vassilev that Senate approve that the number of contact hours for COSC1757 Digital Systems be changed from three hours of lectures per week to three hours of lectures and one hour of lab per week.
CARRIED

Fine Arts

MOTION 42: Moved by R. Vanderlee, seconded by A. Ackerman that Senate consider MOTIONS 43 – 52 as outlined.

MOTION 43: The course description for FAVA2236 Modern Art and Design History I
From:
A comprehensive survey of the major arts and design movements in Europe and North America from the nineteenth to the early twentieth century. Explores the development of art and design theory and practice in the context of the rapid changes taking place in the

social and political environment of modern life. The impact of revolution, industrialization and urbanization upon art and design will be examined as well as the development of new technologies and methods.

To:

In this course, students will explore art and design practices during the nineteenth and twentieth centuries. In particular, students will examine these practices in relation to the rapid changes of social and political life that characterize modernity, such as urbanization, industrialization, technological innovation, global capitalism, and colonialism.

MOTION 44: The prerequisite for FAVA2236 Modern Art and Design History I be changed from FAVA1207 to FAVA1206 or FAVA1207 and that the title be changed to Modern Art and Design.

MOTION 45: The course description for FAVA2237 Modern Art and Design History II be changed
From:
Focuses on the movements and themes that dominate art and design and the artists whose individual expression redefined artistic traditions in the twentieth century. Examines artists and their work within their political, social and theoretical context.

To:

In this course, students will examine modern artworks or art movements that have brought about cultural change, social reform, or political action in different historical periods and geopolitical contexts.

MOTION 46: The prerequisite for FAVA2237 Modern Art and Design History II be changed from FAVA1207 to FAVA1206 or FAVA1207 and the title be changed to Modern Art History and Social Movements.

MOTION 47: The course description for FAVA3056 Advanced Painting I be changed

From:

This is an advanced studio course in the practical and theoretical concerns of painting. Projects will encourage creativity, and the use of both traditional and contemporary techniques.

To:

Students will develop a unique visual language in painting by studying contemporary and historical precedent, and the relationship between concept, composition, and medium. Students will explore a variety of creative approaches to painting through the execution of major assignments and independently driven projects, culminating in peer critiques.

MOTION 48: The course description for FAVA 3057 Advanced Painting II be changed

From:

This is an advanced studio course in the practical and theoretical concerns of painting. The student is expected to develop a level of "professionalism" in producing a series of portfolio

works. Students will be encouraged to synthesize conceptual content with material, form and technique.

To:

Students will focus on evolving existing painting skills. They will push the boundaries of painting by exploring representation, scale, and medium in a range of directed projects and self-motivated assignments. Students will develop visual analysis skills through ongoing peer critiques.

MOTION 49: The following prerequisite changes:

- FAVA 3056 Advanced Painting I be changed from FAVA2027 to 12 credits of 2000 level studio which must include 3 credits from the following FAVA2026, 2027, 2407
- FAVA 3057 Advanced Painting II be changed from FAVA 2027” to 12 credits of 2000 level studio which must include 3 credits from the following FAVA 2026, 2027, 2407, and that the title be changed to Explorations in Painting

MOTION 50: The addition of the following new courses as outlined:

- FAVA 2086 Drawing from Life
- FAVA 2126 Printmaking: Screenprinting
- FAVA 2127 Printmaking: Lithography
- FAVA 2226 Printmaking: Intaglio
- FAVA 2227 Printmaking: Relief
- FAVA 2276 Visualizing Canada Pre-1900
- FAVA 2277 Art and Culture in Modern and Contemporary Canada
- FAVA 2406 Drawing: Image and Ideation
- FAVA 2407 Painting: Memory, Imagination, and Narrative
- FAVA 2416 Sculpture: Carving and Reduction
- FAVA 2417 Sculpture: Material and Structure
- FAVA 2426 Digital Photography
- FAVA 2427 Video and Time-Based Media
- FAVA 2506 Figure Study
- FAVA 2507 Art Abroad
- FAVA 2516 Community-Based Practice
- FAVA 3046 Critical Theories in Art History and Visual Studies.
- FAVA 3096 Drawing: Contemporary Approaches
- FAVA 3097 Explorations in Drawing
- FAVA 3106 Interdisciplinary Practice
- FAVA 3136 Advanced Printmaking
- FAVA 3137 Mixed Print Media
- FAVA 3146 Explorations in Sculpture
- FAVA 3147 Extended Sculpture Practice
- FAVA 3156 Explorations in Digital Media
- FAVA 3346 Theoretical Issues in Contemporary Art
- FAVA 4066 Issues in Curation and Museum Representation
- FAVA 4067 Topics in Art History and Visual Studies

