

Minutes of the Academic Senate Meeting

March 11, 2022

2:30 p.m.

Zoom Videoconference

Members Present:

K. Wamsley (Chair), C. Richardson, C. Sutton, P. Maher,
J. McAuliffe, J. Nadeau, P. Radia, D. Iafrate, N. Black

A. Burk, D. Campbell, N. Colborne (Speaker), J. Dech, H.
Earl, R. Gendron, L. Hoehn, M. Litalien, K. Lucas, C.
McFarlane, J. Murton, G. Phillips, S. Renshaw, M. Saari,
S. Srigley, M. Tuncali, R. Vernescu, S. Winters

J. Allison, A. Armenakyan, G. Brown, B. Elliott, K.
Ferguson, C. Greco, R. Hoffman, A. Kociolek, J. Muterera,
P. Ravi, G. Raymer, A. Schinkel-Ivy, T. Sibbald, A. Wagner

C. Irwin, O. Pokorny

J. Smith, K. Wilcox

J. McIntosh, M. Murray, M. Fichaud

Absent With Regrets:

S. Connor, A. Hatef

C. Anyinam, T. McParland, L. Peachey

A. Parolin

S. Pecoskie-Schweir, M. Taylor, E. Wilson

Approval of the Agenda of the Senate Meeting of: March 11, 2022

Motion 1: Moved by M. Tuncali, seconded by C. McFarlane that the agenda of the Senate meeting of March 11, 2022 be approved.

Carried

Adoption of the Minutes of the Senate Meeting of: Date February 11, 2022

Motion 2: Moved by D. Campbell, seconded by J. Dech that the minutes of the Senate meeting of February 11, 2022 be adopted.

Carried

The Speaker opened the meeting with a welcome to 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 our relations.

Reports From Other Bodies

The President began his report by thanking Dr. Carole Richardson for stepping in as Interim Provost and Vice-President, Academic and Research.

He spoke to the changing provincial regulations and advised that to maintain the safety of our campus and our community, the University will maintain our COVID-19 vaccination and masking policies until the end of the current term. The policies will be revisited at that time, and further communication will be provided.

The President advised that communication has not yet been received from the provincial government regarding our latest presentation on short-term funding related to the pandemic, or long-term funding related to our requests to the province. Town Hall meetings will be held with faculty and staff members, as well as students, for information purposes on items of university business including budgets and financing and the upcoming strategic planning process.

The President expressed his sincere gratitude to faculty, staff, and students for their outstanding work on a very successful Black History Month. He was also pleased to announce that the Nipissing University Black Association for Student Expression (NUBASE), in partnership with Lakers Basketball, is hosting the inaugural Shoot for Change Anti-Racism Basketball Game this evening. He acknowledged the tremendous work that NUBASE has done to draw attention to the issue of racism and their work on the antiracism campaign and BIPOC bursaries. If you are unable to attend, please think about donating money towards BIPOC scholarships using the following links:

- [Donate online](#), or
- Set up [Payroll Giving](#)

The following question was asked by a Senator with the request that it be included in the Senate minutes: "Last night at the Board meeting, a Board member asked about the implications for the University of passing the motion to balance the University budget. We are going to have a \$5.6 million deficit this year and, given the recent announcement for cost containment and the freeze on discretionary spending, and the fact that we are already operating at our bare bones, I want to ask the President, in the absence of Ministry funding, what direction Nipissing University will take. Are we going the direction of Laurentian University and moving away from a liberal arts model? Without funding, how will we preserve our academic integrity?"

The President responded that he had not yet arrived to Nipissing University when this motion was passed. However, he noted the financial challenges facing the University and has requested some time from the Board of Governors to create a sustainability plan. It will be a challenge to balance the budget in the short term. He reported that our Strategic Planning process will begin soon and it will be very comprehensive, including an extensive analysis of costs and revenues. The President believes the Board to be supportive, but it will require a great deal of work from faculty, staff members and Senators. Nipissing University will preserve a liberal arts education, but it must be a sustainable plan.

The Interim Provost and Vice-President Academic and Research provided a report. The report is attached to the minutes.

On behalf of the University, the Vice-President Finance and Administration extended her gratitude to the Hilary and Galen Weston Foundation for a grant of \$400,000 to support the establishment of the Rare Dementia Support Institute Canada. These funds will help establish this initiative which is the first of its kind in Canada. We look forward to our ongoing relationship with the Weston Foundation and a huge congratulations to Dr. Sullivan for her work in this area.

The Senate representative on the Board of Governors, Kathy Wilcox, provided a report. The report is attached to the minutes.

The Alumni Advisory Board representative, Bridgette Perron, provided a report. The report is attached to the minutes.

The Council of Ontario Universities Academic Colleague, Dr. Darren Campbell, provided a report which was included in the Senate agenda. The report is also attached to the minutes.

The NUSU President, Joe McIntosh, provided a report. The report is attached to the minutes.

Question Period

In response to a request as to when the PVPAR position will be posted, the President advised that HR is working on clarifying the job descriptions of the PVPAR and the Dean of Graduate Studies and Research and recalibrating the hiring process. In all likelihood a new Provost will be in place by either January 1, 2023 or July 1, 2023, given a national search. These positions will be posted within the next few months.

A question was asked regarding email communication and whether the everybody email list serve would be reinstated for use to communicate, share information, discuss collegial matters, and easily inform of upcoming events.

The President reported that the issue has been discussed with the NUFA President and will be discussed further with the Executive to consider whether it could be reinstated and under what terms and conditions.

Reports of Standing Committees and Faculty or University Councils

Senate Executive Committee

Motion 3: Moved by C. Richardson, seconded by C. McFarlane that the Report of the Senate Executive Committee dated March 3, 2022 be received.
Carried

Academic Curriculum Committee

Motion 4: Moved by C. Richardson, seconded by N. Black that the Report of the Academic Curriculum Committee dated December 9, 2021 be received.
Carried

December 9, 2021 ACC Report

Faculty of Arts and Science

Mathematics

Motion 5: Moved by C. Richardson, seconded by M. Tuncali that Senate approve that the hours for MATH-1257 "Technical Statistics" be changed from "Three hours of lecture and two hours of laboratory work per week for one term." to "Three hours of lecture per week for one term."
Carried

Rationale:

In the past we had been offering two versions of MATH 1257: an onsite version intended primarily for students in the collaborative nursing program with 3 hour lecture + 2 hour lab, and

an online prepackaged version restricted to RPN bridging students with 3 hour lecture only (no lab). The calendar description of MATH 1257 is consistent with the onsite version. With this change we are making both versions of the course to be consistent. We will continue to offer Math 1257 onsite until the BScN collaborative program ends, and after that MATH 1257 will be offered only online. A recently approved new course MATH 1267 has been developed for the new NU nursing program, which will replace the onsite version of MATH 1257.

