

Senate Agenda

Friday, April 12, 2024

2:30 p.m. – Room F210

Zoom Conference:

<https://us02web.zoom.us/j/88092461985?pwd=U0IreXJHWEk2NkphTzR6MFdmL1ZZUT09>

Meeting ID: 880 9246 1985

Passcode: 194317

1. **Acknowledgement of the Traditional Territory**

As we begin this Nipissing University Senate meeting, I would like to acknowledge that we are in the territory of the Robinson-Huron Treaty of 1850 and that the land on which we gather is the Nipissing First Nation Traditional Territory and the traditional territory of the Anishnabek. We respect and are grateful to hold this event on these lands with all our relations.

2. **Approval of the Agenda**

3. **Adoption of the Minutes of the Senate Meeting of:** March 8, 2024

4. **Business Arising From the Minutes**

- Reporting of Institutional Data on Cases of Academic Misconduct

5. **Reading and Disposing of Communications**

- 2023-24 Provost's Annual Tenure and Promotion Report
- Comparative Data: Meal Reimbursement Amounts Across Ontario (Senator Tabachnick)

6. **Reports From Other Bodies**

- A.
 - (1) President – oral report
 - (2) Provost and Vice-President Academic – oral report
 - (3) Vice-President Finance and Administration – no report
 - (4) Board of Governors – no report (next Board mtg. April 25, 2024)
 - (5) Alumni Advisory Board – no report
 - (6) Council of Ontario Universities (Academic Colleague) – no report
 - (7) Joint Board/Senate Committee on Governance – no report
 - (8) NUSU – report attached
 - (9) Others

- B. Reports from Senate members

7. Question Period**8. Reports of Standing Committees and Faculty Councils****Senate Executive Committee**

Motion 1: That the Report of the Senate Executive Committee dated April 4, 2024 be received.

Motion 2: That Senate approve the list of Senate meeting dates for the 2024-2025 academic year.

Teaching and Learning Committee

Motion 1: That the Report of the Teaching and Learning Committee dated February 29, 2024 be received.

9. Other Business**10. Amendment of By-laws****11. Elections****12. New Business****13. Announcements****14. Adjournment**

Nipissing University
Minutes of the Academic Senate Meeting
March 8, 2024
2:30 p.m.
Room F210 & Zoom Videoconference

Members Present:

K. Wamsley (Chair), C. Sutton, G. Raymer, D. Walters, D. lafrate, N. Black

R. Davis, R. Gendron, A. Hatef, G. McCann, S. O'Hagan, G. Phillips (Deputy Speaker), S. Renshaw, S. Srigley, T. Smith, D. Tabachnick, L. Thielen-Wilson, A. Weeks, R. Wenghofer, S. Winters, H. Zhu

S. Cairns, K. Ferguson, C. Greco, D. Hay, T. McParland, P. Millar, C. Ricci, A. Schinkel-Ivy, T. Sibbald (Speaker), M. Sullivan, V. Williams

O. Pokorny, L. Sinclair

S. Fiddler

R. Hehn

E. Cooke, H. Panchal, B. Brown

Absent With Regrets:

A. Graff, B. Law, L. Chen, H. Earl, J. Murton, N. Stevens, R. Vernescu, C. Irwin, A. Adler, T. Horton, J. Muterera, J. Thornborrow, R. Vanderlee, F. Couchie, R. McEntee, P. English, S. Greco

The Senate Speaker offered a Traditional Territory acknowledgement.

Approval of the Agenda of the Senate Meeting of: March 8, 2024

Motion 1: Moved by R. Hehn, seconded by S. Winters that the agenda of the Senate meeting of March 8, 2024 be approved.
CARRIED

Adoption of the Minutes of the Senate Meeting of: February 9, 2024

Motion 2: Moved by S. Winters, seconded by R. Gendron that the minutes of the Senate meeting of February 9, 2024 be adopted.
CARRIED

Reports From Other Bodies

The President provided a report. The report is attached to the minutes.

The Vice-President Finance and Administration provided a high-level overview of the 2023-24 Financials Review which included year-to-date income statements of the Operating Fund and Ancillary Fund, as well as the Consolidated Summary as of January 31, 2024. She advised that detailed information will be provided at the next Senate Budget Advisory Committee meeting. The presentation is attached to the minutes.

The Board of Governors provided a report. The report is attached to the minutes.

NUSU provided a report. The report is attached to the minutes.

Question Period

A request was forwarded in advance to the Executive Director of Library Services regarding the following statement on the homepage of the Library website: "*Library collections include material with content and descriptions that are outdated and disrespectful. Conversation and action with respect to amending descriptive terminology is ongoing.*" In response to a request for clarification about, "action with respect to amending descriptive terminology", in the content of the materials in question and what this means, the Executive Director provided the following response:

Many academic and public libraries have added similar statements to acknowledge that our profession is aware that older materials include outdated/disrespectful language and subject headings.

A few examples are outdated/disrespectful terms used in the records of Indigenous materials; outdated and inaccurate terms in content of older materials (for example, how homosexuality was once perceived and misunderstood); racism and racist terms (e.g.: newspaper headlines from WW II).

This phrase is also intended to acknowledge the work behind the scenes conducted by Library Technicians and Librarians to address terminology and subject headings.

This work is occurring locally, provincially, nationally, and internationally. One of our Library Technicians participates on two provincial committees (college/university libraries) and is engaged in this work.

There is also an OCUL Collaborative Futures Decolonizing Descriptions working group. The objective of the working group is to develop recommendations on how to make descriptive metadata in Omni, the Collaborative Futures (CF) shared library services platform, more accurately and respectfully reflect Indigenous Peoples, knowledges, and contexts.

As new materials are added, the descriptive language in the records will reflect respectful terms: for example, descriptive terms for Indigenous materials. While we follow and use the standardized controlled vocabulary of Library of Congress (LC) subject headings, there is latitude and flexibility to incorporate terms with a Canadian focus. Library and Archives Canada (LAC) has created standardized terms:

- Indigenous, rather than Indians of North American
- First Nations; Inuit; Metis

- Indigenous terms specific to locations/territories: Nipissing First Nations; Anishnabek
- Location of Indigenous materials in the library: E99... but now depending on the content, placing those materials with materials of the same subject matter: medicine/health

With respect to older materials that reflect older descriptive language and subject headings, these materials are not being removed from the collection, nor are the records being re-written; instead, work is being done to augment the records by adding notes and including respectful terms.

This is a huge project and will be ongoing for some time. This is an excellent example of the strong and effective collaboration among Librarians and Library staff and is a testament to our professional commitment and responsibility to identify and address concerning language and concerning terms in materials and in descriptive records.

The following question was raised on behalf of NUFA's Gender Equity & Diversity Committee:

Preamble:

President Wamsley, your tenure here at NU has been marked by public commitments to Equity, Diversity and Inclusion (EDI) - from signing the Scarborough Charter on anti-Black racism and Black inclusion in Fall 2021, to shining a light on fundraising for scholarships for Indigenous, Black and Racialized students, to co-chairing the President's Equity Action Planning Task Force and its work towards an equity audit. We appreciate your work in these areas.

Last year you generously sponsored a public presentation by EDI expert, Dr. Denise O'Neil Green, on EDI as Drivers of Organizational Change in Post-Secondary Institutions. Dr. O'Neil Green gave us a roadmap for creating a university community organized by the values of EDI. She asserted that while EDI should inform the work of every unit on campus (e.g. Human Resources), EDI is rightly housed in an independent office and grounded in human rights principles. While an equity audit is an essential component to EDI organizational change, there is no need to wait for the completion of an equity audit before establishing an independent Human Rights based Equity Office.

Racism, ableism, sexism, and other forms of oppression exist on all university campuses, yet NU is virtually the only public university in Ontario without an independent Equity Office capable of responding to human rights violations on campus, and capable of preventing harm through EDI education and community-building. Students, staff, and faculty are in need of an Equity Office. NU's lack of an Equity Office is also a liability - with significant reputational and financial implications - for the university.

What action has been – or will be -- taken to create an independent Equity Office rooted in Human Rights, here at NU?

President Wamsley noted the importance of celebrating the work of our colleagues that organize EDI events and educational activities such as International Women's Week and Indigenous Week. This work demonstrates that our campus is interested in making changes and serving the needs of students, faculty, and staff members.

In addressing the concerns of NUFA's Gender Equity & Diversity Committee, he suggested that the following short-term actions take place prior to the equity audit being completed:

- research/survey what other primarily undergraduate universities similar to our size are doing in other parts of the country
- investigate the need of an independent Equity Office

- determine whether our lack of an Equity Office is a liability with significant reputational and financial risk to the university
- discuss and review with HR and the office of the Assistant VP Students, issues that have arisen over the last five years to determine how faculty, staff and students are being served on campus

The President advised that the needs of our students, faculty and staff are extremely important and must be addressed. He understands that people are impatient with his response that we undergo an equity audit, but he believes that the audit will provide important recommendations on the organizational structure needed to address these issues.

It is his hope that the equity audit will raise questions on EDI and the community will come out in numbers to provide feedback once a firm is selected through the RFP process. It is the primary role of the task force to help provide opportunities for everyone's participation and the equity audit process will assist us to determine exactly what we need to do.

A question regarding the reporting of institutional data on cases of academic misconduct will be raised at the April Senate meeting. It was noted that this issue was discussed at the Senate Executive Committee meeting, as well as the pre-Senate meeting. This question will also be raised for discussion at the next Teaching and Learning Committee meeting.

Reports of Standing Committees and Faculty or University Councils

Senate Executive Committee

Motion 3: Moved by K. Wamsley, seconded by G. McCann that the Report of the Senate Executive Committee dated February 29, 2024 be received.
CARRIED

Academic Curriculum Committee

- **February 12, 2024 ACC Report**

Motion 4: Moved by D. Walters, seconded by V. Williams that the Report of the Academic Curriculum Committee dated February 12, 2024 be received.
CARRIED

Faculty of Arts and Science

Chemistry

Non-substantive:

That CHEM 4206: Electrochemistry be unbanked.

Rationale:

The Chemistry program plans to run this course in Fall 2024.

Computer Science and Mathematics

Non-substantive:

That the prerequisite for MATH 3157 Algebra II be changed.

New Prerequisite: MATH 2056 Discrete Mathematics II

Current Prerequisite: MATH 3156 Algebra I

Rationale:

Historically, many mathematics programs in North America have offered a full year (6-credit) course in algebra at the 3rd year level, which typically covers Group Theory in the first half and Ring Theory in the second half. Following this pattern, our two 3-credit 3rd year courses in Algebra were created as MATH 3156 Algebra I (which covers Group Theory) and MATH 3157 Algebra II (which covers Ring Theory), and MATH 3156 was made the prerequisite for MATH 3157. However, instead of offering these courses in the same academic year one after another, due to limited resources and numbers of upper-level students in math, we cycle these two courses, offering MATH 3156 in the “even” years and MATH 3157 in the “odd” years. As a result, approximately half of our students do not get the opportunity to take MATH 3157, since they only get to take MATH 3156 in their fourth year. On the other hand, there is in fact very little material from MATH 3156 which is needed to proceed with MATH 3157. Indeed, this year (2023-2024) we have offered MATH 3157 and waived the prerequisite of MATH 3156 for several students who wanted to take it, and this has not changed the course material covered in MATH 3157 besides a small amount of repetition of common, important ideas. In practice, these courses carry more or less the same level of difficulty, require the same background (ability to understand and conduct proofs, covered by MATH 2056 Discrete Mathematics II, which is the prerequisite for MATH 3156), and do not depend on one another. A student could take only one of them, or take both in either order, without any loss in value. In light of the proposed change to the prerequisite for MATH 3157, we also propose to change the titles from Algebra I and Algebra II to Algebra: Group Theory and Algebra: Ring Theory, so as not to confuse students who might otherwise assume MATH 3156 is a prerequisite for MATH 3157.

Non-substantive:

That the course title for MATH 3156 be changed from Algebra I to Algebra: Group Theory.

Rationale:

Historically, many mathematics programs in North America have offered a full year (6-credit) course in algebra at the 3rd year level, which typically covers Group Theory in the first half and Ring Theory in the second half. Following this pattern, our two 3-credit 3rd year courses in Algebra were created as MATH 3156 Algebra I (which covers Group Theory) and MATH 3157 Algebra II (which covers Ring Theory), and MATH 3156 was made the prerequisite for MATH 3157. However, instead of offering these courses in the same academic year one after another, due to limited resources and numbers of upper-level students in math, we cycle these two courses, offering MATH 3156 in the “even” years and MATH 3157 in the “odd” years. As a result, approximately half of our students do not get the opportunity to take MATH 3157, since they only get to take MATH 3156 in their fourth year. On the other hand, there is in fact very little material from MATH 3156 which is needed to proceed with MATH 3157. Indeed, this year (2023-2024) we have offered MATH 3157 and waived the prerequisite of MATH 3156 for several students who wanted to take it, and this has not changed the course material covered in MATH 3157 besides a small amount of repetition of common, important ideas. In practice, these courses carry more or less the same level of difficulty, require the same background (ability to understand and conduct proofs, covered by MATH 2056 Discrete Mathematics II, which is the prerequisite for MATH 3156), and do not depend on one another. A student could take only one of them, or take both in either order, without any loss in value.

In light of the proposed change to the prerequisite for MATH 3157, we also propose to change the titles from Algebra I and Algebra II to Algebra: Group Theory and Algebra: Ring Theory, so as not to confuse students who might otherwise assume MATH 3156 is a prerequisite for MATH 3157.

Non-substantive:

That the course title for MATH 3157 be changed from Algebra II to Algebra: Ring Theory.

Rationale:

Historically, many mathematics programs in North America have offered a full year (6-credit) course in algebra at the 3rd year level, which typically covers Group Theory in the first half and Ring Theory in the second half. Following this pattern, our two 3-credit 3rd year courses in Algebra were created as MATH 3156 Algebra I (which covers Group Theory) and MATH 3157 Algebra II (which covers Ring Theory), and MATH 3156 was made the prerequisite for MATH 3157. However, instead of offering these courses in the same academic year one after another, due to limited resources and numbers of upper-level students in math, we cycle these two courses, offering MATH 3156 in the “even” years and MATH 3157 in the “odd” years. As a result, approximately half of our students do not get the opportunity to take MATH 3157, since they only get to take MATH 3156 in their fourth year. On the other hand, there is in fact very little material from MATH 3156 which is needed to proceed with MATH 3157. Indeed, this year (2023-2024) we have offered MATH 3157 and waived the prerequisite of MATH 3156 for several students who wanted to take it, and this has not changed the course material covered in MATH 3157 besides a small amount of repetition of common, important ideas. In practice, these courses carry more or less the same level of difficulty, require the same background (ability to understand and conduct proofs, covered by MATH 2056 Discrete Mathematics II, which is the prerequisite for MATH 3156), and do not depend on one another. A student could take only one of them, or take both in either order, without any loss in value.

In light of the proposed change to the prerequisite for MATH 3157, we also propose to change the titles from Algebra I and Algebra II to Algebra: Group Theory and Algebra: Ring Theory, so as not to confuse students who might otherwise assume MATH 3156 is a prerequisite for MATH 3157.

Non-substantive:

That the prerequisite for PHYS 1007 General Physics II: Mechanical Wave, Fluid Mechanics, and Thermodynamics be changed.

New Prerequisite: 4U Physics; 4U Calculus & Vectors

Current Prerequisite:

MATH 1036, PHYS 1006 It is strongly recommended that MATH 1037 be taken simultaneously.

Rationale:

Current prerequisite for PHYS 1007 requires MATH 1036 and PHYS 1006. However, upon a careful assessment of the course materials, it becomes apparent that these prerequisites are not imperative, and 4U Physics and 4U Calculus & Vectors provide sufficient background for students to be successful in this course. Therefore, we request that the prerequisite change. In addition, we will align the prerequisites for both PHYS 1006 and PHYS 1007, which will provide flexibility in our physics offerings.

Non-substantive:

That the prerequisite for COSC 2106 Machine Structure I be changed.

New Prerequisite: COSC 1557 and COSC 1757

Current Prerequisite: COSC 1557 and MATH 1056

Rationale:

These new inclusions will help students smoothly obtain the course credits. These motions are initiated by a student in the 3rd year, who believes that adding more prerequisites will help students to successfully take courses. Also, the faculty members noticed that some students encountered difficulties due to lacking prerequisites.

Non-substantive:

That the prerequisite for COSC 3007 Artificial Intelligence be changed.

New Prerequisite: COSC 2667 and MATH 1037

Current Prerequisite: COSC 1567, MATH 1037, and MATH 1056

Rationale:

These new inclusions will help students smoothly obtain the course credits. These motions are initiated by a student in the 3rd year, who believes that adding more prerequisites will help students to successfully take courses. Also, the faculty members noticed that some students encountered difficulties due to lacking prerequisites.