MOTION 51: The deletion of the following courses:

- FAVA 2146 Design and Colour I

- FAVA 2147 Design and Colour II
- FAVA 2346 Themes in Contemporary Art
- FAVA 2347 Topics in Contemporary Art
- FAVA 3026 Intaglio Printmaking
- FAVA 3027 Relief Printmaking
- FAVA 3036 Advanced Studio in Art
- FAVA 3047 Seminar in Art
- FAVA 3066 Photography I
- FAVA 3067 Photography II
- FAVA 3086 Life Drawing I
- FAVA 3087 Life Drawing II
- FAVA 3126 Screenprinting
- FAVA 3127 Lithography
- FAVA 3376 Canadian Art History I
- FAVA 3377 Canadian Art History II
- FAVA 4026 Special Studies in Painting I
- FAVA 4027 Special Studies in Painting II
- FAVA 4036 Advanced Printmaking I
- FAVA 4037 Advanced Printmaking II
- FAVA 4046 Art and Critical Theory I
- FAVA 4047 Art and Critical Theory II

MOTION 52: The change in the program requirements for FAVA.
CARRIED

Gender Equality and Social Justice

MOTION 53: Moved by R. Vanderlee, seconded by G. McCann that Senate approve that the course description for GEND3127 Gender, Globalization, and Human Rights be modified as outlined:

From:

This course is designed to familiarize students with a range of issues related to gender and globalization. To achieve this end, the course will first endeavour to make sense of the concept of globalization; this will necessitate a look at how globalization is structured, how it operates and how it conditions both local and global contexts. We will investigate gender relations and gendered processes in the contexts of economic, legal, political, and/or cultural globalization. Specific topics may include the feminization of labour and poverty, sex work and trafficking, development and neoliberalism, militarization, migration, and social justice activism. This course may be credited towards Sociology and Political Science.

To:

Students will study a range of human rights issues related to gender and globalization. To achieve this end, they will first endeavour to make sense of the concept of globalization; this will necessitate a look at how globalization is structured, how it operates and how it conditions both local and global contexts. Students will investigate gender relations, processes, and human rights in the contexts of economic, legal, political, and/or cultural globalization. Specific topics may include the feminization of labour and poverty, sex work and trafficking, development and neoliberalism, militarization, migration, and social justice activism. This course may be credited towards Sociology and Political Science.

CARRIED

Psychology

MOTION 54: Moved by R. Vanderlee, seconded by M. Saari that Senate approve the cross-coding of the following courses:

- CHFS4316 Fieldwork in ABA with PSYC4316 Fieldwork in ABA
- CHFS4205 Practicum in ABA-Lifespan with PSYC4225 Practicum in ABA-Lifespan
- CHFS4305 Practicum in EIBI-ASD with PSYC4235 Practicum in EIBI-ASD

CARRIED

FACULTY OF APPLIED AND PROFESSIONAL STUDIES**School of Business**

MOTION 55: Moved by R. Vanderlee, seconded by A. Ackerman that Senate approved MOTIONS 56 – 59 as follows:

MOTION 56: The recommendation of granting up to 15 transfer credits to students with post diploma courses in Accounting where a grade of 70% or better has been achieved. The recommendation will be determined by the director or designate of the School of Business and decided by the Registrar's Office and will be consistent with existing transfer credit practices.

MOTION 57: The prerequisite for MKTG4436 Innovative Approaches in Marketing be changed:
From: MKTG1126 and TMGT1106
To: MKTG2127 Marketing for Managers.

MOTION 58: The removal of Senate Regulation 2.42 - Advanced Standing for Applicants Holding Credit Towards Their CA, CGA, or CMA Designations, from the Senate approved policy document.