Child & Family Studies and Psychology

Non-substantive:

The revision of the course title for CHFS-3036/PSYC-3036 “Ethics & Professional Standards” to “Ethics in Practice” and the course description as follows:

New Description

Students learn ethics/ethical decision-making and consider professional standards in practice and policy, for front-line responder and service provider teams, across institutional or community-based settings. They review codes of professional conduct and relevant standards for applied behaviour sciences professionals, and discuss the ethics of trans-professional conduct with relevance to individual clients, support agencies, and workplace settings. Students consider the importance of ethical decision-making for individuals, systems/organizations, and policy.

This course is also offered as PSYC 3036.

Old Description

Students are introduced to ethical issues and professional standards as they relate to applied and/or clinical settings, including applied behavior interventions and supports. Students are exposed to national and provincial codes of professional conduct, including the CPA, CASW, BACB, and other relevant Professional Disciplinary and Ethical Codes and Standards. The ethics of interprofessional conduct are discussed with relevance to both individual clients and support agencies. This course is also offered as PSYC 3036.

Non-substantive:

The course prerequisites for CHFS-3036/PSYC-3036 “Ethics & Professional Standards” from “CHFS-2106/PSYC-2006” to “Any 24 credits or permission of the instructor”.

Motion 6: Moved by C. Richardson, seconded by P. Radia that Senate approve the revision to the course learning outcomes for CHFS-3036/PSYC-3036 “Ethics & Professional Standards” as follows:

Proposed:

1. Describe the history of ethical frameworks for applied behavioural sciences.
2. Apply ethical analysis across disciplines and identify similarities and differences.
3. Analyze various codes of conduct, including Canadian Psychological Association, Canadian Association of Social Workers, Behavior Analyst Certification Board, and other relevant provincial and national codes.
4. Apply ethical considerations and maintain adherence to ethical principles when working with other professionals, supervisors, and supervisees.
5. Analyze ethical considerations when working with vulnerable people and communities.
6. Evaluate guidelines for cultural responsiveness and diversity, including non-discrimination practices that support equitable and inclusive service, in keeping with equity, diversity, inclusion, decolonization frameworks.
7. Evaluate effective use of ethical decision-making models, including how moral codes and values lend strength and provide challenges in a chosen career.
8. Create a plan of action for a variety of ethical scenarios, including ethical decision-making frameworks for organizational decision-making.

Current:

1. Recognize the history of an ethical framework of ABA and the importance of this to people working in this field now.
 2. Be able to describe the importance of assessment and intervention as related to the ethical framework.
 3. Examine ethics across disciplines and identify similarities and differences.
 4. Be familiar with the Behaviour Analyst Certification Board professional and ethical code of conduct.
 5. Identify special ethical considerations when working with vulnerable people.
 6. Prepare to share ethical considerations and maintain adherence to ethical principles when working with other professionals, supervisors, and supervisees.
 7. Demonstrate effective use of an ethical decision making model to create a plan of action for a variety of ethical scenarios.
 8. Describe how their own moral code and values will lend them strength and provide challenges in following the ethical code in their chosen career.
- Carried

Non-substantive:

The course title for CHFS-3116/PSYC-3117 “Autism Spectrum Disorders” to “Perspectives in Autism” and the course description as follows:

New Description

Students explore the nature of Autism and related neurodiversity including epidemiology, screening/assessment, and treatment/intervention, across a broad range of topics (e.g., historical considerations, diagnosis, prevalence/incidence, genetics, environment). Students consider evidence-informed principles for developing successful programs for children, youth, and adults, as well as models for transitioning to adult care and supportive services. Principles of child/family centered care and culturally responsive approaches are considered throughout the course, including values of equity, diversity, inclusion, and decolonization.

This course is also offered as PSYC 3117.

Old Description

This course will explore the nature of Autism Spectrum Disorders, including epidemiology, screening and assessment, and treatment and interventions. A lifespan approach will be applied to a broad range of topics, including historical considerations, diagnostic issues, prevalence/incidence, profile of ASD including the triad of impairments, genetic linkages, cognitive processing and executive functioning, and evidence-informed interventions including an introduction to applied behavioural analysis and positive behavioural support models. Students will consider evidence-informed principles for the development of successful programs for children and adolescents with ASD, as well as explore best-practice models for youth transition into adult care and supportive services. Principles of child/family centered care and support will be studied throughout the course. This course is also offered as PSYC 3117.

Non-substantive:

The course prerequisites for CHFS-3116/PSYC-3117 “Autism Spectrum Disorders” from “CHFS 2106/PSYC 2006” to “Any 24 credits or permission of the instructor”.

Motion 7: Moved by C. Richardson, seconded by M. Saari that Senate approve the revision to the course learning outcomes for CHFS-3116/PSYC-3117 “Autism Spectrum Disorders” as follows:

Proposed:

As relevant to Autism and related neurodiversity, students will:

1. Recognize typical and atypical development.
2. Describe the history and dominant theories
3. Explain screening, assessment, and diagnostic frameworks.
4. Examine epidemiology, developmental considerations, and co-morbidities

5. Evaluate biopsychosocial and spiritual characteristics and implications
6. Interpret the cognitive, socio-emotional, and behavioural characteristics, and implications for the real world from the individual perspective as well as that of family, community, and/or society at large.
7. Analyze evidence informed interventions and principles/values of successful programs for individuals and families.
8. Examine established strategies and supports, and related considerations around equity, diversity, inclusion, and decolonization

Current:

1. Describe typical and atypical development as it relates to ASDs
2. Show an appreciation of the history and dominant theories of ASDs.
3. Demonstrate knowledge of diagnostic frameworks, criteria, and considerations for ASDs.
4. Differentiate between screening and assessment frameworks.
5. Describe epidemiology, developmental considerations, and co-morbidities of ASDs.
6. Discuss biopsychosocial characteristics and implications of ASDs.
7. Show an appreciation for the cognitive, socio-emotional, and behavioural characteristics of ASDs.
8. Discuss established strategies and supports for ASDs
9. Identify evidence informed interventions and principles of successful programs/programming for ASDs.