Non-substantive:

That the prerequisite for COSC 3017 Introduction to Robotics be changed.

New Prerequisite: COSC 2667, COSC 2767 and MATH 2036

Current Prerequisite: COSC 2767 and MATH 2036

Rationale:

These new inclusions will help students smoothly obtain the course credits. These motions are initiated by a student in the 3rd year, who believes that adding more prerequisites will help students to successfully take courses. Also, the faculty members noticed that some students encountered difficulties due to lacking prerequisites.

Non-substantive:

That the prerequisite for COSC 3606 Databases & Data Management be changed.

New Prerequisite: COSC 2667 and COSC 2767

Current Prerequisite: COSC 1567

Rationale:

These new inclusions will help students smoothly obtain the course credits. These motions are initiated by a student in the 3rd year, who believes that adding more prerequisites will help students to successfully take courses. Also, the faculty members noticed that some students encountered difficulties due to lacking prerequisites.

English Studies

Non-substantive:

That ENGL 3047 Topics in Digital Culture be unbanked.

Rationale:

English Studies currently has someone who is able to teach that course even though the LTA in Digital Humanities was lost years ago. As well, it is anticipated that the course will be popular with students and relevant for the study of contemporary popular media (specifically electronic gaming).

Non-substantive:

That the following courses in English Studies be banked.

ENGL 2006 British Literature Before 1800

ENGL 2007 British Literature After 1800

ENGL 2267 "Make It New": Contemporary American Literature

ENGL 2056 North American Drama

ENGL 2605 Cultural Studies

ENGL 2813 The Actor's Audition

Rationale:

ENGL 2006 and 2007 are no longer required courses in our program. We have no faculty with the expertise to teach 2267 and 2813. 2056 and 2605 have not been offered in the last 5 years.

Motion 5: Moved by D. Walters, seconded by S. Winters that Senate consider motions 7-10 as an omnibus motion.
CARRIED

Motion 6: Moved by D. Walters, seconded by S. Renshaw that Senate approve motions 7-10 as an omnibus motion.
CARRIED

Motion 7: That Senate approve that the English Studies Groups be modified for the Major, Specialization, and Honours Specialization as outlined below.

Rationale:

We are undertaking this change in response to some of the challenges we face and anticipate in terms of staffing our existing requirements and also in response to changes in the discipline more broadly towards emphases on social justice and media studies. This reorganization does not represent a significant shift from the current offerings in English Studies, but rather a more accurate reflection of the direction in which our program, and the discipline, is already moving.

To:

Literary Foundations

ENGL 2717 Here Be Dragons? Anglo-Saxon and Medieval Literature in Translation

ENGL 2256 Early Canadian Literature

ENGL 2257 Contemporary Canadian Literature

ENGL 2446 Children's Literature Before 1914

ENGL 2447 Children's Literature After 1914

ENGL 3346 The Romantics

ENGL 3347 The Victorians

ENGL 2536 Shakespeare Before 1600

ENGL 2537 Shakespeare After 1600

ENGL 3246 Desire and Identity in Early Modern Literature

ENGL 3247 Transgressing Boundaries in Early Modern Literature

ENGL 3176 Falling Apart: British Literature 1900-1950
 ENGL 3177 Contemporary British Literature, 1950 and Beyond
 ENGL 3096 Bawdy Politics: Writing the Restoration
 ENGL 3097 Vice and Folly: The Age of Satire, 1660-1730
 ENGL 3196 Dangerous Liaisons: The 18th-Century Novel
 Innovation and Action
 ENGL 2026 Scary Monsters and Super Creeps
 ENGL 2716 Magic Realism
 ENGL 2616 Topics in Visual Storytelling
 ENGL 2366 Pygmalion Remix
 ENGL 2816 Illness, Death, and Dying on Stage
 ENGL 2077 Graphic Novels
 ENGL 2626 Topics in Speculative Fiction
 ENGL 3646 Reading Green
 ENGL 3146 Topics in Postcolonial Literature
 ENGL 3217 Topics in Literature, Culture, and Sexuality
 ENGL 3276 Indigenous Literatures of North America
 ENGL 3277 Topics in the Indigenous Literatures of North America
 ENGL 3086 Disney and the Fairy Tale
 ENGL 3617 Topics in Popular Fiction
 ENGL 3446 The Picture Book in Performance and Pedagogy
 ENGL 3036 Topics in Media Studies

From:**Group Requirements:****Literary History I**

ENGL 2006	British Literatures Before 1800
ENGL 2256	Early Canadian Literature
ENGL 2266	Adventurers, Outlaws, or Pioneers of the Frontier: Early American Literature
ENGL 2446	Children's Literature Before 1914
ENGL 2536	Shakespeare Before 1600
ENGL 2537	Shakespeare After 1600
ENGL 2717	Here Be Dragons? Anglo-Saxon and Medieval Literature in Translation
ENGL 3096	Bawdy Politics: Writing the Restoration
ENGL 3097	Vice and Folly: The Age of Satire, 1660-1730
ENGL 3196	Dangerous Liaisons: The 18th Century Novel
ENGL 3246	Desire and Identity in Early Modern Literature
ENGL 3247	Transgressing Boundaries in Early Modern Literature

Literary History II

ENGL 2007	British Literature After 1800
ENGL 2056	North American Drama
ENGL 2257	Contemporary Canadian Literature
ENGL 2267	"Make It New": Contemporary American Literature
ENGL 2447	Children's Literature After 1914
ENGL 2816	Illness, Death, and Dying on Stage
ENGL 3146	Topics in Postcolonial Literature
ENGL 3176	Falling Apart: British Literature 1900-1950

ENGL 3177	Contemporary British Literature, 1950 and Beyond
ENGL 3276	Indigenous Literatures of North America
ENGL 3346	The Romantics
ENGL 3347	The Victorians

Motion 8: That Senate approve that the Honours Specialization in English Studies requirements be modified as outlined below.

Rationale:

We are undertaking this change in response to some of the challenges we face and anticipate in terms of staffing our existing requirements and also in response to changes in the discipline more broadly towards emphases on social justice and media studies. This reorganization does not represent a significant shift from the current offerings in English Studies, but rather a more accurate reflection of the direction in which our program, and the discipline, is already moving.

To:

Students must complete 120 credits including 60 credits in the Honours Specialization as follows:

ENGL 1000 level	3 cr.
ENGL Literary Foundations	9 cr.
ENGL Innovation and Action	9 cr.
ENGL	33 cr.
ENGL Honours Seminars	6 cr.

From:

Students must complete 120 credits including 60 credits in the Honours Specialization as follows:

ENGL 1000 level	3 cr.
ENGL Literary History I	9 cr.
ENGL Literary History II	9 cr.
ENGL	33 cr.
ENGL Honours Seminars	6 cr.

Motion 9: That Senate approve that the Specialization in English Studies program requirements be modified as outlined below.

Rationale:

We are undertaking this change in response to some of the challenges we face and anticipate in terms of staffing our existing requirements and also in response to changes in the discipline more broadly towards emphases on social justice and media studies. This reorganization does not represent a significant shift from the current offerings in English Studies, but rather a more accurate reflection of the direction in which our program, and the discipline, is already moving.

To:

Students must complete 120 credits including 54 credits in the Specialization as follows:

ENGL 1000 level	3 cr.
ENGL Literary Foundations	9 cr.
ENGL Innovation and Action	9 cr.

ENGL	33 cr.
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From:

Students must complete 120 credits including 54 credits in the Specialization as follows:

ENGL 1000 level	3 cr.
ENGL Literary History I	9 cr.
ENGL Literary History II	9 cr.
ENGL	33 cr.

Motion 10: That Senate approve that the Major in English Studies program requirements be modified as outlined below.
Motions 7-10, as omnibus, CARRIED

Rationale:

We are undertaking this change in response to some of the challenges we face and anticipate in terms of staffing our existing requirements and also in response to changes in the discipline more broadly towards emphases on social justice and media studies. This reorganization does not represent a significant shift from the current offerings in English Studies, but rather a more accurate reflection of the direction in which our program, and the discipline, is already moving.

To:

Students must complete 36 credits in the Major as follows:

ENGL 1000 level	3 cr.
ENGL Literary Foundations	3 cr.
ENGL Innovation and Action	3 cr.
ENGL	27 cr.

From:

Students must complete 36 credits in the Major as follows:

ENGL 1000 level	3 cr.
ENGL Literary History I	3 cr.
ENGL Literary History II	3 cr.
ENGL	27 cr.

First Year Foundations Experience**Non-substantive:**

That the FYFE courses be banked as outlined below.

Rationale:

The FYFE courses were part of an entry pathway to Nipissing University for students who failed to meet the entrance requirements. The pathway was supported with a special funding envelope that has ended. Enrolment in the pathway and its courses was not sustainable. The courses are not being offered next year and there is no plan to offer them in the future.

FYFE 1001 Topics in Arts and Science I
FYFE 1002 Topics in Arts and Science II
FYFE 1011 Critical and Applied Thinking

FYFE 1021 Building a Better World
FYFE 1031 Social Media: Untangling the Threads

Admission Requirements:

Motion 11: Moved by D. Walters, seconded by D. Iafrate that Senate approve that the Foundations Pathway option for admission to the Liberal Arts and Liberal Science degree programs be discontinued.
CARRIED

Rationale:

The Foundations Pathway was an entry pathway to Nipissing University for students who failed to meet the minimum admission requirements. The pathway was supported with a special funding envelope that has ended. As the pathway is no longer financially sustainable; discontinuing the admission pathway should coincide with the banking of the FYEE courses.

Submitted by: Heather Brown

Date: February 1, 2024

Geography

Motion 12: Moved by D. Walters, seconded by S. O'Hagan that Senate approve that the description and requirements for the Certificate in Geomatics be revised as outlined below. *(additions highlighted in yellow)*
CARRIED

Rationale:

We have updated the description of the certificate, reduced the number of credits required from 18 to 15, opened it up to all undergraduate students and adjusted the courses required given the recent retirements of several tenured faculty members.

New Description and Requirements

Certificate in Geomatics

Graduation Requirements:

This certificate is available to any graduating student who has met the requirements for the certificate. The certificate in Geomatics will be awarded at the time of graduation.

Certificate Requirements:

“Geomatics is defined as the modern discipline which integrates the tasks of gathering, storing, processing, modeling, analyzing, and delivering spatially referenced or location information”. (Natural Resources Canada, 2023). It encompasses a broad range of disciplines that utilize geospatial technologies including geographic information systems (GIS), global navigation satellite systems (such as GPS) and remote sensing such as Earth Observation Satellites (EOS) for environmental monitoring.

The Certificate in Geomatics provides students with a strong background in geographic information systems, remote sensing, computer mapping and spatial quantitative analysis. The certificate consists of 15 credits as outlined below.

Students must complete the following nine credits:

GEOG 2017	GIS and the Earth from Space	3 cr.
GEOG 3056	Spatial Analysis Using GIS	3 cr.
GEOG 3066	Remote Sensing of the Environment	3 cr.
One of the following:		
GEOG 4057	Topics in GIS Applications	3 cr.
GEOG 4066	Topics in Remote Sensing Applications	3 cr.
And any one of the following which has not been used to satisfy the above requirement:		
GEOG 4027	Spatial Computing	3 cr.
GEOG 4057	Topics in GIS Applications	3 cr.
GEOG 4066	Topics in Remote Sensing Applications	3 cr.
GEOG 4506*	Professional Internship in Geography	3 cr.
GEOG 4986*	Directed Studies	3 cr.
GEOG 4995*	Senior Seminar and Thesis	6 cr.

Note: All courses required for the certificate also count towards the respective Honours Geography program(s) or geography minor.

*Students must undertake a geomatics-oriented assignment.

Current Description and Requirements:

Certificate in Geomatics

Graduation Requirements:

This certificate is restricted to Honours Geography program(s) and will be awarded at the time of graduation.

Program Requirements:

Geomatics is the science and technology of gathering, analyzing, interpreting, distributing and using geographic information. Geomatics encompasses a broad range of disciplines that can be brought together to create a detailed but understandable picture of the physical world and our place in it. These disciplines include: surveying & mapping, remote sensing, geographic information systems (GIS), and global positioning system (GPS)". (Canadian Institute of Geomatics, 1999).

The Certificate in Geomatics provides students with a strong background in geographic information systems, remote sensing, computer cartography and spatial quantitative analysis. The certificate will be offered to four-year Honours geography programs only. The certificate consists of 18 credits as outlined below.

Students must complete the following nine credits:

GEOG 2026	Introduction to Quantitative Methods	3 cr.
GEOG 3056	Spatial Analysis Using GIS	3 cr.
GEOG 3066	Remote Sensing of the Environment	3 cr.
And nine additional credits from the following:		
GEOG 4027	Spatial Computing	3 cr.
GEOG 4057	Topics in GIS Applications	3 cr.
GEOG 4066	Topics in Remote Sensing Applications	3 cr.

Note: All courses required for the certificate also count towards the respective Honours Geography program(s).

Non-substantive:

That GEOG 3356: Introduction to International Development be unbanked.

Rationale:

The Geography program plans to run this course in Winter 2025

History & Ancient Studies

Motion 13: Moved by D. Walters, seconded by N. Black that Senate consider motions 15-20 as an omnibus motion.
CARRIED

Motion 14: Moved by D. Walters, seconded by R. Hehn that Senate approve motions 15-20 as an omnibus motion.
CARRIED

Motion 15: That Senate approve that the course hours for HIST-1006 Introduction to Historical Studies change to “Three hours of lecture per week” from “Two hours of lecture and one hour of seminar per week for one term”.

Rationale:

With the elimination of the department’s seminar instructor positions years ago, this course no longer has a distinct seminar component that needs to be scheduled separately.

Motion 16: That Senate approve that the course hours for HIST-1007 The Second World War change to “Three hours of lecture per week” from “Two hours of lecture and one hour of seminar per week for one term”.

Rationale:

With the elimination of the department’s seminar instructor positions years ago, this course no longer has a distinct seminar component that needs to be scheduled separately.

Motion 17: That Senate approve that the course hours for HIST-1016 Introduction to Historical Studies change to “Three hours of lecture per week” from “Two hours of lecture and one hour of seminar per week for one term”.

Rationale:

With the elimination of the department’s seminar instructor positions years ago, this course no longer has a distinct seminar component that needs to be scheduled separately.

Motion 18: That Senate approve that the course hours for HIST-1107 Introduction to Historical Studies change to “Three hours of lecture per week” from “Two hours of lecture and one hour of seminar per week for one term”.

Rationale:

With the elimination of the department’s seminar instructor positions years ago, this course no longer has a distinct seminar component that needs to be scheduled separately.

Motion 19: That Senate approve that the course hours for HIST-1206 “Blood and Soil”: An Introduction to the History of Genocide change to “Three hours of lecture per week” from “Two hours of lecture and one hour of seminar per week for one term”.

Rationale:

With the elimination of the department’s seminar instructor positions years ago, this course no longer has a distinct seminar component that needs to be scheduled separately.

Motion 20: That Senate approve that the course hours for HIST-1236 Strong, Resilient, and Wise: Women in Twentieth Century Canada change to “Three hours of lecture per week” from “36 hours per term”.
Motions 15-20, as omnibus, CARRIED

Rationale:

This change will ensure consistency in wording with other 1000 level HIST courses.

Senator Wenghofer requested that the following statement be included in the Senate minutes: “With respect to the non-substantive motions brought forward concerning the Ancient Studies program, I would like to state that these motions are brought forward without prejudice to a motion arising in Faculty Council (March 8th, 2024) requesting a reversal of the decision to suspend enrollment in Ancient Studies and Economics. Our non-substantive motion in Ancient Studies are changes we would bring forward regardless of the decision to suspend enrollment in the Ancient Studies program. ”

Non-substantive:

That all Ancient Studies courses be recoded from CLAS to HIST.