MOTION 59: The addition of ADMN2156 Introduction to Entrepreneurship.
CARRIED

School of Nursing

MOTION 60: Moved by R. Vanderlee, seconded by K. McCullough that Senate approve MOTIONS 61 and 62 as follows:

MOTION 61: The requisites and descriptions for the Nipissing University Scholar Practitioner Program courses in the academic calendar be changed from their current listing to the listings provided in the attached document.

MOTION 62: The requisites for the Nipissing University RPN to BScN Blended Learning Program courses be changed from their current listing to the listings provided in the attached document.

CARRIED

SCHULICH SCHOOL OF EDUCATION**Aboriginal Teacher Certification Diploma Program**

MOTION 63: Moved by R. Vanderlee, seconded by D. Borman that Senate approve MOTIONS 64 - 69 as follows:

MOTION 64: The modified admission requirements for the Aboriginal Teacher Certification Diploma Program:

Current Aboriginal Teacher Certification Diploma Program Policy

Applicants must meet each of the following four requirements in order to be considered for admission:

1. One of the following completed certifications:
 - Early Childhood Education (ECE);
 - Native Classroom Assistant Diploma Program (NCADP);
 - Native Special Education Assistant Diploma Program (NSEADP);
 - Native Language Teaching Certificate (NLTC); or Social/Education Counsellor.
2. Proof of three years of successful working with Primary/Junior Division students in an educational setting. Candidates must have a minimum of 700 hours of experience per year.
3. Proof of an Ontario Secondary School Diploma – Grade 12 or equivalent.
4. Proof of Aboriginal descent

Proposed Change to Aboriginal Teacher Certification Program Admission Policy

Applicants must meet each of the following requirements to be considered for admission:

1. One of the following completed certifications from an accredited university or college:
 - Early Childhood Education (ECE);
 - Native Classroom Assistant Diploma Program (NCADP);
 - Native Special Education Assistant Diploma Program (NSEADP);
 - Native Language Teaching Certificate (NLTC);
 - An undergraduate degree from an accredited university.
2. Proof of Aboriginal ancestry
3. Valid Criminal Reference Check including a Vulnerable Sector Screening within six months of start date

MOTION 65: The modified graduation requirements for the Aboriginal Teacher Certification Diploma Program:

Current Aboriginal Teacher Certification Diploma Program Graduation Policy

- To graduate with an Aboriginal Teacher Certification Diploma and to qualify for an Ontario Teaching Certificate students must:
 - a) Satisfy all of the stated requirements for the diploma;
 - b) Students must be successful in all practicum sessions;
 - c) Complete all required courses with a minimum of 60% in each course.

Proposed Change to Aboriginal Teacher Certification Diploma Graduation Policy

- To graduate with an Aboriginal Teacher Certification Diploma and to qualify for an Ontario Certificate of Qualification students must:
 - a) Satisfy all of the stated requirements for the diploma;

- b) Students must be successful in all practicum sessions;
- c) Complete all courses with a minimum of 60% in each course;
- d) Complete all stated requirements within six years from your start date.

Native Classroom Assistant Diploma Program

MOTION 66: The modified admission requirements to the Native Classroom Assistant Diploma Program as outlined:

Current Native Classroom Assistant Diploma Program Policy

NCADP Part I:

Applicants must:

- have completed a minimum of Ontario Grade 12;
- be of Aboriginal descent;
- be recommended to the Program by an Aboriginal organization;
- have a recent criminal record check

NCADP Part II:

Applicants must have:

- successfully completed Part I;
 - one year of classroom experience such as a classroom assistant (minimum of 200 hours, either paid or volunteer) which can be verified;
 - a practicum information form.
- or
- an educational assistant certificate, or an early childhood education diploma, or a developmental services worker diploma; and
 - one year of classroom experience such as a classroom assistant (minimum of 200 hours, either paid or volunteer) which can be verified.
 - a recent criminal reference check

NCADP Part III:

Applicants must have:

- successfully completed Part II;
- two years of classroom experience as a classroom assistant (minimum 400 hours, either paid or volunteer) which can be verified;
- a practicum information form.

Proposed Change to Native Classroom Assistant Program Admission Policy

NCADP Part 1:

- Minimum completion of Ontario Grade 12 or equivalent. Candidates without grade 12 can be admitted if they are 20 years or older and have been out of school for two years or more; and,
- Recent Criminal Reference Check including a Vulnerable Sector Check.