Carried

Non-substantive:

The revision of the course title for CHFS-3127/PSYC-3127 “Fetal Alcohol Spectrum Disorders” to “Alcohol Related Neurodevelopmental Disorders” and the course description as follows:

New Description

Students explore Alcohol Related Neurodevelopmental Disorders (ARND) across the lifespan by considering social determinants of health and wellbeing, along with values of equity, diversity, inclusion, and decolonization. Diagnosis, epidemiology, cognitive, behavioural, and mental health profile including primary and secondary disabilities, prevention, treatment, management, and policy issues are discussed. Implications are explored from several perspectives, including individual development and learning, child and family well-being, and impact on and responsibility of community and society.

This course is also offered as PSYC 3127.

Old Description

Fetal Alcohol Spectrum Disorders will be explored through a lifespan development and determinants of health framework. Diagnosis, epidemiology, cognitive, behavioural, and mental health profile including primary and secondary disabilities, prevention, treatment, management, and policy issues will be discussed. Implications will be explored from several perspectives, including individual development and learning, child and family well-being, and impact on and responsibility of community and society. This course is also offered as PSYC 3127.

Non-substantive:

The course prerequisites for CHFS 3127/PSYC 3127 “Fetal Alcohol Spectrum Disorders” from “CHFS-2106/PSYC-2006” to “Any 24 credits or permission of the instructor”.

Motion 8: Moved by C. Richardson, seconded by K. Wamsley that Senate approve the revision to the course learning outcomes for CHFS-3127/PSYC-3127 “Fetal Alcohol Spectrum Disorders” as follows:

Proposed:

As relevant to prenatal alcohol exposure and associated neurodiversity, students will:

1. Recognize foundations (e.g., historical, biomedical, clinical background and related disorders).

2. Recognize screening & brief intervention issues, with a view to preventing alcohol-exposed pregnancies in women of childbearing age, and supporting children, women, and families.
3. Compare and contrast models of addiction, including concepts related to addiction in women of childbearing age/or those who are pregnant (e.g., appropriate prevention services, referral, and case management).
4. Analyze the effects of prenatal alcohol, including primary and secondary effects on individuals/families.
5. Review research on screening, diagnosis, and assessment of neurodiversity including issues related to the screening, diagnosis, and assessment of infants, children, adolescents, and adults.
6. Analyze models of treatment and support across the lifespan for persons and families, including issues, treatment and supports across the continuum of care and management, and newly emerging intervention research in the areas of social skills, behavioural, and cognitive rehabilitation/remediation.
7. Summarize ethical, legal, and policy considerations and related issues.
8. Evaluate the complexities of prenatal alcohol exposure and associated neurodiversity in consideration of principles of equity, diversity, inclusion, and decolonization, and a Determinants of Health/Wellbeing framework.

Current:

1. Demonstrate knowledge of FASD Foundations (e.g., historical, biomedical, clinical background and related disorders)
2. Consider FASD Screening & Brief Interventions issues, with a view to preventing alcohol-exposed pregnancies in women of childbearing age
3. Demonstrate knowledge Models of Addiction, including concepts related to addiction in women of childbearing age, including those who are pregnant (e.g., appropriate prevention services, referral, and case management)
4. Critically consider the Effects of Prenatal Alcohol, including primary and secondary effects on individuals/families
5. Synthesize research on Screening, Diagnosis, and Assessment of FASDs, including issues related to the screening, diagnosis, and assessment of infants, children, adolescents, and adults
6. Discuss models of Treatment and Support Across the Lifespan for Persons with FASDs, including issues, treatment and supports across the continuum of care and management such as newly emerging intervention research in the areas of social skills, behavioural, and cognitive rehabilitation/remediation
7. Integrate knowledge of FASD Ethical, Legal, and Policy Considerations and related issues Carried

Non-substantive:

The revision of the course title for CHFS-3136/PSYC-3136 “ABA I: Introduction to Applied Behaviour Analysis” to “ABS I: Introduction to Applied Behavioural Sciences” and the course description as follows:

New Description

Students learn principles of applied behavioural sciences, including cross-sector applications like positive behaviour support (PBS), applied behaviour analysis (ABA), and organizational behaviour management (OBM), and review topics like dimensions and principles of ABA, functional assessment, goal selection and outcomes planning, skill teaching, adaptive behaviour, and maintenance/generalization of skills. Students review inclusive and culturally responsive frameworks of practice, and evaluate strategies of interest for educators, front-line responders, or cross-sector service providers across institutional or community-based settings. This course is also offered as PSYC 3136.

Old Description

This course provides an introduction to fundamentals of learning and applied behaviour analysis (ABA). Students are exposed to an overview of theories and basic principles of behaviour,

features and characteristics of ABA, preference assessment, functional assessment and selection of target behaviours, outcomes planning, and defining, recording and charting of behaviour. This course is the first of two ABA courses that focuses on the application of behaviour analytic principles and strategies/methods in a variety of applied settings, service and workplace environments, and sectors. This course is also offered as PSYC 3136.

Non-substantive:

The course prerequisites for CHFS- 3136/PSYC-3136 “ABA I: Introduction to Applied Behaviour Analysis” from “CHFS-2106/PSYC-2006” to “Any 24 credits or permission of the instructor”.