TO HIST 1026 – The Civilization of Ancient Greece, **FROM** CLAS 1006 – The Civilization of Ancient Greece

TO HIST 1027 – The Civilization of Ancient Rome, **FROM** CLAS 1007 – The Civilization of Ancient Rome

TO HIST 2306 – Education in Ancient Greece and Rome, **FROM** CLAS 2016 – Education in Ancient Greece and Rome

TO HIST 2426 – Law and Justice in the Ancient World, **FROM** CLAS 2026 – Law and Justice in the Ancient World

TO HIST 2017 – Ancient Myth and Religion, **FROM** CLAS 2017 – Ancient Myth and Religion

TO HIST 2036 – Trade, Commerce, and Economy in the Ancient World, **FROM** CLAS 2036 – Trade, Commerce, and Economy in the Ancient World

TO HIST 2406 – Athletes, Gladiators, and Actors: The Body Culture of Ancient Greece and Rome, **FROM** CLAS 2206 – Athletes, Gladiators, and Actors: The Body Culture of Ancient Greece and Rome

TO HIST 2207 – Medicine, Science, and Technology in the Ancient World, **FROM** CLAS 2207 – Medicine, Science, and Technology in the Ancient World

TO HIST 2436 – The Rise and Fall of Democratic Athens, FROM CLAS 2436 – The Rise and Fall of Democratic Athens

TO HIST 2437 – The Age of Empires: From Alexander the Great to the Roman Conquest, FROM CLAS 2437 – The Age of Empires: From Alexander the Great to the Roman Conquest

TO HIST 2446 – The Rise and Fall of the Roman Empire, FROM CLAS 2446 – The Rise and Fall of the Roman Empire

TO HIST 2547 – Famous Figures in the Ancient World, FROM CLAS 2447 – Famous Figures in the Ancient World

TO HIST 2616 – Art and Archaeology of Ancient Greece and Rome, FROM CLAS 2516 – Art and Archaeology of Ancient Greece and Rome

TO HIST 2607 – The Trojan War, FROM CLAS 2607 – The Trojan War

TO HIST 2706 – The Ancient World in Modern Popular Media, FROM CLAS 2706 – The Ancient World in Modern Popular Media

TO HIST 3017 – Warfare in the Ancient World, FROM CLAS 3017 – Warfare in the Ancient World

TO HIST 3066 – Race, Racism, and Ethnic Identity in Ancient Greece and Rome, FROM CLAS 3066 – Race, Racism, and Ethnic Identity in Ancient Greece and Rome

TO HIST 3067 – Religious Conflict in the Ancient World, FROM CLAS 3067 – Religious Conflict in the Ancient World

TO HIST 3415 – Field Work in Classical Archaeology, FROM CLAS 3415 – Field Work in Classical Archaeology

TO HIST 3636 – Empire and Resistance in Ancient Greece and Rome, FROM CLAS 3636 – Empire and Resistance in Ancient Greece and Rome

TO HIST 4446 – Seminar in Ancient History, FROM CLAS 4446 – Seminar in Ancient History

Rationale:

The primary purpose of recoding the above Ancient Studies courses from CLAS to HIST is to comply with a decision from the Provost to suspend enrollment in the Ancient Studies degree programs and to embed ancient history courses in the list of courses offered by the History Program. This change will also increase enrollment in the recoded Ancient Studies courses listed above. A significant number of students enrolled in Ancient Studies courses are Education students, and although Ancient Studies is considered a ‘teachable’ subject in Ontario, Nipissing lacks faculty complement to offer it as such for Nipissing Education students. If the ancient history-based courses in the Ancient Studies program are coded HIST then they would be open to Nipissing Education students pursuing a History teachable. Additionally, recoding ancient history-based Ancient Studies courses from CLAS to HIST will add to the diversity of course offerings in the History Program. Currently, Ancient Studies faculty already participate in the MA program in History. These are not substantive changes as neither course content, nor course objectives, nor learning outcomes will change.

Non-substantive:

That all the prerequisites for the 2000 level recoded courses for HIST 2306, HIST 2426, HIST 2017, HIST 2036, HIST 2406, HIST 2207, HIST 2436, HIST 2437, HIST 2446, HIST 2547, HIST 2616, HIST 2607, HIST 2706 be changed.

New Prerequisite: Six credits of 1000 level History or 24 credits completed.

Current Prerequisite: Any 18 credits completed

Rationale:

This is a non-substantive motion that arises from the recoding of courses in Motion above. This change ensures the prerequisites of these courses match the existing 2000 level HIST courses' prerequisites.

Non-substantive:

That all the prerequisites for the 3000 level recoded courses for HIST 3017, HIST 3066, HIST 3067, HIST 3415, HIST 3636 be changed.

New Prerequisite: Twelve credits of History with at least 3 credits at the 2000-level; or any 54 credits completed.

Current Prerequisite: Any 18 credits with at least 6 credits in Ancient Studies

Rationale:

This is a non-substantive motion that arises from the recoding of courses in Motion above. This change ensures the prerequisites of these courses match the existing 3000 level HIST courses' prerequisites.

Non-substantive:

That the prerequisite for HIST 4446 – Seminar in Ancient History, which was formerly CLAS 4446 – Seminar in Ancient History be changed.

New Prerequisite: Restricted to students in an Honours program with 84 credits completed.

Current Prerequisite: Any 18 credits in Ancient Studies, with at least 6 credits at the 3000 level.

Rationale:

This is a non-substantive motion that arises from the recoding of courses in Motion above. This change ensures the prerequisites of these courses match the existing 4000 level HIST courses' prerequisites.

Non-substantive:

That the following list of Ancient Studies courses be banked.

CLAS 1106 Introductory Latin I.

CLAS 1107 Introductory Latin II.

CLAS 1206 Introductory Ancient Greek I.

CLAS 1207 Introductory Ancient Greek II.

CLAS 2126 Latin and Greek for Scientific and Medical Terminology.

CLAS 2326 Gods and Heroes: Epic Literature of Ancient Greece and Rome.

CLAS 2327 Drama and Performance in Ancient Greece and Rome.

CLAS 2606 Love, Sex, and Eroticism in Ancient Greek and Roman Literature.

CLAS 2707 The Ancient World in Digital Gaming Culture.
CLAS 3206 Gender and Sexuality in Greece and Rome.
CLAS 3616 Christian and Pagan Literature and Culture in the Roman Empire.
CLAS 3626 Plato's Closet Dramas: Desire, Deceit, and Performance in the Platonic Dialogues.
CLAS 3246 Digital Reception of the Ancient World.
CLAS 3426 Research Tools and Methods in Digital Classics.
CLAS 4426 Digital Classics Research Design Project.
CLAS 4456 Seminar in Ancient Greek and Roman Literature.

Rationale:

Owing to constraints on faculty complement and the new departmental merger it is felt that it would not be appropriate to offer these courses at this time.

Motion 21: Moved by D. Walters, seconded by R. Wenghofer that Senate approve that the certificate in Digital Classics be removed from the academic calendar as outlined below.
CARRIED

Rationale:

9 of the 15 credits required for this certificate are being banked with the changes to the CLAS/HIST offerings. With that, it would be impossible for a student to complete this certificate moving forward. The certificate must be removed from the academic calendar and our program offerings so we are not misleading students.

Indigenous Studies

Non-substantive:

That the prerequisite for INDG 2006 Indigenous Places – Changing Landscapes be changed.

New Prerequisite: Any 3 INDG credits and any other 12 credits completed; or any 24 completed credits

Current Prerequisite: INDG 1006 or permission of the instructor

Rationale:

This change will streamline the admissions to Indigenous Studies courses, particularly since many students are transfers and have taken Indigenous Studies courses elsewhere, or who have gained some exposure to Indigenous issues through other courses at Nipissing, and who may not have the option to take INDG 1006.

Non-substantive:

That the prerequisite for INDG 2007 Land-as-Home & Indigenous Well-Being be changed.

New Prerequisite: Any 3 INDG credits plus any other 12 credits completed; or any 24 completed credits

Current Prerequisite: INDG 1006 or permission of the instructor

Rationale:

This change will streamline the admissions to Indigenous Studies courses, particularly since many students are transfers and have taken Indigenous Studies courses elsewhere, or who

have gained some exposure to Indigenous issues through other courses at Nipissing, and who may not have the option to take INDG 1006.

Non-substantive:

That the prerequisite for INDG 2406 Indigenous Families – Colonial Impacts & Contemporary Responses be changed.

New Prerequisite: Any 3 INDG credits plus any other 12 credits completed; or any 24 completed credits

Current Prerequisite: INDG 1006 or permission of the instructor

Rationale:

This change will streamline the admissions to Indigenous Studies courses, particularly since many students are transfers and have taken Indigenous Studies courses elsewhere, or who have gained some exposure to Indigenous issues through other courses at Nipissing, and who may not have the option to take INDG 1006.

Non-substantive:

That the prerequisite for INDG 2906 Indigenous Philosophy – Inaadziwin (Thought) be changed.

New Prerequisite: Any 3 INDG credits plus any other 12 credits completed; or any 24 completed credits

Current Prerequisite: Any 18 credits completed

Rationale:

This change will streamline the admissions to Indigenous Studies courses, particularly since many students are transfers and have taken Indigenous Studies courses elsewhere, or who have gained some exposure to Indigenous issues through other courses at Nipissing, and who may not have the option to take INDG 1006.

Non-substantive:

That the prerequisite for INDG 2907 Indigenous Philosophy – Bimaadsiwin (Life) be changed.

New Prerequisite: Any 3 INDG credits plus any other 12 credits completed; or any 24 completed credits

Current Prerequisite: INDG-2906 or permission of the instructor_

Rationale:

This change will streamline the admissions to Indigenous Studies courses, particularly since many students are transfers and have taken Indigenous Studies courses elsewhere, or who have gained some exposure to Indigenous issues through other courses at Nipissing, and who may not have the option to take INDG 1006.

Non-substantive:

That the prerequisite for INDG 3106 Indigenous Health and Wellness be changed.

New Prerequisite: Any 3 INDG credits and any other 24 credits completed; or any 54 completed credits

Current Prerequisite: INDG 1006 or permission of the instructor

Rationale:

This change will streamline the admissions to Indigenous Studies courses, particularly since many students are transfers and have taken Indigenous Studies courses elsewhere, or who have gained some exposure to Indigenous issues through other courses at Nipissing, and who may not have the option to take INDG 1006.

Non-substantive:

That the prerequisite for INDG 3107 Building Our Knowledge Bundles be changed.

New Prerequisite: Any 3 INDG credits and any other 24 credits completed; or any 54 completed credits

Current Prerequisite: INDG 1006 or permission of the instructor

Rationale:

This change will streamline the admissions to Indigenous Studies courses, particularly since many students are transfers and have taken Indigenous Studies courses elsewhere, or who have gained some exposure to Indigenous issues through other courses at Nipissing, and who may not have the option to take INDG 1006.

Non-substantive:

That the prerequisite for INDG 3606 Indigenous Studies Special Topics I be changed.

New Prerequisite: Any 3 INDG credits and any other 24 credits completed; or any 54 completed credits

Current Prerequisite: INDG 1006 or permission of the instructor

Rationale:

This change will streamline the admissions to Indigenous Studies courses, particularly since many students are transfers and have taken Indigenous Studies courses elsewhere, or who have gained some exposure to Indigenous issues through other courses at Nipissing, and who may not have the option to take INDG 1006.

Non-substantive:

That the prerequisite for INDG 3607 Indigenous Studies Special Topics II be changed.

New Prerequisite: Any 3 INDG credits and any other 24 credits completed; or any 54 completed credits

Current Prerequisite: INDG 1006 or permission of the instructor

Rationale:

This change will streamline the admissions to Indigenous Studies courses, particularly since many students are transfers and have taken Indigenous Studies courses elsewhere, or who have gained some exposure to Indigenous issues through other courses at Nipissing, and who may not have the option to take INDG 1006.

Non-substantive:

That the prerequisite for INDG 4106 Independent Studies I be changed.

New Prerequisite: Any 6 INDG credits and any other 54 credits completed; or any 84 completed credits

Current Prerequisite: INDG 1006 or permission of the instructor

Rationale:

This change will streamline the admissions to Indigenous Studies courses, particularly since many students are transfers and have taken Indigenous Studies courses elsewhere, or who have gained some exposure to Indigenous issues through other courses at Nipissing, and who may not have the option to take INDG 1006.

Non-substantive:

That the prerequisite for INDG 4606 Indigenous Mobilization and Resistance be changed.

New Prerequisite: Any 6 INDG credits and any other 54 credits completed; or any 84 completed credits

Current Prerequisite: INDG 1006 or permission of the instructor

Rationale:

This change will streamline the admissions to Indigenous Studies courses, particularly since many students are transfers and have taken Indigenous Studies courses elsewhere, or who have gained some exposure to Indigenous issues through other courses at Nipissing, and who may not have the option to take INDG 1006.

Non-substantive:

That the prerequisite for INDG 4706 Indigenous Knowledges Seminar – Special Topics be changed.

New Prerequisite: Any 6 INDG credits and any other 54 credits completed; or any 84 completed credits

Current Prerequisite: INDG 1006 or permission of the instructor

Rationale:

This change will streamline the admissions to Indigenous Studies courses, particularly since many students are transfers and have taken Indigenous Studies courses elsewhere, or who have gained some exposure to Indigenous issues through other courses at Nipissing, and who may not have the option to take INDG 1006.

Motion 22: Moved by D. Walters, seconded by R. Hehn that Senate approve that the creation of INDG 3706 Gekendaasyang (What We Know): Indigenous Data Sovereignty be added to the academic calendar as outlined below.
CARRIED

Rationale:

This course adds to the breadth of course options for students interested in information, ethical and research issues in academic, archival, and community-based settings with a focus on Indigenous information control and ownership. It also adds to upper year options and will

broaden students' understanding of many facets connects to the ways in which Indigenous information can be gathered and utilized.

Course Code	INDG 3706
Course Title:	Gekendaasyang (What We Know): Indigenous Data Sovereignty
Course Credits	<input checked="" type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other
Course Description: <i>Restricted to 50-75 words, student-focused, present tense and active voice)</i>	Students explore facets of data collection, ethics, and protocols through an Indigenous lens. Students examine issues associated with areas such as archival materials, principles of ownership and control of data, data collection through the Indigenous epistemologies, ontologies, and axiologies. Students engage in critical discussions and experiential learning opportunities to connect theory to application as the means to develop an understanding of effective Indigenous data collection and maintenance practices.
Course Prerequisite:	Any 3 INDG credits and any other 24 credits completed; or any 54 credits completed
Course Corequisite:	
Course Antirequisite:	
List any restrictions: <i>For example, "This course is restricted to BPHE students".</i>	
Is this a Topic Course? <i>Topic courses are courses that students can take more than once for credit.</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No
Will this course have an Experiential Learning component as defined by the MCU?	<input type="checkbox"/> Yes <input type="checkbox"/> No

Outline the department's plan for offering this course. <i>For example, consider how this course will be cycled, whether it replaces a current course, when it will first be offered, etc.</i>	This course will be offered every other year, alternated with the INDG 3107 Building Our Knowledge Bundles.
List the total hours and the weekly breakdown of hours by instructional method. Courses that are 3 credits must include at least 36 hours, while 6 credit courses must be at least 72 hours. <i>For example, Two hours of lecture and one hour of laboratory work per week. 36 hours total.</i>	Total Hours: <u>36</u> hrs Breakdown of hours per week Clinical: _____ Independent Study: _____ Lecture: _____ Lab: _____ Practical: _____ Seminar : <u>3</u> _____ Tutorial: _____ Service Learning: _____
Is this course cross-listed? If so, with what department?	<input type="checkbox"/> Yes <input type="checkbox"/> No

	<i>If yes, please written support from all departments/disciplines whose programs are affected by this proposal.</i>
Program Implications: <i><u>Is this a required course for a program, or part of a Group, Concentration, Stream, etc.?</u></i>	
Do the Learning Outcomes for this course have significant overlap with any other course(s) offered at Nipissing?	<input type="checkbox"/> Yes <input type="checkbox"/> No If yes, include rationale:
Learning Outcomes (6-8 points, visible, measurable and in active voice) For detailed information on Learning Outcomes, please consult the Quality Assurance website .	Students who successfully complete this course will: <ul style="list-style-type: none"> • Identify crucial factors in Indigenous data sovereignty discourse • Demonstrate an understanding of Indigenous protocols in the context of gathering data • Describe key features of effective Indigenous data sovereignty practices • Contrast Indigenous cultural underpinnings of data with Western ones • Analyze Indigenous data gathering practices through case studies • Assess and make recommendations on promising practices and key issues in the data gathering design process
Will this course have budgetary implications? (e.g. lab consumables, software, experiential learning, CASBU contract, library resources, honoraria for elder, travel, etc.)	<input type="checkbox"/> Yes <input type="checkbox"/> No Honoraria for elders, knowledge carriers, costs for transportation for field trips
How will this course contribute to the program level outcomes?	This course will add to the breadth of knowledge options for students interested in data, research, Indigenous issues, and more. This will enable students to prepare for a wider range of graduate studies and employment options with the completion of this course. Further, this course is an added step in the university's engaging in reconciliation and supporting Indigenous self-determination, per Nipissing University's Strategic Plan (2024).
Who amongst your current faculty has the competencies to teach this course?	Both Indigenous Studies faculty members have these competencies.
How does this course contribute to the institution's commitments to equity, inclusive teaching, accessibility, decolonization, Indigenous learning and sustainability?	This course is an added step in the university's engaging in reconciliation and supporting Indigenous self-determination, per Nipissing University's Strategic Plan (2024).
How will you communicate this new offering to students?	Through social media and other marketing efforts. We will also ensure the Indigenous Student Recruiter has information about the course when they go on the recruiting tours.