Students are encouraged to obtain classroom experience before commencing the program.

NCADP Part II:

- Successful completion of NCADP Part I courses with a minimum of 60% in each course; and,
 - Successful completion of EDUC 1010 NCADP Practicum I.
- Or
- An Educational Assistant Certificate, or an Early Childhood Education Diploma, or a Developmental Services Worker Diploma;
 - One year of classroom experience such as a classroom assistant (minimum 200 hours, either paid or volunteer) which can be verified; and,
 - Recent Criminal Reference Check including a Vulnerable Sector Check.

NCADP Part III:

- Successful completion of NCADP Part II courses with a minimum of 60% in each course; and,
- Successful completion of EDUC 2010 NCADP Practicum II.

MOTION 67: The modified graduation requirements for the Native Classroom Assistant Diploma Program as outlined:

Current Native Classroom Assistant Diploma Program Graduation Policy

- To graduate with an Native Classroom Assistant Diploma students must:
 - a) Satisfy all of the stated requirements for the diploma;
 - b) Students must be successful in all practicum sessions;
 - c) Students must have an overall average of 60% with no less than 50% in any course and not less than 60% in the following courses:
 - i) EDUC1012 NCADP Primary Methods I
 - ii) EDUC 1022 NCADP Junior Methods I
 - iii) EDUC 2011 NCADP Primary Methods II
 - iv) EDUC 2021 NCADP Junior Methods II
 - v) EDUC 3011 NCADP Primary Methods III
 - vi) EDUC 3021 NCADP Junior Methods III

Proposed Change to Native Classroom Assistant Diploma Graduation Policy

- To graduate with a Native Classroom Assistant Diploma in Education students must:
 - a) Satisfy all of the stated requirements for the diploma;
 - b) Students must be successful in all practicum sessions;
 - c) Complete all required courses with a minimum of 60% in all courses;
 - d) Complete all stated requirements within six years from your start date.

Teacher of Anishnaabemwin as a Second Language Diploma Program

MOTION 68: That Senate approve that the modified admission requirements to the Teacher of Anishnaabemwin as a Second Language Diploma Program as outlined:

Current Teacher of Anishnaabemwin as a Second Language Diploma Program Policy

1. Minimum completion of Ontario Grade 12 or equivalent. Candidates without grade 12 can be admitted if they are 21 years or older and have been out of school for two years or more;

2. A one-page statement outlining why you wish to be a teacher of Ojibwe;
3. Two letters of reference of which one letter is from an individual in a professional capacity who can attest to your level of fluency (Chief and Council, Education Director, Education Authority Board member, Cultural Committee member, etc.);
4. Be of Aboriginal descent.

Proposed Change to Teacher of Anishnaabemwin as a Second Language Program Admission Policy

1. Minimum completion of Ontario Grade 12 or equivalent. Candidates without grade 12 can be admitted if they are 20 years or older and have been out of school for two years or more;
2. A one-page statement outlining why you wish to be a teacher of Anishnaabemwin;
3. Two letters of reference of which one letter is from an individual (not a family member) in a professional capacity who can attest to your level of fluency (Chief and Council, Education Director, Education Authority Board member, Cultural Committee member, etc.);
4. Valid Criminal Reference Check including a Vulnerable Sector Screening within six months of start date;
5. Completion of an Anishnaabemwin Language Assessment that includes a written and oral component.

MOTION 69: The modified graduation requirements for the Teacher of Anishnaabemwin as a Second Language Diploma Program as outlined:

Current Teacher of Anishnaabemwin as a Second Language Diploma Program Graduation Policy

- To graduate with a Teacher of Anishnaabemwin as a Second Language Diploma and to qualify got an Ontario Certificate of Qualification students must:
 - a) Satisfy all of the stated requirements for the diploma;
 - b) Students must be successful in all practicum sessions;
 - c) Complete all courses with a minimum of 50% in any one course and a overall average of 60% in each of the three summer components;
 - d) Students who fail one summer component must retake the component before being allowed to continue in the program.