Motion 9: Moved by C. Richardson, seconded by P. Radia that Senate approve the revision to the course learning outcomes for CHFS-3136/PSYC-3136 “ABA I: Introduction to Applied Behaviour Analysis” as follows:

Proposed:

1. Recognize the empirical, scientific, and critical-thinking process, as the foundation upon which behavioural science and analysis is built.
2. Apply fundamental theories and principles of learning/behaviour, and applications across various settings, including frameworks such as Positive Behaviour Support (PBS), Applied Behaviour Analysis (ABA), and Organizational Behaviour Management (OBM).
3. Analyze characteristics and core values of applied behavioural sciences, including the Dimensions and Principles of ABA.
4. Apply knowledge of behavioural assessment and measurement (e.g., preference, motivational, and functional assessment).
5. Evaluate commonly used strategies and procedures in applied behavioural sciences and an ability to integrate such knowledge into support planning for individuals, including goal setting & selection of target behavior.
6. Evaluate issues of individual and cultural diversity, equity, and inclusion, as related to the application of behavioural sciences.
7. Define, record, and display behavioural data, including the importance and application of data to real-world settings.
8. Evaluate applied behavioural science and its relevancy across sectors and the lifespan.

Current:

1. Understand the empirical, scientific, critical-thinking process as the foundation upon which behaviour analysis is built
 2. Show an understanding of fundamental theories and principles of learning/behaviour
 3. Identify principles, characteristics, and core values of ABA
 4. Begin to demonstrate knowledge of behavioural assessment and measurement (e.g., preference assessment, motivational assessment, functional assessment)
 5. Demonstrate a basic understanding of the assessment of basic language and learning
 6. Show an ability to carry out outcomes planning & goal setting, including selection of target behaviour
 7. Be able to define, record, and display behavioural data
 8. Show an understanding of the ethical considerations and ethical decision-making processes in ABA settings/for ABA practitioners
 9. Begin to understand ABA research methods and techniques
 10. Be able to critically evaluate ABA and its relevancy across sectors, life-span developmental stages, and varying service and workplace settings.
- Carried

Non-substantive:

The revision of the course title for CHFS-3137/PSYC-3137 “ABA II: Advanced Topics in Applied Behaviour Analysis” to “ABS II: Advanced Topics in Applied Behavioural Sciences” and the course description as follows:

New Description

Students undertake advanced coverage of Applied Behavioural Science topics, including communication, environmental strategies and situational management, maintenance and generalization of skills, and ethical and social issues. They evaluate least-restrictive and strengths-based approaches across the field, while integrating individually and culturally responsive values and frameworks of practice. Educators, front-line responders, or service providers interested in working with children/adults across institutional and community-based settings, or staffing teams across the non-profit or business sectors will benefit from this course. This course is also offered as PSYC 3137.

Old Description

This course expands on fundamental principles including advanced coverage of topics such as learning, communication, and behaviour assessment; direct training programs; skill teaching and adaptive behaviour; environmental strategies; situational management; generalization; and ethical and social issues. A least-restrictive, lifespan developmental, and integrative ABA framework is considered across sectors and diverse client groups. This course is also offered as PSYC 3137.

Motion 10: Moved by C. Richardson, seconded by M. Litalien that Senate approve the revision to the course learning outcomes for CHFS-3137/PSYC-3137 "ABA II: Advanced Topics in Applied Behaviour Analysis" as follows:

Proposed:

1. Examine advanced principles, strategies, and applications of learning and behaviour, including analytic skills.
2. Outline ethical decision-making processes in applied settings and competence for individual and cultural diversity in planning and goal setting.
3. Integrate theoretical and applied frameworks for addressing diversity considerations across various fields, including responsive and nondiscriminatory practices, as related for example, to neurodiversity, mental health, trauma, language, ethnicity, race, gender, religion, culture, social economic status, and others.
4. Evaluate individual-centered strategies across school, youth/adult institutional facilities, community settings, or private/corporate settings.
5. Generate strategies mindful of least-restrictive, lifespan developmental, and individual strengths and needs principles, in developing integrative plans.
6. Analyze outcomes planning & goal setting, including outcomes data and its application/integration to individualized program planning.

Current:

1. Articulate an understanding of advanced principles, strategies, and applications of learning and behaviour, including advanced analytic skills
2. Demonstrate knowledge of advanced and commonly used skills and procedures in ABA and an ability to integrate such knowledge into the assessment and intervention planning for clients
3. Demonstrate an understanding of client-centered responsibilities and their relevant application across settings and clients
4. Integrate least-restrictive, life-span developmental, and individual strengths and needs principles, in developing integrative ABA plans
5. Be able to identify client strengths and needs and develop suitable programs and/or interventions
6. Demonstrate advanced knowledge of behaviour assessment and measurement, including language and learning assessment
7. Demonstrate skills in outcomes planning & goal setting, including in the analysis of outcomes data and its application/integration to individualized program planning.

Carried

Non-substantive:

The revision of the course title for CHFS-4106/PSYC-4106 “Assessment and Intervention Planning” to “Intervention: Planning for Neurodivergence” and the course description as follows:

New Description

Students explore intervention planning for neurodivergence with children, youth, and adults, including select assessments and evidence-based treatments. Key principles of effective planning are reviewed, including culturally sensitive and responsive practices. Students integrate the biopsychosocial-spiritual model with equity, diversity, inclusion, and decolonization values in supporting individual strengths and needs, achieving successful outcomes, and guiding decisions. Students understand relational practice as a foundation of successful outcomes, across emotional, cognitive, behavioural, communications, and mental health domains. This course is also offered as PSYC 4106.

Old Description

This course focuses on prevention and intervention in the context of developmental and emotional-behavioural disorders of childhood and adolescence. Cognitive, cognitive-behavioural, and behavioural strategies are covered for supporting children and adolescents with exceptionalities. Particularly effective and model international programs are reviewed. A holistic, evidence-based, individual strengths- and needs framework is applied for informing decisions regarding suitable interventions and practices. The course highlights the importance of the therapeutic alliance as a foundation of successful approaches. This course is also offered as PSYC 4106.

Non-substantive:

The Arts & Science Executive recommend to the ACC to approve the course prerequisites for CHFS-4106/PSYC-4106 “Assessment and Intervention Planning” from “CHFS-2106/PSYC-2006” to “CHFS- 2106/PSYC-2006 or equivalent”.