Political Science

Motion 23: Moved by D. Walters, seconded by D. Tabachnick that Senate approve that the certificate requirements of the Certificate in Conflict Resolution and Negotiation be altered, removing the divisions between the two categories of POLI courses counted towards the certificate as outlined below.
CARRIED

Rationale:

The capacity to offer the Certificate in Conflict Resolution and Negotiations was contingent on contributions from CASBU faculty, which have been reduced for POLI.

Removing the distinction between the two categories of courses counted towards the certificate will allow POLI to continue offering the certificate, while meeting the expressed interests of our students.

Proposed requirements:

The certificate consists of 15 credits from the following courses:

POLI 2117	Protests, Power & Politics	
POLI 2316	Negotiating International Agreements	3 cr.
POLI 2607	On Conflict Resolution	3 cr.
POLI 3126	Extremism and Armed Conflict	3 cr.
POLI 3216	Post-Conflict Stabilization, Reconstruction and Reconciliation	3 cr.
POLI 3236	Conflict, Power and Persuasion: Indigenous Negotiations in Canada and Beyond	3 cr.
POLI 3316	International Peacemaking, Peacebuilding & Peacekeeping	3 cr.
POLI 4006	Diplomacy	3 cr.
UNIV 3006	Experiential Learning for Arts and Science Students	3 cr.
POLI 2306	The Origins of International Relations	3 cr.
POLI 2307	The Cold War and After	3 cr.
POLI 2707	Canada and the World	3 cr.
POLI 3226	American Foreign Policy in the 21st Century	3 cr.
POLI 3256	Multiculturalism in Canada and the World	3 cr.

Current requirements:

The certificate consists of 15 credits as outlined below:

Nine credits of the following:

POLI 2117	Protests, Power & Politics	
POLI 2316	Negotiating International Agreements	3 cr.
POLI 2607	On Conflict Resolution	3 cr.
POLI 3126	Extremism and Armed Conflict	3 cr.
POLI 3216	Post-Conflict Stabilization, Reconstruction and Reconciliation	3 cr.
POLI 3236	Conflict, Power and Persuasion: Indigenous Negotiations in Canada and Beyond	3 cr.

POLI 3316	International Peacemaking, Peacebuilding & Peacekeeping	3 cr.
POLI 4006	Diplomacy	3 cr.
UNIV 3006	Experiential Learning for Arts and Science Students	3 cr.
Plus six credits from the following list:		
POLI 2306	The Origins of International Relations	3 cr.
POLI 2307	The Cold War and After	3 cr.
POLI 2707	Canada and the World	3 cr.
POLI 3226	American Foreign Policy in the 21st Century	3 cr.
POLI 3256	Multiculturalism in Canada and the World	3 cr.

Non-substantive:

That the prerequisite for POLI 3126 Extremism and Armed Conflict be changed as outlined below.

New Prerequisite: “Twelve credits of POLI”

Current Prerequisite: “POLI 2117 Protests, Power & Politics”

Rationale:

The reduction in CASBU faculty for POLI has meant a reduction in course offerings. Removing this specific pre-requisite for POLI 3126, which is not regularly offered, will allow the program to offer more of its popular courses in the field of Conflict Resolution and Negotiations.

Psychology and Child & Family Studies**Non-substantive:**

That the PSYC courses be banked as outlined below.

PSYC 2026 Methods in Behavioural & Social Sciences
 PSYC 3036 Ethics in Practice
 PSYC 3117 Perspectives in Autism
 PSYC 3127 Alcohol Related Neurodevelopmental Disorders
 PSYC 3136 ABS I: Introduction to Applied Behavioural Sciences
 PSYC 3137 ABS II: Advanced Topics in Applied Behavioural Sciences
 PSYC 4016 Program Evaluation and Outcomes Management
 PSYC 4106 Intervention: Planning for Neurodivergence
 PSYC 4216 Applied Developmental Neuropsychology
 PSYC 4225 Practicum in Applied Behavioural Sciences
 PSYC 4235 Practicum in EBI-ASD/ND
 PSYC 4306 Topics: Developmental, Behavioural, and Mental Health

Rationale:

The PSYC/CHFS cross-coded course were developed when the CHFS program was delivered at the Muskoka campus and were an effective means for students on that campus to obtain most of the Psychology credits towards their BA in Psychology. Now that the programs are both delivered in North Bay and are housed in the same Department, the use of cross-listing is viewed by the members of the Psychology program as more appropriate.

Non-substantive:

That the following CHFS courses be cross-listed with PSYC.

CHFS 3036 Ethics in Practice

CHFS 3116 Perspectives in Autism
 CHFS 3127 Alcohol Related Neurodevelopmental Disorders
 CHFS 3136 ABS I: Introduction to Applied Behavioural Sciences
 CHFS 3137 ABS II: Advanced Topics in Applied Behavioural Sciences
 CHFS 4106 Intervention: Planning for Neurodivergence
 CHFS 4206 Applied Developmental Neuropsychology
 CHFS 4205 Practicum in Applied Behavioural Sciences

Rationale:

The PSYC/CHFS cross-coded course were developed when the CHFS program was delivered at the Muskoka campus and were an effective means for students on that campus to obtain most of the Psychology credits towards their BA in Psychology. Now that the programs are both delivered in North Bay and are housed in the same Department, the use of cross-listing is viewed by the members of the Psychology program as more appropriate.

Social Welfare and Social Development

Motion 24: Moved by D. Walters, seconded by N. Black that Senate approve that the program requirements for the Honours Specialization – Social Welfare and Social Development with a Social Service Worker Diploma be revised as outlined below. *(additions highlighted in yellow and deletions highlighted in red with strikethrough)*
 CARRIED

Rationale:

We have broken the program requirements away from the year by year format because the new format, which is applied earlier at NU, will allow students in collaborative programs, more flexibility and will also help accommodate the added new options of cycled courses (like the SOCI/ANTR and INDG options).

These changes in the program requirements, moreover, will allow students who are going into consecutive education, as well as those who are in the collaborative program between Social Welfare and Social Development and Canadore's Social Service Worker, more flexibility in their course selection between different courses on research methods. Students will be successfully fulfilling the requirements for their degree in Social Welfare and Social Development with more options they desire and within the time they desire.

Furthermore, these changes in the program requirements will enable students who major in Social Welfare and Social Development the chance to take at least a course in Indigenous Studies as required for their degree. The change will encourage students to learn about Indigenous ways of knowing in line with the university's strategic plan.

To:

Program Requirements:

Students will need to achieve a minimum 70% average in the 60 credits presented for the Honours Specialization in Social Welfare and Social Development.

The 30 credits offered in collaboration with the Social Service Worker diploma at Canadore College are typically completed in a student's third year.

Students must complete 120 credits including 60 credits in the Honours Specialization as follows:

SWLF 1006	Introduction to Social Welfare and Social Development	3 cr.
SOCI 1016	Introduction to Sociology	3 cr.
SWLF 2006	Ideology and Social Welfare	3 cr.
SWLF 2007	Poverty and Social Policy in Canada	3 cr.
SOCI 2126	Social Research Methods	3 cr.
ANTH/SOCI 3036 or INDG 2106 or SOCI 2127	Qualitative Research Methods or Oral and Literary Storywork or Social Statistics and Data Analysis	3 cr.
SWLF 2995	Community Service-Learning for Social Development	6 cr.
SWLF 3006	Social and Economic Justice	3 cr.
SWLF 3007	History of Social Welfare	3 cr.
SWLF 4006	Social Development	3 cr.
SWLF 4007	Honours Seminar	3 cr.
SWLF Upper level		18 cr.
3 credits of: INDG 1006	Madjitang (In the Beginning) - An Introduction to Indigenous Studies	
INDG 2006	Indigenous Places – Changing Landscapes	
INDG 2906	Indigenous Philosophy – Inaadiziwin (Thought)	
Social Service Worker Diploma courses at Canadore**		30 cr.

From:**Year One**

SWLF 1006	Introduction to Social Welfare and Social Development	3 cr.
SOCI 1016	Introduction to Sociology	3 cr.
ACAD 1601	Academic Writing	3 cr.
Humanities		3 cr.
Science		6 cr.
Electives		12 cr.

Year 2

SWLF 2006	Ideology and Social Welfare	3 cr.
SWLF 2007	Poverty and Social Policy in Canada	3 cr.
SWLF 2995	Community Service-Learning for Social Development	6 cr.
SOCI 2126	Social Research Methods	3 cr.
SOCI 2127	Social Statistics and Data Analysis	3 cr.
**SWLF	Upper level	6 cr.
Electives		6 cr.

Year 3

Canadore Block		30 cr.
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Year 4

SWLF 3006	Social and Economic Justice	3 cr.
SWLF 3007	History of Social Welfare	3 cr.

**SWLF	Upper level	12 cr.
SWLF 4006	Social Development	3 cr.
SWLF 4007	Honours Seminar	3 cr.
Electives		6 cr.

Motion 25: Moved by D. Walters, seconded by N. Black that Senate approve that the program requirements for the Specialization – Social Welfare and Social Development be revised as outlined below. (*additions highlighted in yellow and deletions highlighted in red with strikethrough*)
CARRIED

Rationale:

These changes in the program requirements will allow students who are going into consecutive education, as well as those who are in the collaborative program between Social Welfare and Social Development and Canadore's Social Service Worker, more flexibility in their course selection between different courses on research methods. Students will be successfully fulfilling the requirements for their degree in Social Welfare and Social Development with more options they desire and within the time they desire.

Moreover, these changes in the program requirements will enable students who major in Social Welfare and Social Development the chance to take at least a course in Indigenous Studies as required for their degree. The change will encourage students to learn about Indigenous ways of knowing in line with the university's strategic plan.

To:

Program Requirements:

Students will need to achieve a minimum 60% average in the 54 credits presented for the Specialization in Social Welfare and Social Development.

Students must complete 120 credits including 54 credits in the Specialization as follows:

SWLF 1006	Introduction to Social Welfare and Social Development	3 cr.
SOCI 1016	Introduction to Sociology	3 cr.
SWLF 2006	Ideology and Social Welfare	3 cr.
SWLF 2007	Poverty and Social Policy in Canada	3 cr.
SOCI 2126	Social Research Methods	3 cr.
ANTH/SOCI 3036 or INDG 2106 or SOCI 2127	Qualitative Research Methods or Oral and Literary Storywork or Social Statistics and Data Analysis	3 cr.
SWLF 2995	Community Service-Learning for Social Development	6 cr.
SWLF 3006	Social and Economic Justice	3 cr.
SWLF 3007	History of Social Welfare	3 cr.
SWLF Upper level		24 cr.

3 credits of:

INDG 1006	Madjitang (In the Beginning) - An Introduction to Indigenous Studies
INDG 2006	Indigenous Places – Changing Landscapes
INDG 2906	Indigenous Philosophy – Inaadiziwin (Thought)

From:**Program Requirements:**

Students will need to achieve a minimum 60% average in the 54 credits presented for the Specialization in Social Welfare and Social Development.

Students must complete 120 credits including 54 credits in the Specialization as follows:

SWLF 1006	Introduction to Social Welfare and Social Development	3 cr.
SOCI 1016	Introduction to Sociology	3 cr.
SWLF 2006	Ideology and Social Welfare	3 cr.
SWLF 2007	Poverty and Social Policy in Canada	3 cr.
SOCI 2126	Social Research Methods	3 cr.
SOCI 2127	Social Statistics and Data Analysis	3 cr.
SWLF 2995	Community Service-Learning for Social Development	6 cr.
SWLF 3006	Social and Economic Justice	3 cr.
SWLF 3007	History of Social Welfare	3 cr.
SWLF Upper level		24 cr.

Motion 26: Moved by D. Walters, seconded by N. Black that Senate approve that the program requirements for the Major in Social Welfare and Social Development be revised as outlined below. *(additions highlighted in yellow and deletions highlighted in red with strikethrough)*
CARRIED

Rationale:

These changes in the program requirements will allow students who are going into consecutive education, as well as those who are in the collaborative program between Social Welfare and Social Development and Canadore's Social Service Worker, more flexibility in their course selection between different courses on research methods. Students will be successfully fulfilling the requirements for their degree in Social Welfare and Social Development with more options they desire and within the time they desire.

Moreover, these changes in the program requirements will enable students who major in Social Welfare and Social Development the chance to take at least a course in Indigenous Studies as required for their degree. The change will encourage students to learn about Indigenous ways of knowing in line with the university's strategic plan.

To:**Program Requirements:**

Students will need to achieve a minimum 60% average in the 36 credits presented for the Major in Social Welfare and Social Development.

Students must complete 36 credits in the Major as follows:

SWLF 1006	Introduction to Social Welfare and Social Development	3 cr.
SOCI 1016	Introduction to Sociology	3 cr.
SWLF 2006	Ideology and Social Welfare	3 cr.
SWLF 2007	Poverty and Social Policy in Canada	3 cr.
SWLF 3006	Social and Economic Justice	3 cr.
SWLF 3007	History of Social Welfare	3 cr.
SWLF Upper level		18 cr.

3 credits of:		3 credits of:
INDG 1006	Madjitang (In the Beginning) - An Introduction to Indigenous Studies	INDG 1006
INDG 2006	Indigenous Places – Changing Landscapes	INDG 2006
INDG 2906	Indigenous Philosophy – Inaadiziwin (Thought)	INDG 2906

From:**Program Requirements:**

Students will need to achieve a minimum 60% average in the 36 credits presented for the Major in Social Welfare and Social Development.

Students must complete 36 credits in the Major as follows:

SWLF 1006	Introduction to Social Welfare and Social Development	3 cr.
SOCL 1016	Introduction to Sociology	3 cr.
SWLF 2006	Ideology and Social Welfare	3 cr.
SWLF 2007	Poverty and Social Policy in Canada	3 cr.
SWLF 3006	Social and Economic Justice	3 cr.
SWLF 3007	History of Social Welfare	3 cr.
SWLF Upper level		18 cr.

Motion 27: Moved by D. Walters, seconded by S. Srigley that Senate approve that the program requirements for the Honours Specialization – Social Welfare and Social Development be revised as outlined below. (*additions highlighted in yellow and deletions highlighted in red with strikethrough*)
CARRIED

Rationale:

These changes in the program requirements will allow students who are going into consecutive education, as well as those who are in the collaborative program between Social Welfare and Social Development and Canadore's Social Service Worker, more flexibility in their course selection between different courses on research methods. Students will be successfully fulfilling the requirements for their degree in Social Welfare and Social Development with more options they desire and within the time they desire.

Moreover, these changes in the program requirements will enable students who major in Social Welfare and Social Development the chance to take at least a course in Indigenous Studies as required for their degree. The change will encourage students to learn about Indigenous ways of knowing in line with the university's strategic plan.

To:**Program Requirements:**

Students will need to achieve a minimum 70% average in the 60 credits presented for the Honours Specialization in Social Welfare and Social Development.

Students must complete 120 credits including 60 credits in the Honours Specialization as follows:

SWLF 1006	Introduction to Social Welfare and Social Development	3 cr.
SOCL 1016	Introduction to Sociology	3 cr.

SWLF 2006	Ideology and Social Welfare	3 cr.
SWLF 2007	Poverty and Social Policy in Canada	3 cr.
SOCI 2126	Social Research Methods	3 cr.
ANTH/SOCI 3036 or INDG 2106 or SOCI 2127	Qualitative Research Methods or Oral and Literary Storywork or Social Statistics and Data Analysis	3 cr.
SWLF 2995	Community Service-Learning for Social Development	6 cr.
SWLF 3006	Social and Economic Justice	3 cr.
SWLF 3007	History of Social Welfare	3 cr.
SWLF 4006	Social Development	3 cr.
SWLF 4007	Honours Seminar	3 cr.
SWLF Upper level		24 cr.

3 credits of:

INDG 1006	Madjitang (In the Beginning) - An Introduction to Indigenous Studies Indigenous Places – Changing Landscapes Indigenous Philosophy – Inaadiziwin (Thought)
INDG 2006	
INDG 2906	

From:

Program Requirements:

Students will need to achieve a minimum 70% average in the 60 credits presented for the Honours Specialization in Social Welfare and Social Development.

Students must complete 120 credits including 60 credits in the Honours Specialization as follows:

SWLF 1006	Introduction to Social Welfare and Social Development	3 cr.
SOCI 1016	Introduction to Sociology	3 cr.
SWLF 2006	Ideology and Social Welfare	3 cr.
SWLF 2007	Poverty and Social Policy in Canada	3 cr.
SOCI 2126	Social Research Methods	3 cr.
SOCI 2127	Social Statistics and Data Analysis	3 cr.
SWLF 2995	Community Service-Learning for Social Development	6 cr.
SWLF 3006	Social and Economic Justice	3 cr.
SWLF 3007	History of Social Welfare	3 cr.
SWLF 4006	Social Development	3 cr.
SWLF 4007	Honours Seminar	3 cr.
SWLF Upper level		24 cr.