Proposed Change to Teacher of Anishnaabemwin as a Second Language Diploma Graduation Policy

- To graduate with a Teacher of Anishnaabemwin as a Second Language Diploma and to qualify got an Ontario Certificate of Qualification students must:
 - a) Satisfy all of the stated requirements for the diploma;
 - b) Students must be successful in all practicum sessions;
 - c) Complete all required courses with a minimum of 50% in any one course and an overall average of 60% in the program;
 - d) Must demonstrate fluency proficiency in Anishnaabemwin with a minimum rating of Level 3 in an Anishnaabemwin Language Proficiency Evaluation that includes an oral and written component;
 - e) Complete all stated requirements within six years from your start date.

Bachelor of Physical and Health Education

MOTION 70: Moved by R. Vanderlee, seconded by M. Saari that Senate approve that the program requirements of the Bachelor of Physical and Health Education add “No more than 24 credits of practicals can be counted toward meeting the BPHE degree requirements.”

CARRIED

Degree Route Name Change Proposal

MOTION 70: Moved by R. Vanderlee, seconded by D. Borman that Senate approve the degree route name change from Orientation to Teaching to Concurrent Education, as outlined.

CARRIED

GRADUATE STUDIES COUNCIL

MOTION 71: Moved by S. Rich, seconded by J. Dech that the Report of the Graduate Studies Council, dated January 6, 2015 be received.

CARRIED

MOTION 72: Moved by S. Rich, seconded by A. Ackerman that Senate approve that the prerequisite for EDUC5676 Qualitative Approaches to Educational Research and EDUC5677 Quantitative Approaches to Educational Research, be updated to include EDUC6116 Critical Conversations in Educational Research.

CARRIED

MOTION 73: Moved by S. Rich, seconded by H. Zhu that Senate approve the addition of EDUC5237 Educating for Environmental Sustainability, as outlined.

CARRIED

ELECTIONS

- Elect three representatives, one from each Faculty, to serve on the Selection Committees for the Chancellor’s Award for Excellence in Teaching and the Nipissing University Award for CASBU members. Each representative will serve on both committees,

Arts and Science: ACCLAIMED Senator Noël

Applied and Professional Studies: ACCLAIMED –Senator McCullough

Schulich School of Education: ACCLAIMED – Senator Graham

REPORTS FROM OTHER BODIES**Board of Governors**

Board representative Senator Palangio announced that there has been no meeting of the Board of Governors since December 4. The next meeting is Thursday, February 5. He added that North Bay city Councillor Derek Shogren will assume the duties as the Mayor’s representative on the Board.

ANNOUNCEMENTS

The President welcomed Senators back for the winter term. He explained that the Provost would provide an update on application numbers. He wanted senators to know that the University invested in an amazing recruitment team last fall. They were assigned an onerous task to boost applications numbers. They showed great dedication and in some cases, even gave out personal cell numbers should applicants have any questions. He added that it is vital that these applicants be turned into registrants and this will mean the start of the important telephone campaign.

The President also added that any senator who wanted current application numbers should go to the Institutional Planning section of MyNipissing.

The Provost advised senators that it was the end of the official application cycle for 101s. These are applicants from Ontario high schools. He was pleased to report that overall, applications are up 5% with first choice applications up 15%, the latter being the most important number.

The Provost also provided an update on the two Decanal searches. Both committees met this week. Arts and Science has only one candidate, Dr. Murat Tuncali. The search for the Dean of the Schulich School of Education has shortlisted three candidates. They are Drs. Blaine Hatt, Dan Jarvis and Carole Richardson. Their interviews will be conducted shortly. Following final approval, the search for the respective Associate Deans will commence.

The Provost noted that the MSc in Kinesiology has been approved by Quality Council and now goes for funding approval at MTCU. Senators were reminded that the BSW program is already in front of MTCU.

An agreement has just been signed off with Cape Breton University (CBU) in regards to the Purdy Crawford Chair in Aboriginal Business Studies. The Provost explained that CBU will be hosting the program but Nipissing will administer the program in Ontario. With assistance from the Aboriginal Initiatives Office, summer workshops will be held on campus beginning this year, along with other initiatives.

Senator Hall from NUSU acknowledged the faculty association's student food bank donation. He also indicated that the Wall has moved to the larger downstairs venue.

ADJOURNMENT

Senate was adjourned at 4:03 p.m.

.....
M. DeGagné (Chair)

.....
C. Jenkins (Senate Secretary)