Motion 11: Moved by C. Richardson, seconded by M. Litalien that Senate approve the revision to the course learning outcomes for CHFS-4106/PSYC-4106 “Assessment & Intervention Planning” as follows:

Proposed:

1. Describe the scope of various broad- and narrow-band assessments for intervention planning, and be able to differentiate these from diagnostic assessments.
2. Apply individual strengths/needs and individual and cultural diversity in goal-selection, in identifying suitable interventions, and in planning for effective outcomes.
3. Identify neurodevelopmental processes that can often subserve various behavioural challenges, such as self-regulatory mechanisms (emotional, behavioural, and cognitive self-regulation).
4. Evaluate relational practice in understanding individuals within complex contexts (considering factors such as age, gender, SES, culture, race, history, geography, determinants of health/social well-being) and demonstrate an understanding of cultural sensitivity and responsiveness in supporting effective and meaningful outcomes at an individual level.
5. Apply evidence-based strategies and appropriateness of use.
6. Evaluate for critical clinical issues (e.g., depression, suicidality, neglect, abuse, and others) and relevant follow-up.
7. Analyze emotional-behavioural, developmental, and other related issues (e.g., addictive behavior, psychopathology, neglect and abuse, violence, situational and environmental factors) that may impact academic, personal/social, and workplace success, as well as overall development.
8. Summarize principles supporting equity, diversity, inclusion, and decolonization in their importance for intervention planning and outcomes success.

Current:

1. Identify, develop, and implement different types of interventions at the individual and small group levels
 2. Identify suitable cognitive, cognitive-behavioural, and behavioural interventions for diverse challenges
 3. Demonstrate an understanding of evidence based practices and identify empirically based interventions appropriate for use
 4. Differentiate amongst primary, secondary, and tertiary prevention and appropriate strategies for each
 5. Demonstrate awareness of critical clinical issues (e.g., depression, suicidality, neglect, abuse, and others) and relevant follow-up
 6. Identify emotional-behavioural, developmental, and other related issues (e.g., addictive behavior, psychopathology, neglect and abuse, violence, situational and environmental factors) that may impact academic, personal/social, and career success, as well as overall development
 7. Demonstrate an understanding of the referral process and be able to identify appropriate pathways for referral for individuals with special needs
 8. Demonstrate an understanding of and be able to apply professional and ethical guidelines of conduct
- Carried

Non-substantive:

The revision of the course title for CHFS-4205/PSYC-4225 “Practicum in ABA Lifespan” to “Practicum in Applied Behavioural Sciences” and the course description as follows:

New Description

Students gain experience across various sectors and fields of practice (e.g., PBS, ABA, OBM), in front-line responder or service provision settings or team-based organizational settings. Students engage in blended experiential learning, including seminar, module, case-based pedagogy, and institutional or community-based experience, as applicable. Settings may include schools, intervention/treatment centres, justice/correctional settings, long-term care facilities, traumatic brain injury/rehabilitation centers. Hours must be completed within teams proficient in applied behavioural science principles and strategies.

This course is also offered as PSYC 4225.

Old Description

Students gain experience in designing and implementing Applied Behaviour Analysis (ABA) programs with individuals with emotional/behavioural and/or developmental needs. Placements, placement protocols, and field supervisors must be approved beforehand. Placements may be secured in schools, clinical settings, justice settings, long-term care facilities, traumatic brain injury or rehabilitation centers, and others, and must be in completed within teams proficient in ABA strategies and program development. A student and field supervisor's report must be submitted to the Department upon completion of the placement.

This course is also offered as PSYC 4225.

Non-substantive:

The course prerequisites for CHFS-4205/PSYC-4225 “Practicum in ABA-Lifespan” be changed from [CHFS-3036 or PSYC-3036; 80% in either CHFS-3136 or PSYC-3136 and 80% in either CHFS-3137 or PSYC-3137 and approval of the Department. Valid Criminal Record Check required prior to course start] to [CHFS-3036 or PSYC-3036; CHFS-3137 or PSYC-3137; and with approval of the Department].

Motion 12: Moved by C. Richardson, seconded by M. Saari that Senate approve the revision to the course learning outcomes for CHFS-4205/PSYC-4225 “Practicum in ABA Lifespan” as follows:

Proposed:

1. Engage with theories, principles, and practices of applied behavioural science across respective fields and frameworks of practice, such as positive behaviour support (PBS), applied behaviour analysis (ABA), and organizational behaviour management (OBM) as applicable.
2. Integrate ethical decision-making processes in applied settings, taking into account strengths and needs along the neurodiversity continuum.
3. Observe and engage in competent planning and goal setting, including theoretical and applied frameworks for addressing diversity considerations in the field (e.g., responsive and nondiscriminatory practices, as related to neurodiversity, mental health, trauma, language, ethnicity, race, gender, sexual orientation, religion, culture, social economic status).
4. Practice individual-centered strategies and their application across various sectors/settings.
5. Choose least-restrictive, lifespan developmental, and individual strengths and needs approaches, for developing integrative plans.
6. Explain outcomes planning & goal setting, including the relevance of outcomes data in the development of individualized programming.
7. Explain sector-based values and practices in synthesizing behavioural science knowledge.

Current:

1. Apply theories, principles, and practices learned in ABA I and ABA II
 2. Gain experience in developing and implementing ABA programs in an IBI supervised environment while working with individuals with ASDs
 3. Gain experience in measuring and evaluating individual and program success
 4. Utilize collaborative professional and communication skills in agency settings
 5. Demonstrate an ability to work within ethical guidelines
 6. Articulate the clinical approach and standards of practice of the organization and/or respective program
 7. Identify resources available to meet the needs of clients and team members
- Carried

Non-substantive:

The revision to the course hours for CHFS-4205/PSYC-4225 "Practicum in ABA Lifespan" be changed from "180hrs" to "180hrs of blended experiential learning".

Non-substantive:

The revision of the course title for CHFS-4305/PSYC-4335 "Practicum in EIBI/ASD" to "Practicum in EBI-ASD/ND" and the course description as follows:

New Description

Students gain experience in designing and implementing Applied Behaviour Analysis (ABA) programs in Early Behaviour Intervention (EBI) settings, and working with children with Autism Spectrum and other Neurodevelopmental Disorders (ASD/ND). Community placement hours may be secured in clinical or community-based treatment programs providing ABA to children with ASD/ND, and must be completed within teams proficient in ABA strategies and program development. This course is also offered as PSYC 4235.