Non-substantive:

That the course SWLF 3146 Work be unbanked.

Rationale:

The course is intended to be offered in 24FW.

Non-substantive:

That the course description for SWLF 3146 Work be revised as outlined below.

To:

Students examine paid work and its role in both the well-being and the alienation of individuals and communities. Topics covered may include the division of labour, unemployment, underemployment, job training, job insecurity, low waged work, scientific management, the restructuring of labour processes, trade unions, collective bargaining, and workers' control of production.

From:

This course examines paid work and its role in both the well-being and the alienation of individuals and communities. Topics covered may include the division of labour, unemployment, underemployment, job training, job insecurity, low waged work, scientific management, the restructuring of labour processes, trade unions, collective bargaining, and workers' control of production.

Rationale:

We have moved away from starting descriptions with, "In this course" which the original SWLF 3146 description included. It has been modified to meet our current requirements for student-focused course descriptions.

Sociology**Non-substantive:**

That the prerequisite for SOCI 2126: Introduction to Sociological Research Methods be changed as outlined below.

New Prerequisite: SOCI 1016 or SOCI 1015 or SWLF 1006

Current Prerequisite: SOCI 1016 or SOCI 1015

Rationale:

Adding SWLF 1006 as a prerequisite will allow students, especially those who are in the collaborative program between Social Welfare and Social Development and Canadore's Social Service Worker as well as those who are going into consecutive education, more flexibility in fulfilling the prerequisite for SOCI 2126. They will also be able to successfully complete SOCI 2126 without taking SOCI 1016 as a sociology textbook is used for SWLF 1006 similar to that used for SOCI 1016.

Faculty of Education and Professional Studies**School of Business**

Motion 28: Moved by G. Raymer, seconded by N. Black that Senate approve that the program requirements for the Bachelor of Commerce (Three-year) be changed as outlined below: *(additions highlighted in yellow and deletions highlighted in red with strikethrough)*
CARRIED

To:

To graduate with a Bachelor of Commerce (three-year), students must complete 90 credits, including core and elective requirements as follows:

[ACCT 1106](#)

Introductory Financial Accounting I

3 cr.

ACCT 1107	Introductory Financial Accounting II	3 cr.
ADMN 1607	Business Mathematics	3 cr.
ECON 1006	Introduction to Microeconomics	3 cr.
ECON 1007	Introduction to Macroeconomics	3 cr.
MKTG 1126	Marketing Concepts	3 cr.
ORGS 1136	Introduction to Organizational Behaviour	3 cr.
ORGS 1137	Management of Human Resources	3 cr.
MKTG 2127	Marketing for Managers	3 cr.
MKTG 2126	Consumer Behaviour	3 cr.
ACCT 2146	Management of Accounting and Control I	3 cr.
ADMN 2167	Business Decision Making	3 cr.
ADMN 2306	Business Ethics	3 cr.
ADMN 2606	Business Statistics	3 cr.
ADMN 3046	Operations Management	3 cr.
FINC 3116	Financial Management I	3 cr.
TMGT 3856	Information Systems	3 cr.
ADMN 4606	Business Strategy and Policy I	3 cr.

From:

To graduate with a Bachelor of Commerce (three-year), students must complete 90 credits, including core and elective requirements as follows:

ACCT 1106	Introductory Financial Accounting I	3 cr.
ACCT 1107	Introductory Financial Accounting II	3 cr.
ADMN 1607	Business Mathematics	3 cr.
ECON 1006	Introduction to Microeconomics	3 cr.
ECON 1007	Introduction to Macroeconomics	3 cr.
MKTG 1126	Marketing Concepts	3 cr.
ORGS 1136	Introduction to Organizational Behaviour	3 cr.
ORGS 1137	Management of Human Resources	3 cr.
MKTG 2127	Marketing for Managers	3 cr.
ACCT 2146	Management of Accounting and Control I	3 cr.
ADMN 2167	Business Decision Making	3 cr.
ADMN 2306	Business Ethics	3 cr.
ADMN 2606	Business Statistics	3 cr.
ADMN 3046	Operations Management	3 cr.
FINC 3116	Financial Management I	3 cr.
TMGT 3856	Information Systems	3 cr.
ADMN 4606	Business Strategy and Policy I	3 cr.

Rationale:

The rationale for removing MKTG 2127-Marketing for Managers from the program requirements for the 3-year Bachelor of Commerce is the content for this course is obsolete. The addition of MKTG 2126-Consumer Behaviour reflects more current course content for the course requirements for the Bachelor of Commerce degree.

Motion 29: Moved by G. Raymer, seconded by V. Williams that Senate approve that the program requirements for the Bachelor of Commerce (Four-year) be changed as outlined below: *(additions highlighted in yellow and deletions highlighted in red with strikethrough)*
CARRIED

To graduate with a Bachelor of Commerce (Four-year), students must complete 120 credits, including core and elective requirements as follows:

To:

To graduate with a Bachelor of Commerce (four-year), students must complete 120 credits, including core and elective requirements as follows:

ACCT 1106	Introductory Financial Accounting I	3 cr.
ACCT 1107	Introductory Financial Accounting II	3 cr.
ADMN 1607	Business Mathematics	3 cr.
ECON 1006	Introduction to Microeconomics	3 cr.
ECON 1007	Introduction to Macroeconomics	3 cr.
MKTG 1126	Marketing Concepts	3 cr.
ORGS 1136	Introduction to Organizational Behaviour	3 cr.
ORGS 1137	Management of Human Resources	3 cr.
MKTG 2127	Marketing for Managers	3 cr.
MKTG 2126	Consumer Behaviour	3 cr.
ACCT 2146	Management of Accounting and Control I	3 cr.
ADMN 2167	Business Decision Making	3 cr.
ADMN 2306	Business Ethics	3 cr.
ADMN 2606	Business Statistics	3 cr.
ADMN 3046	Operations Management	3 cr.
FINC 3116	Financial Management I	3 cr.
TMGT 3856	Information Systems	3 cr.
ADMN 4606	Business Strategy and Policy I	3 cr.
ADMN 4607	Business Strategy and Policy II	3 cr.
*ACCT, ADMN, ECON, FINC, MKTG, ORGS, TMGT		6 cr.
Electives		60 cr.

From:

ACCT 1106	Introductory Financial Accounting I	3 cr.
ACCT 1107	Introductory Financial Accounting II	3 cr.
ADMN 1607	Business Mathematics	3 cr.
ECON 1006	Introduction to Microeconomics	3 cr.
ECON 1007	Introduction to Macroeconomics	3 cr.
MKTG 1126	Marketing Concepts	3 cr.
ORGS 1136	Introduction to Organizational Behaviour	3 cr.
ORGS 1137	Management of Human Resources	3 cr.
MKTG 2127	Marketing for Managers	3 cr.

ACCT 2146	Management of Accounting and Control I	3 cr.
ADMN 2167	Business Decision Making	3 cr.
ADMN 2306	Business Ethics	3 cr.
ADMN 2606	Business Statistics	3 cr.
ADMN 3046	Operations Management	3 cr.
FINC 3116	Financial Management I	3 cr.
TMGT 3856	Information Systems	3 cr.
ADMN 4606	Business Strategy and Policy I	3 cr.
ADMN 4607	Business Strategy and Policy II	3 cr.
*ACCT, ADMN, ECON, FINC, MKTG, ORGS, TMGT		6 cr.
Electives		60 cr.

Rationale:

The rationale for removing MKTG 2127-Marketing for Managers from the program requirements for the (4-year) Bachelor of Commerce is the content for this course is obsolete. The addition of MKTG 2126-Consumer Behaviour reflects more current course content for the course requirements for the Bachelor of Commerce degree.

Motion 30: Moved by G. Raymer, seconded by R. Hehn that Senate approve that the program requirements for the Bachelor of Commerce (Honours) be changed as outlined below: *(additions highlighted in yellow and deletions highlighted in red with strikethrough)*
CARRIED

To graduate with a Bachelor of Commerce (Honours), students must complete 120 credits, including core and elective requirements as follows:

To:

To graduate with a Bachelor of Commerce (Honours), students must complete 120 credits, including core and elective requirements as follows:

ACCT 1106	Introductory Financial Accounting I	3 cr.
ACCT 1107	Introductory Financial Accounting II	3 cr.
ADMN 1607	Business Mathematics	3 cr.
ECON 1006	Introduction to Microeconomics	3 cr.
ECON 1007	Introduction to Macroeconomics	3 cr.
MKTG 1126	Marketing Concepts	3 cr.
ORGS 1136	Introduction to Organizational Behaviour	3 cr.
ORGS 1137	Management of Human Resources	3 cr.
MKTG 2127	Marketing for Managers	3 cr.
MKTG 2126	Consumer Behaviour	3 cr.
ACCT 2146	Management of Accounting and Control I	3 cr.
ADMN 2167	Business Decision Making	3 cr.
ADMN 2306	Business Ethics	3 cr.
ADMN 2606	Business Statistics	3 cr.
ADMN 3046	Operations Management	3 cr.

FINC 3116	Financial Management I	3 cr.
TMGT 3856	Information Systems	3 cr.
ADMN 4606	Business Strategy and Policy I	3 cr.
ADMN 4607	Business Strategy and Policy II	3 cr.
*ACCT, ADMN, ECON, FINC, MKTG, ORGS, TMGT		6 cr.
Electives		60 cr.

*For the BComm (Honours), these six credits must be at the 4000 level

From:

ACCT 1106	Introductory Financial Accounting I	3 cr.
ACCT 1107	Introductory Financial Accounting II	3 cr.
ADMN 1607	Business Mathematics	3 cr.
ECON 1006	Introduction to Microeconomics	3 cr.
ECON 1007	Introduction to Macroeconomics	3 cr.
MKTG 1126	Marketing Concepts	3 cr.
ORGS 1136	Introduction to Organizational Behaviour	3 cr.
ORGS 1137	Management of Human Resources	3 cr.
MKTG 2127	Marketing for Managers	3 cr.
ACCT 2146	Management of Accounting and Control I	3 cr.
ADMN 2167	Business Decision Making	3 cr.
ADMN 2306	Business Ethics	3 cr.
ADMN 2606	Business Statistics	3 cr.
ADMN 3046	Operations Management	3 cr.
FINC 3116	Financial Management I	3 cr.
TMGT 3856	Information Systems	3 cr.
ADMN 4606	Business Strategy and Policy I	3 cr.
ADMN 4607	Business Strategy and Policy II	3 cr.
*ACCT, ADMN, ECON, FINC, MKTG, ORGS, TMGT		6 cr.
Electives		60 cr.

*For the BComm (Honours), these six credits must be at the 4000 level

Rationale:

The rationale for removing MKTG 2127-Marketing for Managers from the program requirements for the (Honours) Bachelor of Commerce is the content for this course is obsolete. The addition of MKTG 2126-Consumer Behaviour reflects more current course content for the course requirements for the Bachelor of Commerce degree.

Schulich School of Education

Motion 31: Moved by G. Raymer, seconded by N. Black that Senate approve that the 3-credit course *Academic Writing (ACAD 1601)* be removed as a requirement to progress into Years 5 and 6 of the Bachelor of Education for Concurrent Education.
CARRIED

Rationale:

Academic Writing (ACAD 1601) is already listed as a requirement for most programs with a few exceptions including Criminal Justice and Business; listing it as a B.Ed. Concurrent requirement is, therefore, redundant.

Motion 32: Moved by G. Raymer, seconded by K. Ferguson that Senate approve the creation of EDUC-4967 Indigenous Classroom Navigation: Engaging the Indigenous Learner as outlined in the template below:
CARRIED

Rationale:

This course will be a combination of learning objectives from EDUC 4946 History, Policy, and Indigenous Education and 4762 Proactive and Inclusive Classroom Management. The inclusion of this new course for Indigenous Education Program (IEP) students will situate learning re-engagement strategies from an Indigenous holistic foundation of wellness and balance, and an understanding of the historical and contemporary impacts of colonization on Indigenous schools and communities and their effects on Indigenous students in educational settings and classrooms.

Course Code	EDUC 4967
Course Title:	Indigenous Classroom Navigation: Engaging the Indigenous Learner
Course Credits	<input checked="" type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other
Course Description: <i>Restricted to 50-75 words, student-focused, present tense and active voice)</i>	Teacher candidates explore cultural and social aspects of Indigenous education in Canada. Candidates critically examine and demonstrate understandings of the legal and historical connections between culture and education. Teacher candidates explore ways to understand, support and engage Indigenous students in the classroom through the examination and application of Indigenous holistic models of education and pedagogies.
Course Prerequisite:	NA
Course Corequisite:	
Course Antirequisite:	EDUC 4762 Proactive and Inclusive Classroom Management EDUC 4946 History, Policy, and Indigenous Education
List any restrictions: <i>For example, "This course is restricted to BPHE students".</i>	This course is restricted to ITEP and TILSL students.
Is this a Topic Course? <i>Topic courses are courses that students can take more than once for credit.</i>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Will this course have an Experiential Learning component as defined by the MCU	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Outline the department's plan for offering this course.	This new course replaces EDUC 4946 History, Policy and Indigenous Education and would move into the existing cycle of courses offered to Year 2/3 ITEP and TILSL

<p><i>For example, consider how this course will be cycled, whether it replaces a current course, when it will first be offered, etc.</i></p>	<p>students. The course will be offered in the winter semester of 2025.</p>
<p>List the total hours and the weekly breakdown of hours by instructional method. Courses that are 3 credits must include at least 36 hours, while 6 credit courses must be at least 72 hours. <i>For example, Two hours of lecture and one hour of laboratory work per week. 36 hours total.</i></p>	<p>Total Hours: <u> 36 </u> - <u>Breakdown of hours per week</u> Clinical: _____ Independent Study: _____ Lecture: <u> 36 </u> hours/asynchronous over 9 weeks (BED schedule) Lab: _____ Practical: _____ Seminar : _____ Tutorial: _____ Service Learning: _____</p>
<p><u>Is this course cross-listed? If so, with what department?</u></p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No <i>If yes, please written support from all departments/disciplines whose programs are affected by this proposal.</i></p>
<p><u>Program Implications:</u> <i>Is this a required course for a program, or part of a Group, Concentration, Stream, etc.?</i></p>	<p>This will be a required course for all ITEP and TILSL students.</p>
<p>Do the Learning Outcomes for this course have significant overlap with any other course(s) offered at Nipissing?</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No If yes, include rationale: The course is a combination of learning objectives from EDUC 4946 History, Policy and Indigenous Education and EDUC 4762 Proactive and Inclusive Classroom Management</p>
<p>Learning Outcomes <i>(6-8 points, visible, measurable and in active voice)</i> For detailed information on Learning Outcomes, please consult the Quality Assurance website.</p>	<p>Students who successfully complete this course will: a. demonstrate critical thinking and analytical skills with regard to educational theory, historical context, research, policy, legislation, educational governance, assessment, and evaluation to inform professional practice; b. interpret historical and contemporary legislative policies that affect delivery of educational services to Indigenous peoples c. explore educational governance structures for Indigenous peoples and First Nation communities. d. examine and develop strength-based approaches and strategies to promote classroom success for the Indigenous learner e. analyze Indigenous holistic models and pedagogical approaches that connect with the intellectual, emotional, physical and spiritual aspects of the self and how they apply in the classroom</p>

	f. demonstrate knowledge of cultural safety as a starting point for planning and teaching in today's diverse classrooms g. explore Indigenous models of child development and learning within Indigenous cultures
Will this course have budgetary implications?	<input type="checkbox"/> Yes <input type="checkbox"/> No enter additional resources:
How will this course contribute to the program level outcomes?	The course meets a number of undergraduate degree level expectations such as broadening and strengthening the student's field of knowledge related to the education field as well as child development; requirement for students to gather, review and apply new knowledge in their practical experiences.
Who amongst your current faculty has the competencies to teach this course?	Dr. Glen Sharpe
How does this course contribute to the institution's commitments to equity, inclusive teaching, accessibility, decolonization, Indigenous learning and sustainability?	This course is a revision of EDUC 4762 Inclusive and Proactive Classroom Management. This course's learning objectives are developed from a decolonized understanding to develop learning environments from an Indigenous perspective of wellness, balance and being.
How will you communicate this new offering to students?	All ITEP and TILSL students will be informed of this course through direct communication (email notification), as well as any external communications related to program delivery and structure.