Old Description

Students gain experience in designing and implementing Applied Behaviour Analysis (ABA) programs in Early Intensive Behaviour Intervention (EIBI) settings, and working with children with Autism Spectrum Disorders (ASD). Students are expected to follow agency guidelines for volunteers and/or employees. Placements, placement protocols, and field supervisors must be approved beforehand. Placements must be completed within EIBI centers, under Clinical Psychology and BACB supervision. A student and field supervisor's report must be submitted to the Department upon completion of the placement. This course is also offered as PSYC 4235.

Non-substantive:

The course prerequisites for CHFS-4305/PSYC-4325 “Practicum in EIBI-ASD” be changed from [CHFS-3036 or PSYC- 3036; 80% in either CHFS-3136 or PSYC-3136 and 80% in either CHFS-3137 or PSYC-3137 and approval of the Department. Valid Criminal Record Check required prior to course start] to CHFS-3036 or PSYC-3036; CHFS-3137 or PSYC-3137 and with approval of the Department.

Motion 13: Moved by C. Richardson, seconded by P. Radia that Senate approve the revision to the course learning outcomes for CHFS-4305/PSYC-4325 “Practicum in EIBI-ASD” as follows:

Proposed:

1. Apply theories, principles, and practices of applied behavioural science as applicable to early behaviour intervention for children with ASD or other neurodevelopmental disorders.
2. Apply ethical decision-making processes in applied settings, taking into account individual strength and needs.
3. Apply competent planning and goal setting, including theoretical and clinical frameworks for addressing diversity considerations across the field (e.g., responsive and nondiscriminatory practices, as related to neurodiversity, mental health, trauma, language, ethnicity, race, gender, sexual orientation, religion, culture, socio-economic status).
4. Apply individual-centered strategies ~~and their application~~ across **various** early intensive intervention settings.
5. Apply least-restrictive, lifespan developmental, and individual strengths and needs principles, in developing integrative plans.
6. Analyze ~~for~~ outcomes planning & goal setting, including in the analysis of outcomes data and its application/integration to individualized program planning.
7. Analyze sector-based values and practices in synthesizing behavioural science knowledge within EBI-ASD/ND settings.

Current:

1. Apply theories, principles, and practices learned in ABA I and ABA II
 2. Gain experience in developing and implementing ABA programs while working with children with ASD in EIBI settings
 3. Gain experience in measuring and evaluating individual and program success
 4. Utilize collaborative professional and communication skills in agency settings
 5. Demonstrate an ability to work within ethical guidelines
 6. Articulate the clinical approach and standards of practice of the organization and/or respective program
 7. Identify resources available to meet the needs of clients and team members
- Carried

Non-substantive:

The revision to the course hours for CHFS-4305/PSYC-4325 “Practicum in EIBI-ASD” be changed from “180hrs” to “180hrs of blended experiential learning.”

Motion 14: Moved by C. Richardson, seconded by P. Radia that Senate approve the removal of the clause “Available to students in an Honours Specialization, Specialization, or Major in Child and Family Studies or Psychology” from the Graduation Requirements of the ABA-Lifespan and EIBI-ASD Certificates.

Carried

The Provost and Vice-President, Academic and Research, acknowledged the amount of work involved in the Child & Family Studies and Psychology program revisions and thanked all those involved.

Environmental Science

The Academic Curriculum Committee approved the revised Stage II Program Proposal for the Bachelor of Science Honours Specialization, Specialization, Major, and Minor in Environmental Science as outlined in the attached template. The Stage II Program Proposal will be forwarded to the Academic Quality Assurance and Planning Committee and External Reviewers will be selected.

The Provost and Vice-President, Academic and Research, acknowledged the amount of work and time faculty dedicated to the development of the Stage II Program Proposal for Environmental Science and congratulated all those involved.

Faculty of Education and Professional Studies

Non-substantive:

The course title for EDUC 5326 be changed from Organizational Management to Organizational Leadership.

Rationale:

The original title came from a different time and ethos; leadership concepts have changed since this course was originally designed and named and a name change from Management to Leadership would have broader appeal to those in leadership roles within and outside Education.

Motion 15: Moved by C. Richardson, seconded by N. Black that the Report of the Academic Curriculum Committee dated February 25, 2022 be received.
Carried

February 25, 2022 ACC Report

Faculty of Arts and Science

Sociology

Non-substantive:

The course title for SOCI-2036 be changed from "Introduction to Social Gerontology" to "Gerontology: Aging and Society" as outlined in attached document.

Non-substantive:

The course title for SOCI-2037 be changed from "Sociology of Family and Household Relationships" to "Sociology of the Family" as outlined in attached document.

Non-substantive:

The course title for SOCI-2046 be changed from "Minority Groups in Canada" to "Ethnicity and Racialization" as outlined in attached document.

Non-substantive:

The course title for SOCI-2066 be changed from "Social Stratification" to "Social Inequality" as outlined in attached document.

Non-substantive:

The course title for SOCI-2076 be changed from "Deviance and Conformity" to "Deviance, Crime & Social Control" as outlined in attached document.

Non-substantive:

The course title for SOCI-2096 be changed from “Sociology of Education: Social Theory and Education” to “Sociology of Education” as outlined in attached document.

Non-substantive:

The course title for SOCI-2097 be changed from “Sociology of Education: Social Issues in Education” to “Social Issues in Education” as outlined in attached document.

Non-substantive:

The course title for SOCI-2236 be changed from “Sociology of Human Sexual Behaviour I: Love, Sex and Intimacy” to “Love, Sex and Intimacy” as outlined in attached document.

Non-substantive:

The course title for SOCI-2237 be changed from “Sociology of Human Sexual Behaviour II: Varieties of Human Sexual Behaviour” to “Human Sexual Behaviour” as outlined in attached document.

Non-substantive:

The course title for SOCI-3006 be changed from “The Sociology of Collective Behaviour” to “Social Movements and Moral Panics” as outlined in attached document.

Non-substantive:

The course title for SOCI-3026 be changed from “The Sociology of Work” to “Work, Employment and Society” as outlined in attached document

Non-substantive:

The course title for SOCI-3057 be changed from “Demography: Introduction to Population Studies” to “Population and Society” as outlined in attached document.

Non-substantive:

The course title for SOCI-3076 be changed from “Mass Culture and Mass Media I: Journalism and Mass Communication” to “Digital Media and Society” as outlined in attached document.

Non-substantive:

The course title for SOCI-4137 be changed from “Selected Topics in Aging” to “Topics in Aging and Health” as outlined in attached document.

Non-substantive:

The course title for SOCI-4016 be changed from “Advanced Sociological Theory” to “Social Processes and Social Structure” as outlined in attached document.

Non-substantive:

The course title for ANTH-2056 be changed from “The Anthropocene” to “The Anthropocene: Environment & Globalization” as outlined in attached document.

Non-substantive:

The course title for ANTH-2006 be changed from “The Ethnographer’s Craft” to “Ethnographic Imagination” as outlined in attached document.

Non-substantive:

The course title for ANTH-2027 be changed from “Archaeology II” to “Applied Archaeological Excavation” as outlined in attached document.

Non-substantive:

The course title for ANTH-3407 be changed from “Anthropological Theory” to “Contested Concepts: Power & Perspective” as outlined in attached document.

Non-substantive:

The revision of the course description for ANTH-3407 Anthropological Theory as outlined in attached document.

Motion 16: Moved by C. Richardson, seconded by T. Stewart that Senate approve that ANTH-3027: Indigenous Peoples and the State be cross-listed with Sociology.
Carried

Rationale: The Department of Sociology and Anthropology is a combined Department, with some faculty trained in both Sociological and Anthropological theories and methods. Cross-listing the course ANTH 3027 will allow for the Department to make use of faculty resources across programs, and will fill an important gap in course offerings in Sociology.

Non-substantive:

The course SOCI-3156: Women and Age be banked as outlined in attached document.

Non-substantive:

The course SOCI-3176: Age, Health, and Work I be banked as outlined in attached document.

Non-substantive:

That the course SOCI-3177: Age, Health, and Work II be banked as outlined in attached document.

Motion 17: Moved by C. Richardson, seconded by P. Radia that Senate approve the creation of SOCI-3167: Society and Mental Disorder as outlined in the attached template.
Carried

Rationale: This proposed course was piloted as a Special Topics course in the Fall 2021, with great success. The addition of SOCI 3167: Society and Mental Disorder fits with the Department’s thematic expertise in Health Studies and can serve as an elective course in the Certificate in Health Studies and Gerontology. The addition of SOCI 3167 will also provide Sociology students with an additional elective option for course selection as part of their degree program.

Motion 18: Moved by C. Richardson, seconded by D. Campbell that Senate approve that the 3-credit course SOCI-3167 Society and Mental Disorder ~~be added as program requirements~~ **to be added to the program requirements** for the Certificate in Health Studies and Gerontology as outlined in the attached document.
**The above friendly amendment, in strikethrough and bold, was accepted by the mover and seconder.*
Carried

Rationale: The course content for SOCI 3167: Society and Mental Disorder directly aligns with the Certificate in Health Studies and Gerontology. Adding this course to the list of elective courses for the Certificate in Health Studies and Gerontology will allow students more options for course selection and will allow for greater flexibility in course planning. The chart included in the supporting documentation outlines the program structure for the Certificate in Health Studies and Gerontology with the removal of SOCI 3156, SOCI 3176, SOCI 3177 and the addition of SOCI 3167.

Non-substantive:

The prerequisite for SOCI-2016: Classical Sociological Theory be changed as outlined in attached document.

Non-substantive:

The prerequisite for SOCI-2017: Contemporary Sociological Theory be changed as outlined in the attached document.

Non-substantive:

The prerequisite for SOCI-2027: Sociology of Nursing be changed as outlined in the attached document.

Non-substantive:

The prerequisite for SOCI-2036: Introduction to Social Gerontology be changed as outlined in the attached document:

Non-substantive:

The prerequisite for SOCI-2037: Sociology of Family and Household Relationships, SOCI-2046: Minority Groups in Canada, SOCI-2066: Social Stratification, SOCI-2076: Deviance and Conformity, SOCI-2196: Sociology of Medicine, SOCI-2236: Sociology of Human Sexual Behaviour I: Love, Sex and Intimacy, and SOCI-2237: Sociology of Human Sexual Behaviour II: Varieties of Human Sexual Behaviour be changed as outlined in the attached document.

Non-substantive:

The prerequisite for SOCI-3006: The Sociology of Collective Behaviour, SOCI-3007: Consumer Culture, SOCI-3026: Sociology of Work, SOCI-3036: Qualitative Research Methods, SOCI-3076: Mass Culture and Mass Media I: Journalism and Mass Communication, SOCI-3166: The Social Determinants of Health, SOCI-3256: Globalization and Development, and SOCI-3506: Social Problems be changed as outlined in the attached document.

Non-substantive:

The prerequisite for SOCI-3016: Critical Perspectives on Social Theory be changed as outlined in the attached document.

Non-substantive:

The prerequisite for ANTH-3036: Qualitative Research Methods be changed as outlined in the attached document.

Non-substantive:

The prerequisite for SOCI-3057: Demography: Introduction to Population Studies be changed as outlined in the attached document.

Non-substantive:

The prerequisite for SOCI-3186: Health and the Family be changed as outlined in the attached document.

Non-substantive:

The prerequisite for SOCI-3226: Survey Research be changed as outlined in the attached document.

Non-substantive:

The prerequisite for SOCI-3956: Special Topics in Sociology and ANTH 3407: Anthropological Theory be changed as outlined in the attached document.

Non-substantive:

The prerequisite for SOCI-4016: Advanced Sociological Theory be changed as outlined in the attached document.

Non-substantive:

The prerequisite for SOCI-4127: Advanced Social Data Analysis be changed as outlined in the attached document.

Non-substantive:

The prerequisite for SOCI-4137: Selected Topics in Aging be changed as outlined in the attached document.

Non-substantive:

The prerequisite for SOCI-4206: Determinants of Population Change be changed as outlined in the attached document.

Non-substantive:

The prerequisite for SOCI-4227: Science, Technology and Environment be changed as outlined in the attached document.

Non-substantive:

The prerequisite for ANTH-4106: Multispecies Ethnography be changed as outlined in the attached document.

Motion 19: Moved by C. Richardson, seconded by M. Litalien that Senate approve the creation of SOCI-3957: Special Topics in Sociology II as outlined in the attached template.
Carried

Rationale: Sociology currently only has one special topics course. The addition of a second special topics course in Sociology will allow for greater flexibility in course planning and will allow the Department to pilot new thematic courses to assess student interest. The addition of a second special topics course in Sociology will also provide Sociology students with an additional elective option for course selection.