Motion 33: Moved by G. Raymer, seconded by K. Ferguson that Senate approve that the program requirements for the Indigenous Teacher Education Program be changed as outlined below: *(additions highlighted in yellow and deletions highlighted in red with strikethrough)*
CARRIED

To:

Students must complete 60 credits as follows:

- [EDUC 4717](#): Languages and Literacies for the Primary and Junior Divisions
- [EDUC 4716](#): Legal and Social Foundations of Education
- [EDUC 4726](#): Diversity and Inclusion
- [EDUC 4727](#): Emergent and Early Literacies for the Primary and Junior Divisions
- [EDUC 4736](#): Introduction to Curriculum Design and Teaching
- [EDUC 4737](#): Health and Physical Education for the Primary and Junior Divisions
- [EDUC 4746](#): Assessment, Evaluation and Communication of Student Learning
- [EDUC 4747](#): Mathematics for the Primary and Junior Divisions
- [EDUC 4756](#): Curriculum Design and Inquiry
- [EDUC 4757](#): Music for the Primary and Junior Divisions
- [EDUC 4766](#): Technology Enriched Teaching and Learning
- [EDUC 4767](#): Science and Technology for the Primary and Junior Divisions
- [EDUC 4776](#): Special Needs of Students
- [EDUC 4777](#): Social Studies for the Primary and Junior Divisions
- [EDUC 4787](#): Visual Arts for the Primary and Junior Divisions

- ~~EDUC 4946: History, Policy and Indigenous Education~~
- **EDUC 4967: Indigenous Classroom Navigation: Engaging the Indigenous Learner**
- [EDUC 4947](#): Understanding Indigenous Pedagogies
- [EDUC 4714](#): Practicum I
- [EDUC 4814](#): ITEP Practicum II
- [EDUC 4858](#): Community Leadership Experience
- [EDUC 4914](#): ITEP Practicum III

From:

Students must complete 60 credits as follows:

- [EDUC 4717](#): Languages and Literacies for the Primary and Junior Divisions
- [EDUC 4716](#): Legal and Social Foundations of Education
- [EDUC 4726](#): Diversity and Inclusion
- [EDUC 4727](#): Emergent and Early Literacies for the Primary and Junior Divisions
- [EDUC 4736](#): Introduction to Curriculum Design and Teaching
- [EDUC 4737](#): Health and Physical Education for the Primary and Junior Divisions
- [EDUC 4746](#): Assessment, Evaluation and Communication of Student Learning
- [EDUC 4747](#): Mathematics for the Primary and Junior Divisions
- [EDUC 4756](#): Curriculum Design and Inquiry
- [EDUC 4757](#): Music for the Primary and Junior Divisions
- [EDUC 4766](#): Technology Enriched Teaching and Learning
- [EDUC 4767](#): Science and Technology for the Primary and Junior Divisions
- [EDUC 4776](#): Special Needs of Students
- [EDUC 4777](#): Social Studies for the Primary and Junior Divisions
- [EDUC 4787](#): Visual Arts for the Primary and Junior Divisions
- [EDUC 4946](#): History, Policy and Indigenous Education
- [EDUC 4947](#): Understanding Indigenous Pedagogies
- [EDUC 4714](#): Practicum I
- [EDUC 4814](#): ITEP Practicum II
- [EDUC 4858](#): Community Leadership Experience
- [EDUC 4914](#): ITEP Practicum III

Rationale:

Substituting EDUC 4946 History, Policy and Indigenous Education with EDUC 4967 Indigenous Classroom Navigation: Engaging the Indigenous Learner will ensure the Indigenous Teacher Education Program will include learning objectives that connect with classroom engagement strategies specific for Indigenous students and communities that reflect the historical legacy of Indigenous education and continue to impact contemporary classroom and school learning environments in both the public education system and First Nation schools.

Motion 34: Moved by G. Raymer, seconded by G. McCann that Senate approve that the program requirements for the Teacher of Indigenous Language as a Second Language Program be changed as outlined below: *(additions highlighted in yellow and deletions highlighted in red with strikethrough)*
CARRIED

To:

Students must complete 60 credits as follows:

- [EDUC 1436](#) Indigenous Languages Curriculum I
- [EDUC 1446](#) Indigenous Languages Team Teaching I
- [EDUC 1546](#) Indigenous Language Methodologies I
- [EDUC 2436](#) Indigenous Languages Curriculum II

- [EDUC 2446](#) Indigenous Languages Team Teaching II
- [EDUC 2546](#) Indigenous Language Methodologies II
- [EDUC 4716](#) Legal and Social Foundations of Education
- [EDUC 4726](#) Diversity and Inclusion
- [EDUC 4736](#) Introduction to Curriculum Design and Teaching
- [EDUC 4746](#) Assessment, Evaluation and Communication of Student Learning
- [EDUC 4756](#) Curriculum Design and Inquiry
- [EDUC 4766](#) Technology Enriched Teaching and Learning
- [EDUC 4776](#) Special Needs of Students
- ~~[EDUC 4946](#) History, Policy and Indigenous Education~~
- [EDUC 4967](#) Indigenous Classroom Navigation: Engaging the Indigenous Learner
- [EDUC 4947](#) Understanding Indigenous Pedagogies
- [EDUC 4714](#) Practicum I
- [EDUC 4814](#) Practicum II
- [EDUC 4858](#) Community Leadership Experience
- [EDUC 4914](#) Practicum III

Six credits from:

- [EDUC 1456](#) Anishnaabemwin Language I and [EDUC 2456](#) Anishnaabemwin Language II, or
- [EDUC 1556](#) Cree Language I and [EDUC 2556](#) Cree Language II, or
- [EDUC 1576](#) Lunaape Language I and [EDUC 2576](#) Lunaape Language II, or
- [EDUC 1586](#) Mohawk Language I and [EDUC 2586](#) Mohawk Language II, or
- [EDUC 1596](#) Cayuga Language I and [EDUC 2596](#) Cayuga Language II

From:

Students must complete 60 credits as follows:

- [EDUC 1436](#) Indigenous Languages Curriculum I
- [EDUC 1446](#) Indigenous Languages Team Teaching I
- [EDUC 1546](#) Indigenous Language Methodologies I
- [EDUC 2436](#) Indigenous Languages Curriculum II
- [EDUC 2446](#) Indigenous Languages Team Teaching II
- [EDUC 2546](#) Indigenous Language Methodologies II
- [EDUC 4716](#) Legal and Social Foundations of Education
- [EDUC 4726](#) Diversity and Inclusion
- [EDUC 4736](#) Introduction to Curriculum Design and Teaching
- [EDUC 4746](#) Assessment, Evaluation and Communication of Student Learning
- [EDUC 4756](#) Curriculum Design and Inquiry
- [EDUC 4766](#) Technology Enriched Teaching and Learning
- [EDUC 4776](#) Special Needs of Students
- [EDUC 4946](#) History, Policy and Indigenous Education
- [EDUC 4947](#) Understanding Indigenous Pedagogies
- [EDUC 4714](#) Practicum I
- [EDUC 4814](#) Practicum II
- [EDUC 4858](#) Community Leadership Experience
- [EDUC 4914](#) Practicum III

Six credits from:

- [EDUC 1456](#) Anishnaabemwin Language I and [EDUC 2456](#) Anishnaabemwin Language II, or
- [EDUC 1556](#) Cree Language I and [EDUC 2556](#) Cree Language II, or
- [EDUC 1576](#) Lunaape Language I and [EDUC 2576](#) Lunaape Language II, or

- [EDUC 1586](#) Mohawk Language I and [EDUC 2586](#) Mohawk Language II, or
- [EDUC 1596](#) Cayuga Language I and [EDUC 2596](#) Cayuga Language II

Rationale:

Substituting EDUC 4946 History, Policy and Indigenous Education with EDUC 4967 Indigenous Classroom Navigation: Engaging the Indigenous Learner will ensure the Teacher of Indigenous Language as a Second Language Program will include learning objectives that connect with classroom engagement strategies specific for Indigenous students and communities that reflect the historical legacy of Indigenous education and continue to impact contemporary classroom and school learning environments in both the public education system and First Nation schools.

Non-substantive:

That the course EDUC 5237 (Educating for Environmental Sustainability) be unbanked.

Rationale:

EDUC 5237: Educating for Environmental Sustainability was not intentionally banked, but rather it was part of the auto-banking process that occurs if a course is not offered for five years. I was unaware, until recently, that EDUC 5237 was banked and respectfully request that it be unbanked as I have scheduled it to be taught in the Spring/Summer 2025 Term offerings of Graduate Courses in Education. The course offers an investigative participation in topics related to environmental and sustainability education including implementation of such topics for diverse learners. The course has application to the MEd existing themes of Teaching and Pedagogy and Educational Leadership. Moving forward, I anticipate EDUC 5237 to be offered in each cyclical rotation of Graduate Courses in Education.

- **February 26, 2024 ACC Report**

Motion 35: Moved by D. Walters, seconded by N. Black that the Report of the Academic Curriculum Committee dated February 26, 2024 be received.
CARRIED

Faculty of Arts and Science**History**

Motion 36: Moved by D. Walters, seconded by S. Winters that Senate approve that MATH 2326 Anishinaabek Way of Life and Mathematics with Applications be added to the list of courses counting towards the Certificate in the Study of Societies in Transition: Reciprocity, Relationship, and Reconciliation Histories as outlined below. *(addition highlighted in yellow)*
CARRIED

Proposed Requirements:**Program Requirements:**

All of:

HIST 1306	or Animating the Land: Nbisiing Nishnaabeg Histories or	3 cr.
INDG 1006	Madjitang, in the Beginning	
HIST 2447	or Indigenous Treaties or	3 cr.
INDG 2906	Indigenous Philosophy - Inaadiziwin	

NINE credits of, with at least SIX credits at the 3000 level:

HIST 1506	The Idea of Canada	3 cr.
HIST 1236	Strong, Wise, and Beautiful: Women in 20th Century Canada	3 cr.
INDG 1506	On the Land/From the Land: Indigenous Worldview	3 cr.
INDG 1306	Ojibwe 1	3 cr.
INDG 1307	Ojibwe 2	3 cr.
ENGL 1126	Literature and the Land	3 cr.
ANTH 2006	Ethnographic Imagination	3 cr.
ANTH 2026	Archaeology I	3 cr.
HIST 2016	Colonialism and Resettlement in the Canadian West	3 cr.
INDG 2026	Indigenous Art and Creativity	3 cr.
INDG 2106	Oral and Literary Storywork	3 cr.
INDG 2206	Indigenous Screen Cultures	3 cr.
INDG 2406	Indigenous Families – Colonial Impacts and Contemporary Responses	3 cr.
INDG 2907	Indigenous Philosophy - Bimaadsiwin	3 cr.
RLCT 2096	Religion, Colonialism, and State Violence	3 cr.
ANTH 3006	Anthropology of Development in the Canadian North	3 cr.
ANTH 3027	Indigenous Peoples and the State	3 cr.
ENGL 3277	Topics in the Indigenous Literatures of North America	3 cr.
HIST 3346	First Nations in Historical Perspective	3 cr.
HIST 3306	Canada's Forgotten War: Obwandiyag and the Defence	3 cr.
HIST 3307	Gaa Bi Kidwaad Maa Nbisiing: Nbisiing Nishnaabeg Histories	3 cr.
HIST 3806	Experiential Learning Course	3 cr.
INDG 3106	Indigenous Health and Wellness	3 cr.
INDG 3416	The News and First Peoples	3 cr.
INDG 3406	Colonialism in First Nations' Communities	3 cr.
INDG 3606	Special Topics in Indigenous Studies I	3 cr.
INDG 3607	Special Topics in Indigenous Studies II	3 cr.
GEND 3066	Invasion and Resistance	3 cr.
GEND 3216	Testimony and Witness	3 cr.
GEND 3227	Justice After Atrocity	3 cr.
GEND 3356	International Rights of Indigenous People	3 cr.
POLI 3216	Post Conflict Stabilization, Reconstruction, and Reconciliation	3 cr.
POLI 3236	Conflict, Power, and Persuasion: Indigenous Negotiations in Canada	3 cr.
SWLF 3406	Colonialism in First Nations	3 cr.
SWLF 3407	Social Development in First Nations	3 cr.
MATH 2326	Anishinaabek Ways of Life and Mathematics with Applications	3 cr.

Current Requirements:

Program Requirements:

All of:

HIST 1306	or Animating the Land: Nbisiing Nishnaabeg Histories or	3 cr.
INDG 1006	Madjitang, in the Beginning	

HIST 2447	or Indigenous Treaties or	3 cr.
INDG 2906	Indigenous Philosophy - Inaadziwin	
NINE credits of, with at least SIX credits at the 3000 level:		
HIST 1506	The Idea of Canada	3 cr.
HIST 1236	Strong, Wise, and Beautiful: Women in 20th Century Canada	3 cr.
INDG 1506	On the Land/From the Land: Indigenous Worldview	3 cr.
INDG 1306	Ojibwe 1	3 cr.
INDG 1307	Ojibwe 2	3 cr.
ENGL 1126	Literature and the Land	3 cr.
ANTH 2006	Ethnographic Imagination	3 cr.
ANTH 2026	Archaeology I	3 cr.
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POLI 3216	Post Conflict Stabilization, Reconstruction, and Reconciliation	3 cr.
POLI 3236	Conflict, Power, and Persuasion: Indigenous Negotiations in Canada	3 cr.
SWLF 3406	Colonialism in First Nations	3 cr.
SWLF 3407	Social Development in First Nations	3 cr.

Computer Science and English

Motion 37: Moved by D. Walters, seconded by N. Black that Senate approve that the Certificate in Digital Humanities be removed from the Academic Calendar.
CARRIED

Rationale:

The certificate does not align with current available offerings.

Schulich School of Education**For Information/Discussion:**

The Academic Curriculum Committee reviewed and discussed the Application for Renewal of Accreditation.

- The Committee expressed their appreciation for the amount of work that was involved in preparing the document.
- Formatting suggestions were relayed to the Dean of Education.
- The Registrar indicated it would be beneficial to have some conversations regarding program demand for teachables from a recruitment prospective and identify the priorities to develop new teachables.
- There was discussion of how and if the two conceptual models of the programs would be integrated.
- There was a discussion of the need to identify current and future teachables.
- It was recommended that the accreditation document include a section on on-going and prospective plans for the School.

Application for Renewal of Accreditation**Nipissing University, Schulich School of Education****Program Name:**

- Consecutive program of professional education with areas of study in the Primary/Junior, Junior/Intermediate and Intermediate/Senior divisions, including the Primary/Junior divisions with a focus on teaching French as a Second Language, leading to a Bachelor of Education degree
- Concurrent program of professional education with areas of study in the Primary/Junior, Junior/Intermediate and Intermediate/Senior divisions, including the Primary/Junior divisions with a focus on teaching French as a Second Language, leading to a Bachelor of Education degree
- Multi-session consecutive program of professional education for persons of First Nation, Métis, or Inuit ancestry with areas of study in the Primary/Junior divisions, leading to a Bachelor of Education degree or certificate (referred to as the *Indigenous Teacher Education Program* (ITEP))
- Multi-session consecutive program of professional education with an area of study in teaching Native Languages, leading to a Bachelor of Education degree or Diploma (referred to as *Teacher of Indigenous Language as a Second Language Program* (TILSL))

Submitted by:

Schulich School of Education, Nipissing University

Submission Date:

February 29, 2024

Academic Quality Assurance and Planning Committee (AQAPC)

Motion 38: Moved by D. Walters, seconded by N. Black that the Report of the Academic Quality Assurance and Planning Committee (AQAPC) dated March 1, 2024 be received.
CARRIED

Teaching and Learning Committee (TLC)

Motion 39: Moved by G. Raymer, seconded by N. Black that the Report of the Teaching and Learning Committee dated November 23, 2023 be received.
CARRIED

Announcements

The Speaker advised of this evenings Gallery Hop hosted by the Marketing students at the North Bay Museum and reminded of the informal Senate get together at the Bay Bistro following the Senate meeting.

Adjournment

Senate was adjourned at 3:45 p.m.

.....
K. Wamsley (Chair)

.....
S. Landriault (Senate Secretary)

President's Senate Report 8 March 2024

Good afternoon Senators. On International Women's Day I want to recognize the ongoing achievements of our students, faculty, and staff and reinforce the university's commitment to create and sustain a campus that is inclusive, diverse, and equitable. My report today touches on the provincial government's response to the Blue-Ribbon Panel, the issue of caps on international students, and the month of March which is full of events on our campus. We are still anticipating a balanced budget for 2023-24 independent of any amounts of funding that we receive from the province in this fiscal year. We do anticipate that we will receive some in-year funding this year, with some strings attached in the form of responsibilities of reporting and accountability. Any in-year surpluses to budget will be very good news and will be transferred to our reserves.

Minister Jill Dunlop held a news conference a week ago Monday to announce the provincial government's response to the Blue-Ribbon Panel. In the first instance, tuition fees will be frozen for an additional 3 years, bringing the total freeze to eight years. We will be permitted to raise tuition fees for out of province and international students up to 5% and these decisions will be made in the coming weeks. The government announced three years of funding in some of our operating grants including \$700m for the sector plus \$203m for institutions deemed to be a high risk. These increases will be provided on a percentage basis – we have yet to learn what our share of operating funds will be. I did see Vic Fedeli last week and he was not certain of how much or who would be delivering the news and when. The province has continued along the lines of supporting academic programs which it feels serve our job market – STEM programs. We will receive STEM funding for our unfunded students but have not been informed in writing yet and we do not know how this figure will be calculated. The province has also announced \$167m in capital repairs – we do not know how this will be distributed and when. There will also be some research supports distributed – research centres at the University of Toronto and Waterloo were named specifically. As per usual, when these funds are distributed, there will be reporting and accountability requirements attached. We have heard that there will be reporting requirements for cost disclosures for student fees and measures that we have taken to prevent anti-hate activities on our campuses. Unfortunately, this limited information is all that we have received to date. We will be looking for information for how much funding we will receive for each category, when those funds will be applied and for what period, and what responsibilities in reporting and action are connected to each aspect of funding.

With respect to the international student caps and limitations, we have received no information directly. Anecdotal evidence tells us that STEM and Health programs will be

untouched and that an institution's percentage of international registrations to its total student population will be one of the main factors of determination. The number being cited currently is 25% and we are far, far below that percentage. It could be that we will be permitted to recruit as planned. However, one of the main issues facing our recruiters is the damage that has already been done to Canada's reputation. Universities are reporting a 50% decline in applications to date. We are modeling different scenarios of international enrolment in our budget preparations. As soon as we have information, it will be shared with Senate.

March is Research Month at Nipissing University and we will be proudly celebrating the accomplishments and the current projects of our faculty members and both graduate and undergraduate students at various events including NU360 which is an evening dedicated to faculty research projects on March 20 from 6:00 to 8:00 pm. The Three Minute Thesis competition is tentatively scheduled for March 26, and the Undergraduate Research Conference will be held on March 22-23 featuring a keynote address from Colin McCarter. Also of note is the annual Clendenning lecture, this year hosted on the evening of March 20. Our Advancement group is hosting our annual donor social on March 21 to thank the generous donors who have supported our various projects and fundraising efforts. Yesterday we celebrated the 20th anniversary of the Dave Marshall Leadership Awards – congratulations to all our students who earned this distinguished award, including Senator Riley McIntee.

We will host our annual March Break Open House on March 9 for those high school students who are making their decisions about September enrolment. I'm looking forward to welcoming these students with you on Saturday.

We will be celebrating our athletic accomplishments the evening of March 28.

We will be the proud hosts of the First Robotics event to be held the weekend of March 22-23.

And on April 9 we will host our grand opening of the simulation centre and saying thank you to our generous donors.

NIPISSING

U N I V E R S I T Y

Senate

2023/24 Financials Review

March 8, 2024



Year-to-date income statement – Operating Fund – as of January 31, 2024

	Actuals	Annual Budget	YTD Actual as a % of Annual Budget	Target % at January 31	% variance	Projection to year end	Projected variance to budget
Revenue							
Government Grants	\$ 26,206,917	\$35,515,526	74%	75%	-1%	\$ 37,015,526	\$ 1,500,000
Regulated Tuition	\$ 27,327,065	\$26,853,274	102%	100%	2%	\$ 26,791,708	\$ (61,566)
Non-regulated Tuition	\$ 7,668,356	\$ 6,447,952	119%	100%	19%	\$ 7,647,656	\$ 1,199,704
Student Fees - Ancillary & Other	\$ 3,467,797	\$ 3,539,868	98%	95%	3%	\$ 3,539,868	\$ -
Other	\$ 1,829,871	\$ 2,088,838	88%	75%	13%	\$ 2,088,838	\$ -
Revenue Total	\$ 66,500,006	\$74,445,458	89%	90%	-1%	\$ 77,083,596	\$ 2,638,138
Expenses							
Instructional Staff	\$ 21,651,183	\$30,059,296	72%	75%	-3%	\$ 29,721,773	\$ (337,523)
Non-Instructional Staff	\$ 13,613,339	\$18,814,070	72%	75%	-3%	\$ 18,536,834	\$ (277,236)
Benefits	\$ 6,705,590	\$ 9,765,991	69%	75%	-6%	\$ 9,509,498	\$ (256,493)
Salary recoveries	\$ (952,005)	\$ (1,662,758)	57%	75%	-18%	\$ (1,367,075)	\$ 295,683
Total salaries & benefits	\$ 41,018,106	\$56,976,599	72%	75%	-3%	\$ 56,401,030	\$ (575,569)
Non-staff expense	\$ 10,419,005	\$14,224,750	73%	75%	-2%	\$ 14,724,750	\$ 500,000
Scholarships and Bursaries	\$ 3,111,748	\$ 3,282,385	95%	95%	0%	\$ 3,282,385	\$ -
Expenses Total	\$ 54,548,859	\$74,483,734	73%	75%	-2%	\$ 74,408,165	\$ (75,569)
Surplus (Deficit) Before Undernoted	\$ 11,951,147	\$ (38,276)	0%	0.0%	0%	\$ 2,675,431	\$ 2,713,707
Transfers							
Transfers (to) from other funds	\$ (538,469)	\$ (370,982)	145%	90%	25%	\$ (870,982)	\$ (500,000)
Transfers Total	\$ (538,469)	\$ (370,982)	145%	90%	25%	\$ (870,982)	\$ (500,000)
Total Operating Deficit	\$ 11,412,677	\$ (409,258)	0%	0%	0%	\$ 1,804,449	\$ 2,213,707

- Revenues expected to be higher than budget due to higher enrolment and higher grants related to nursing
- Savings in salaries due to vacancies, offset by increase in non-staff expenses.
- Actual surplus of \$11.4M due to the fact that 89% of the revenues are included, yet only 73% of the annual expenses have been booked.

Year-to-date income statement – Ancillary Fund – as of January 31, 2024

	Actual YTD	Annual Budget	YTD Actual as a % of Annual Budget	Target % at December 31	% Variance	Projections to year end	Projected variance to budget
Revenue							
Accommodations	\$ 6,728,587	\$ 6,448,243	104%	100%	4%	\$ 6,698,243	\$ 250,000
Ancillary services	\$ 65,617	\$ 53,994	122%	75%	47%	\$ 65,617	\$ 11,623
Conference Services (Corporate events and Summer Accommodations)	\$ 306,904	\$ 365,075	84%	85%	-1%	\$ 323,676	\$ (41,399)
Extended Learning	\$ 63,360	\$ 40,000	158%	100%	58%	\$ 63,360	\$ 23,360
Revenue Total	\$ 7,164,468	\$ 6,907,312	104%	95%	9%	\$ 7,150,896	\$ 243,584
Expenses							
Salaries and Benefits	\$ 1,462,132	\$ 2,254,184	65%	75%	-10%	\$ 1,879,894	\$ (374,290)
Operating	\$ 1,419,000	\$ 1,509,266	94%	75%	19%	\$ 1,759,266	\$ 250,000
Long term debt	\$ 881,046	\$ 1,174,728	75%	75%	0%	\$ 1,174,728	\$ -
Expenses Total	\$ 3,762,178	\$ 4,938,178	76%	67%	9%	\$ 4,813,888	\$ (124,290)
Surplus (Deficit) Before Undernoted	\$ 3,402,290	\$ 1,969,134				\$ 2,337,008	
Transfers							
Transfers to (from) Internally Restricted	\$ -	\$ -	0%	0%	0%	\$ -	\$ -
Transfers Total	\$ -	\$ -	0%	0%	0%	\$ -	\$ -
Total	\$ 3,402,290	\$ 1,969,134				\$ 2,337,008	\$ 367,874

- Revenues better than budget due to higher occupancy rate compared to budget
- Expenses projected to be slightly over budget due to additional funds allocated for repairs and maintenance

Consolidated summary – as at January 31, 2024

	Actual YTD (January 31/24)	Annual Budget (April 30/24)	Projection to year end (April 30/24)	Projected variance to budget
Total Operating Surplus/(Deficit)	\$ 11,412,677	\$ (409,258)	\$ 1,804,449	\$ 2,213,707
Total Ancillary Surplus/(Deficit)	\$ 3,402,290	\$ 1,969,134	\$ 2,337,008	\$ 367,874
Total Accounting & other adjustments	\$ 13,704	\$ (1,552,441)	\$ (1,552,441)	\$ -
Total Consolidated	\$ 14,828,671	\$ 7,435	\$ 2,589,016	\$ 2,581,581





Board of Governors Report to Senate – March 2024

Board of Governors Meeting February 15, 2024

The Board of Governors met on Thursday, February 15, 2024, in the President's Boardroom (F303) and via Zoom remote conferencing.

The Board approved the recommendation of the Audit & Finance Committee to approve minor revisions to the Signing Authority Policy, including the addition of the Associate Vice-President, Research, Innovation and Graduate Studies as a signing officer for proposals and contracts pertaining to research.

The President spoke to the recent regulations handed down by the Federal Government to the Provinces, in effect reducing study permits for new international student for 2024 by 35% and removing work permits for students who receive diplomas from the private colleges. As one of the largest hosts, Ontario could see reductions of 50% or greater. The President has met with colleagues, and local and regional politicians, and has had the opportunity to present the University's case to Minister Fedeli, Minister Rickford, Deputy Minister Wai, and the Member of Parliament Anthony Rota. Nipissing University has seen a modest increase in international enrolment, 6% of our student population, or a headcount of approximately 400 students. We will experience our largest returning class in September, though we await further information on how permits will be allocated.

In October 2023, the Audit & Finance Committee was provided with a presentation on information Technology for Nipissing, including IT governance, with a focus on cybersecurity and incident response plans and the Disaster Recovery Plan, which focuses on cloud infrastructure and reliance on cloud backup protections. This presentation was shared with the Board in compliance with the recommendation from the Treasury Board.



March Academic Senate Report

Wellness Week

NUSU will be running our Winter Semester Wellness Week this month, starting on Monday, Mar. 18 and ending on Friday, Mar. 22! Keep an eye out for Wellness Week posts on our social media later this month.

Director-at-Large and Senator Elections

The Director-at-Large and Senator elections will start on Monday, Mar. 4 at 9:00am and conclude on Friday, Mar 8 at 11:59pm. Results will be posted the week following, on either Monday, Mar. 11 or Tuesday, Mar. 12.

Provost's Annual Tenure and Promotion Report

2023-24

March 28, 2024

In accordance with the Tenure and Promotion Procedures of Nipissing University, I am forwarding this report to the next meeting of Senate and the next meeting of our Board of Governors for information.

Article 26.32 (a) of the Collective Agreement states that, "Every year by May 20, the Provost of the University will prepare a Report on Tenure and Promotion which will be appended to the September Senate agenda and submitted to the Board around the same time". Article 26.32 (b) defines the dimensions of the report as follows:

TENURE				
Applications	Granted	Denied	Deferred	Withdrawn
1	1	0	0	0
Applicants Awarded Tenure (Tenure & Promotion Process):				
Dr. Nancy Stevens, Arts and Science				

PROMOTION TO ASSOCIATE PROFESSOR				
Applications	Granted	Denied	Withdrawn	URAC
1	1	0	0	0
Applicants Awarded Promotion to Associate Professor:				
Dr. Nancy Stevens, Arts and Science				

PROMOTION TO PROFESSOR			
Applications	Granted	Denied	Withdrawn
2	2	0	0
Applicants Awarded Promotion to Professor (T&P Process):			
Dr. Ali Hatef, Arts and Science			
Dr. Andrew Weeks, Arts and Science			

No. of Applications heard by the University Review Appeals Committee	0
No. of Grievances heard by the University Review Appeals Board	0

No. of Job Candidates awarded Tenure upon appointment	0
No. of Job Candidates awarded Promotion to Associate Professor or Professor upon appointment	0

Communication to Senate from Senator D. Tabachnick:

Comparative Data: Meal Reimbursement Amounts Across Ontario

As the data below shows, Nipissing's meal reimbursements sit at 63% of the Ontario average.

Furthermore, over the last 10 years, prices in Canada have increased 31%. In turn, \$50 in 2014 is now worth approximately \$38.

University	Breakfast	Lunch	Dinner	Total
Nipissing	10	15	25	50
Algoma	25	25	50	100
Brock	25	25	62	112
Carleton	25	25	62	112
Guelph	12	18	40	80
Lakehead	20	20	50	90
Laurentian	17	17	17	51
Metropolitan	15	25	45	85
McMaster	22	22	54	98
NOSM	17	17	31	65
OCAD	14	16	36	66
Ontario Tech	17	25	43	85
Ottawa	24	24	59	107
Queen's	16	16	43	75
Toronto	15	20	45	80
Trent	10	13	23	46
Waterloo	20	20	40	80
Windsor	17	22	43	82
WLU	10	15	30	55
York	12	17	36	65
Average				\$79.2

Conclusion: To meet the Ontario average, Nipissing must increase total meal reimbursements per day by approximately \$29.



NUSU Academic Senate Report: April 2024

Faculty Contracts

Over the past few weeks, NUSU has received several concerns from students regarding faculty members who have not been offered a contract renewal. A petition has even been going around, with hundreds of students having already signed it. These faculty members have had a profound and undeniable impact on their students, as well as many others, and their absences will be felt.

End of Winter Semester

NUSU would like to congratulate the entire Nipissing University community on another successful academic term. We want to wish good luck to students who are finishing up their final evaluations and wish them a great summer ahead. We want to extend a thank you to all the faculty members who spend countless hours around the clock to make sure the students are getting a fulfilling educational experience. Thank you to all Nipissing University Staff for their contributions. We wish everyone a great summer!

Thank you

NUSU would like to give a huge thank you to Riley McEntee and Em Cooke for their contributions over the past three years at NUSU.

Em Cooke started their NUSU journey as a Student Centre Assistant, assisting in student food bank services and projects that directly impacted students. In the years as a NUSU Student Centre Assistant, Em Cooke also joined the NUSU Board of Directors. Last year, Em Cooke ran for and was elected into the Vice-President of Finance and Administration role as a NUSU Executive. In their time in this role, they have transformed our approach to sponsorship, emphasized the sustainability of the student food bank, improved internal organizational procedures, increased external relations, led the management of the student health plan and much more. Em Cooke has had a lasting impact at NUSU and the wider Nipissing University Campus. We wish Em Cooke great luck in their future endeavours.

Riley started their NUSU journey by being elected to the NUSU Board of Directors. Riley had a meaningful role in advocating for the student's voice via board meetings at NUSU. In 2022, Riley ran for and was elected as the NUSU President. Riley served two terms as NUSU President. In their time in the role, Riley reemphasized our community



NUSU Student Centre

221 College Drive, North Bay, ON P1B 0G1

Tel: (705) 474-3450 ext. 4801 Fax: (705) 474-7732

Web: www.nusu.com

relations, started the NUSU Food Rescue fridge, revamped our internal governance, strengthened university relationships, addressed student concerns, and much more. Riley's impact at NUSU will be memorable and long-lasting. His efforts on the Nipissing University campus are remarkable. We wish Riley great luck in their future endeavours.

Thank you Em and Riley for all that you've done to help support our campus and we are honoured to be able to call you our Nipissing University alum.

NIPISSING UNIVERSITY

REPORT OF THE SENATE EXECUTIVE COMMITTEE

April 4, 2024

There was a meeting of the Senate Executive Committee on April 4, 2024. The meeting took place in person and by Zoom conference.

The following members participated:

K. Wamsley (Chair), G. Raymer (Acting Chair), B. Law, D. Walters, T. Sibbald (Speaker), A. Adler, G. Phillips, S. Renshaw, S. Landriault (Recording Secretary, n-v)

Regrets: A. Graff, D. Iafrate, H. Panchal

As the Chair was participating in the meeting remotely, the Interim Dean of Education and Professional Studies agreed to chair the meeting.

The purpose of the meeting was to set the agenda for the April 12, 2024 Senate meeting.

Under Business Arising from the Minutes of the March 8, 2024 Senate meeting, a response to Senator Winters' question regarding the reporting of institutional data on cases of academic misconduct will be provided.

Under Reading and Disposing of Communications, the 2023-24 Provost's Annual Tenure and Promotion Report will be included in the Senate Agenda.

Members discussed a request by Senator Tabachnick to include the Comparative Data: Meal Reimbursement Amounts Across Ontario information in the Senate Agenda. It was noted that the Vice-President Finance and Administration had advised that the meal reimbursement amounts are in the process of being reviewed.

The following motion was received from the Faculty of Arts and Science for inclusion in the Senate Agenda:

Motion: That the A&S Faculty Council urges the Provost to immediately reverse the suspension of admission/enrollment to Economics and Ancient Studies until a clear policy on the suspension of admission/enrollment is developed and approved by Senate.

Members acknowledged the communication from the Arts and Science Faculty Council to Senate. It was noted that this matter had previously been referred by Senate to the Joint Committee of the Board and Senate on Governance. The Joint Committee met on March 27, 2024, and a second meeting to discuss the matter further is in the process of being scheduled.

The Teaching and Learning Committee Report dated February 29, 2024 was provided for inclusion in the Senate Agenda. The results of the preliminary Student Course Experience Survey (SCES) response data and faculty/staff feedback are attached to the report.

The number of Senate meetings held per year was discussed. This was informed by the attached data regarding the number of Senate meetings held per year at other universities and discussion of having the schedule of Senate meetings align more effectively with the work of Senate. Members noted that the meeting schedule is determined by the Senate Executive Committee, under Senate By-law 6.0(a) "Unless otherwise determined and announced by the Senate Executive Committee, regular meetings of Senate shall normally be held once a month." While Members determined that for the 2024-2025 academic year the number of Senate meetings should be set at eight, it was also decided that Senate should signify its approval given that there has recently been 12 meetings of Senate in the academic year. It was also noted that the Senate By-laws and Elections Committee might consider amending Senate By-law 6.0(a) to reflect the revised number of Senate meeting dates.

The proposed dates for Senate and Senate Executive Committee meetings for the 2024-2025 academic year are outlined below: (*revisions in bold and strikethrough*)

Senate Executive Committee Meeting Dates	Senate Meeting Dates
Thursday, July 4, 2024	*Friday, July 12, 2024 (10:30 a.m. start)
Thursday, August 1, 2024	*Friday, August 9, 2024 (10:30 a.m. start)
Thursday, September 5, 2024	Friday, September 13, 2024
Thursday, October 3, 2024	Friday, October 11, 2024
Thursday, October 31, 2024	Friday, November 8, 2024
Thursday, December 5, 2024	Friday, December 13, 2024
Thursday, January 9, 2025	Friday, January 17, 2025
Thursday, February 6, 2025	Friday, February 14, 2025
Thursday, March 6, 2025	Friday, March 14, 2025
Thursday, April 3, 2025	Friday, April 11, 2025
Thursday, May 1, 2025	*Friday, May 9, 2025 (10:30 a.m. start)
Thursday, May 29, 2025	*Friday, June 6, 2025 (10:30 a.m. start)

*All Senate meetings commence at 2:30 p.m. (except the May 9, 2025 meeting). All Senate Executive Committee meetings commence at 3:00 p.m.

Moved by D. Walters, seconded by S. Renshaw that the Senate Executive Committee approves the April 12, 2024 Senate Agenda.
CARRIED

Respectfully submitted,

Acting Chair, Senate Executive Committee

Motion 1: That Senate receive the Report of the Senate Executive dated April 4, 2024.

Motion 2: That Senate approve the list of revised Senate meeting dates for the 2024-2025 academic year.

Institution	Number of meetings/year	Dates
York University	10	1/month Sept - June
NOSM	6	Feb, Apr, May, June, Oct, Dec
University of Regina	9	Every month <u>except</u> Jul, Aug, Dec
Windsor	9	October - June
Trent	8	September - May
Queens	7	Sept-Dec and Jan-April (+May if needed)
Laurier	7	
Guelph	5	October, Nov, Feb, Apr, June
Winnipeg	10	Sept - June
Fraser Valley	9	
Boniface	Minimum of 4	Met 7x this year, 6 next
Ottawa U	8	No meetings in Dec, March, July and Aug
Waterloo	8	
Concordia	6	3 in fall, 3 in winter
Saint Mary's	9	September - May
Alberta U of the Arts	8	September - May
Mount Royal	8	September - May
University of Manitoba	9	October - June
U Calgary	8	
UPEI	8	
Carleton	8	Schedule 10 - only meet 8x
OCADU	8	Sept-Nov, Jan-May

NIPISSING UNIVERSITY

REPORT OF THE TEACHING AND LEARNING COMMITTEE

February 29, 2024

The following members participated:

Attendance: Graydon Raymer (Dean (Interim), Faculty of Education and Professional Studies)
Rick Vanderlee
Rob Breton
Nancy Black
Louela Manankil-Rankin
Steve Cairns

Regrets: Sal Renshaw
Trevor Smith
Samuel Greco

The main agenda item of the meeting was the discussion of the ongoing Student Course Experience Survey (SCES) pilot, which is planned to continue in pilot form to the end of the 24SS term. Members discussed some preliminary usage statistics (provided by FASS) in relation to the SCES pilot, as well as feedback gathered from staff and faculty relating to the pilot. The members noted:

- Emphasizing early and regular communication regarding the SCES to students and faculty is necessary. Faculty, for example, can use more timely information and reminders on how to set up the questions and access results. Students can use more reminders to complete the surveys.
- More communication and clarity would be helpful, specifically for faculty, on the purpose (e.g. how SCES is used, how the data will be used) and the opportunity (e.g. for student feedback) of the SCES.
- Reminding faculty that students can be provided time during class, if they are in an in-person class, to complete the survey, may improve response rates.
- Integration within Blackboard is encouraged, including the ability to merge (or split) the SCES across sections of the same course an instructor may be teaching (e.g. a course with lab sections may or may not need separate SCES for each section).
- Ensuring that the SCES are timed to conclude with the end date of all courses, not just those that finish in the 12th week of the semester is an important task.

The results of the preliminary SCES response data and faculty/staff feedback are attached to this report.

Finally, at the conclusion of the meeting, Steve Cairns was acclaimed as TLC Chair for the remainder of the 23FW/24SS academic year. Nancy Black was acclaimed as Vice-Chair.

Respectfully submitted,

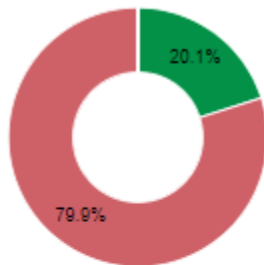


G. Raymer
Dean, Faculty of Education and Professional Studies (Interim)

Motion 1: That Senate receive the Report of the Teaching and Learning Committee dated February 29, 2024.

Participation Rates

Faculty – Additional Optional Questions:

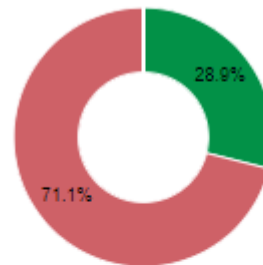


Include Deleted Tasks

Select All

<input checked="" type="checkbox"/> Completed	20.1% (133)	<input checked="" type="checkbox"/>
<input type="checkbox"/> Expired	79.9% (529)	<input checked="" type="checkbox"/>
Was In Progress	1.8% (12)	<input checked="" type="checkbox"/>
Was Not Completed	78.1% (517)	<input checked="" type="checkbox"/>

Student - Engagement:



Include Deleted Tasks

Select All

<input checked="" type="checkbox"/> Completed	28.9% (5320)	<input checked="" type="checkbox"/>
<input type="checkbox"/> Expired	71.1% (13084)	<input checked="" type="checkbox"/>
Was In Progress	0.5% (84)	<input checked="" type="checkbox"/>
Was Not Completed	70.6% (13000)	<input checked="" type="checkbox"/>

Question Specifics

Core Questions:

- The Course syllabus, including information about expectations, tests, assignments, and/or projects, was clear.
 - Total Responses: 5317
 - Mean: 4.16
 - Standard Deviation: 1.14
- I found the course intellectually stimulating.
 - Total Responses: 5306
 - Mean: 3.84
 - Standard Deviation: 1.28
- The course provided me with a deeper understanding of the subject matter.
 - Total Responses: 5306
 - Mean: 3.94
 - Standard Deviation: 1.26

4. The course content was taught in a way that was conducive to my learning.
 - Total Responses: 5310
 - Mean: 3.74
 - Standard Deviation: 1.37
5. Course projects, assignments, tests and/or exams provided opportunity for me to demonstrate an understanding of the course material.
 - Total Responses: 5311
 - Mean: 3.98
 - Standard Deviation: 1.24
6. Overall the quality of my learning experience in this course was:
 - Total Responses: 5310
 - Mean: 3.72
 - Standard Deviation: 1.31

Additional Optional Questions:

1. The course helped me improve my ability to formulate, analyze and solve problems:
 - Total Responses: 230
 - Mean: 3.72
 - Standard Deviation: 1.19
2. The feedback I received on tests, assignments, labs, and/or projects provided guidance on how to improve my understanding of course materials.
 - Total Responses: 251
 - Mean: 4.06
 - Standard Deviation: 1.26
3. The course provided opportunities to improve communication skills.
 - Total Responses: 182
 - Mean: 4.30
 - Standard Deviation: 0.92
4. The course highlighted the connections between theory, practice, and research.
 - Total Responses: 269
 - Mean: 4.03
 - Standard Deviation: 1.09
5. Compared to other courses, the workload for this course was ...
 - Total Responses: 478
 - Mean: 3.09
 - Standard Deviation: 0.77

6. I would recommend this course to other students.
 - Total Responses: 552
 - Mean: 4.39
 - Standard Deviation: 0.91

7. The course material inspired me to learn more about the subject matter.
 - Total Responses: 490
 - Mean: 3.84
 - Standard Deviation: 1.23

8. Course assignments, projects, tests, and /or papers highlighted important concepts of the course.
 - Total Responses: 299
 - Mean: 4.34
 - Standard Deviation: 0.93

9. Classroom discussions improved my understanding of the course material.
 - Total Responses: 450
 - Mean: 3.96
 - Standard Deviation: 1.20

10. The course provided opportunity to apply course materials to current issues in the field.
 - Total Responses: 159
 - Mean: 4.00
 - Standard Deviation: 1.06

11. The course atmosphere was respectful and encouraging.
 - Total Responses: 559
 - Mean: 4.46
 - Standard Deviation: 0.95

12. I would rate my level of commitment in this course as:
 - Total Responses: 228
 - Mean: 4.02
 - Standard Deviation: 0.86

13. I would recommend this course to others:
 - Total Responses: 266
 - Mean: 4.34
 - Standard Deviation: 0.88

14. The course textbook and/or readings contributed to my learning of the subject matter.
 - Total Responses: 226
 - Mean: 3.65
 - Standard Deviation: 1.23

15. The physical environment (e.g. classroom size, room, tables, desks, lighting, etc.) provided a space that was conducive to my learning.
 - Total Responses: 171
 - Mean: 3.20
 - Standard Deviation: 1.31

16. The instructor used appropriate means to deliver the material in a clear and organized manner.
 - Total Responses: 446
 - Mean: 4.39
 - Standard Deviation: 0.94

17. The instructor generated enthusiasm for learning in the course.
 - Total Responses: 446
 - Mean: 4.46
 - Standard Deviation: 1.02

18. The course instructor incorporated different perspectives into the course.
 - Total Responses: 127
 - Mean: 4.18
 - Standard Deviation: 1.23

19. The course instructor provided opportunity for discussion.
 - Total Responses: 287
 - Mean: 4.44
 - Standard Deviation: 0.99

20. The course instructor made it clear what students were expected to learn in the course.
 - Total Responses: 196
 - Mean: 4.63
 - Standard Deviation: 0.69

21. Overall, the quality of instruction provided by the instructor in this course was:
 - Total Responses: 634
 - Mean: 4.36
 - Standard Deviation: 0.96

22. The instructor provided helpful feedback on assignments and was available for consultation.
 - Total Responses: 261
 - Mean: 4.48
 - Standard Deviation: 1.00

23. The course instructor was approachable.
 - Total Responses: 350
 - Mean: 4.44
 - Standard Deviation: 1.05

24. The course instructor answered questions clearly.
 - Total Responses: 98
 - Mean: 3.64
 - Standard Deviation: 1.60

25. The course instructor encouraged an atmosphere conducive for learning in the class.
 - Total Responses: 366
 - Mean: 4.12
 - Standard Deviation: 1.17

26. The course instructor demonstrated respect for diversity (e.g. race, gender, ability, religion, sexual orientation, etc.) in the classroom.
 - Total Responses: 174
 - Mean: 4.40
 - Standard Deviation: 1.06

27. Library resources and/or library services contributed to my learning in this course.
 - Total Responses: 14
 - Mean: 3.79
 - Standard Deviation: 1.05

28. Course field trips improved my understanding of the course material.
 - Total Responses: 32
 - Mean: 4.63
 - Standard Deviation: 0.83

29. The clinical component contributed to my learning of the course material.
 - Total Responses: 8
 - Mean: 4.50
 - Standard Deviation: 1.07

30. Overall, the quality of the clinical experience in the course was:
- Total Responses: 8
 - Mean: 4.00
 - Standard Deviation: 1.07
31. Overall, the quality of the online experience of the course was:
- Total Responses: 50
 - Mean: 3.52
 - Standard Deviation: 1.45
32. The course lab component improved my understanding of the course material.
- Total Responses: 38
 - Mean: 3.82
 - Standard Deviation: 1.29
33. The course provided opportunity to develop my writing skills.
- Total Responses: 19
 - Mean: 4.32
 - Standard Deviation: 1.00
34. Online tools, used to support course activities, contributed to my learning of the course material.
- Total Responses: 11
 - Mean: 4.36
 - Standard Deviation: 0.67
35. Course lectures improved my understanding of the material.
- Total Responses: 81
 - Mean: 3.75
 - Standard Deviation: 1.19
36. The organization of online activities in the course was clear and easy to follow.
- Total Responses: 75
 - Mean: 4.67
 - Standard Deviation: 0.79
37. The online course environment created a learning space that enriched or strengthened my learning of the course material.
- Total Responses: 97
 - Mean: 3.92
 - Standard Deviation: 1.18

38. Online course technical support was available throughout the course.
- Total Responses: 10
 - Mean: 3.90
 - Standard Deviation: 1.20
39. Online content resources, library references, data sources, and website links provided by the instructor contributed to my understanding of the course material.
- Total Responses: 8
 - Mean: 3.75
 - Standard Deviation: 1.04
40. Overall, the quality of online delivery of this course was:
- Total Responses: 126
 - Mean: 4.13
 - Standard Deviation: 1.15
41. The teaching assistant was well prepared for tutorials/labs.
- Total Responses: 20
 - Mean: 4.35
 - Standard Deviation: 1.04
42. The teaching assistant was enthusiastic about the tutorial/lab material.
- Total Responses: 14
 - Mean: 4.64
 - Standard Deviation: 0.84
43. The tutorial/lab sessions were organized.
- Total Responses: 7
 - Mean: 4.14
 - Standard Deviation: 0.90
44. Overall, the quality of support the teaching assistant provided in this course was:
- Total Responses: 63
 - Mean: 3.89
 - Standard Deviation: 1.19
45. Overall, the quality of my learning experience in the tutorial/lab was:
- Total Responses: 70
 - Mean: 3.94
 - Standard Deviation: 1.02

46. The laboratory sessions contributed to my learning experience in the course.
- Total Responses: 38
 - Mean: 4.08
 - Standard Deviation: 1.05
47. The tutorial sessions contributed to my learning experience in the course.
- Total Responses: 30
 - Mean: 3.93
 - Standard Deviation: 1.44

Feedback Summary

- Response rate was low/low student participation.
- Mandatory questions were not useful in terms of improving/changing the course.
- Quantitative surveys are more useful for large sample evaluations but less useful for individual courses/faculty.
- An appropriate strategy should be developed to encourage students to participate in the survey.
- It worked very well.
- Liked the ability for professors to choose their own questions. This made it more engaging than the previous course survey. Students particularly liked the question on inclusivity and expressed this to their professor afterwards.
- Didn't like that it was restricted to close-ended questions. Written responses preferred over multiple-choice.
- Add a section at the end for additional comments.
- Without comments, the survey doesn't represent actual opinions, just data that is compiled alongside everyone else's.
- Disappointed when it was realized that there was not a place to add comments and that dissuaded the student from completing any evaluations at all.
- Make the default setting that the instructor has the Likert scale questions as well as an open response item for Instructor and for Course like on the old paper copies. These open responses could be "shut off" by instructors during the personalization. Or, if the default is left as only Likert questions, make it easy for the instructor to simply "turn on" the open response options.

- Allow faculty to create a set of questions that they would like answered far ahead of time, perhaps when the new course shells first become available. It was too busy once the term started to tailor the questions.
- Survey questions were limiting and did not allow for a comprehensive representation of the experience.
- Questions were framed in a way that made it borderline impossible to express negative feedback or address certain aspects that warrant attention.
- There was no statement regarding the confidentiality of the survey responses. This raised apprehensions about whether the feedback would be treated anonymously and if not, provide opportunity for professor retaliation.
- The frequency of emails related to the survey created an impression that participation was mandatory. Coupled with instances where professors made participation a requirement, it made the survey more of an inconvenience rather than a genuine opportunity for feedback.
- Good job.
- Busy time of year and unable to provide feedback within the expected timeframe. It would have been easier to participate if the timeframe was extended beyond exam week.
- Extend the survey window. Instructors noted that they would like an opportunity to complete the regularly scheduled classes and then there still be some time after that point for students to complete the surveys.