Motion 20: Moved by C. Richardson, seconded by T. Stewart that Senate approve that the creation of SOCI-3187: Gaming Subcultures as outlined in the attached template.
Carried

Rationale: This course provides a focused discussion of group formation and behavior within the context of gaming in popular culture. While these are issues embedded in and across the curriculum in SOCI/ANTH, there is a need for increasing our course offerings which focus primarily on emerging contemporary social phenomena within the 21st century. SOCI 3187 will also enhance the breadth and number of electives available for students.

Motion 21: Moved by C. Richardson, seconded by M. Litalien that Senate approve the creation of ANTH-2066 Language and Culture as outlined in the attached template.
Carried

Rationale: Currently, the Anthropology program is primarily focused on the sub-field of Cultural Anthropology, with some course offerings in Archaeology. The addition of ANTH 2066 will provide students with increased exposure to the sub-field of Linguistic Anthropology at the second-year level, and will contribute to the delivery of a four-field Anthropology program. The addition of ANTH 2066 will expand second year course offerings in Anthropology and may be of interest to students in cognate disciplines such as Classical Studies and Modern Languages, History, English, Indigenous Studies, and Gender Equality and Social Justice.

Motion 22: Moved by C. Richardson, seconded by M. Litalien that Senate approve the creation of ANTH-2076 Biology and Culture as outlined in the attached template.
Carried

Rationale: The Department of Anthropology presently lacks a lower-level course exploring the impact of biological perspectives in Anthropology. Since Biological Anthropology is a core Anthropological subfield and this is an area of considerable demand for many Nipissing students in other programs, we believe this course would both fill an important gap in the Anthropology program and may be of interest to students in cognate disciplines such as Biology, Physical Health and Education, Psychology, Sociology, and History.

Non-substantive:

The revision of the course description for SOCI-3226: Survey Research as outlined in the attached document.

History

Motion 23: Moved by C. Richardson, seconded by M. Litalien that Senate approve the creation of the certificate Societies in Transition: Relationship, Reciprocity, and Reconciliation Histories as outlined in the attached document.
Carried

Rationale:

SIT deepens the Faculty of Arts & Science and Nipissing University's commitment to indigenization and decolonization. It responds to the Truth and Reconciliation Commission's Calls to Action (# 10, 24, 28, 62) and University's Canada Principles and Commitments to Action in Indigenous Education (#2, 3, 4, 5, 6, 8, 10, 11, 12) by centering Indigenous histories and ways of knowing and being, including enacting reciprocity and building relationships in a good way, in support of reconciliation. Please see attached Departmental Approval forms.

Motion 24: Moved by C. Richardson, seconded by M. Litalien that Senate approve the addition of a note in the Academic Calendar for History Students completing an honours double major, as outlined below:

Note:

History students completing an Honours Double Major may count 3 credits from a 6 credit 4000 level HIST course towards the 3000 level HIST requirement for the Major in History.

Carried

Rationale:

In the fourth year, double major students require "at least 3 credits at fourth year"; however, we do not offer 3 credit fourth-year courses and students have requested this option. To ensure that students are not required to take 3 extra credits, we propose this solution after consultation with Academic Advising and the Registrar's Office. We submitted a global petition for the 2021-22 academic year but want to formalize this in the academic calendar.

Indigenous Studies

Non-Substantive:

The revision of the course description for LEAD-2006 Indigenous Political Culture as outlined in attached document.

Motion 25: Moved by C. Richardson, seconded by P. Radia that Senate approve the addition of learning outcomes for LEAD-2006 Indigenous Political Culture as outlined below:

Learning Outcomes

- Explore critical facets of current political systems that intersect with Indigenous communities

- Describe key features of Indigenous political structures
- Discuss Indigenous customary governance as emergent discourse and practices
- Distinguish culturally-specific leadership practices, particularly in local First Nations
- Analyze urban Indigenous political trends in provincial and federal contexts
- Articulate the intersections of Indigenous and settler political concepts and values

Carried

Rationale:

When LEAD-2006 was created, there were no learning outcomes included with the curriculum proposal.

Motion 26: Moved by C. Richardson, seconded by P. Radia that Senate approve to cross-list LEAD-2006 Indigenous Political Culture with Indigenous Studies.

Carried

Rationale:

The Department of Indigenous Studies would like to make this course count towards the Indigenous Studies degree requirements.

Motion 27: Moved by C. Richardson, seconded by P. Radia that Senate approve the change to the expected delivery mode for LEAD-2006 Indigenous Political Culture as outlined below:

New Expected Contact Time

3 hours of lecture per week.

Old Expected Contact Time

2 hours of lecture and 1 hour of service learning per week for one term.

Carried

Rationale:

LEAD-2006 may include a service learning component within the course, it will be at select times throughout the term, not on a weekly basis.

Non-substantive:

The revision of the course description for LEAD-1006 Indigenous Political Culture as outlined in the attached document.

Motion 28: Moved by C. Richardson, seconded by J. Smith that Senate approve the addition of learning outcomes for LEAD-1006 Concepts and Ethics of Indigenous Leadership as outlined below:

Learning Outcomes

- Describe key cultural values in the context of leadership responsibilities
- Analyze the intersection of Indigenous leadership ethics and contemporary socio-political issues
- Identify customary Indigenous conflict resolution practices
- Express through community-based learning experiences basic relational practices, reciprocity
- Engage in self-reflective learning
- Articulate and demonstrate protocols and ethics that are central to Indigenous leadership responsibilities

Carried

Rationale:

There were no learning outcomes submitted with the curriculum proposal to create LEAD-1006.

Motion 29: Moved by C. Richardson, seconded by P. Radia that Senate approve to cross-list LEAD-1006 Concepts and Ethics of Indigenous Leadership with Indigenous Studies.
Carried

Rationale:

The Department of Indigenous Studies would like to make this course count towards the Indigenous Studies degree requirements.

Motion 30: Moved by C. Richardson, seconded by M. Litalien that Senate approve to change the expected delivery mode for LEAD-1006 Concepts and Ethics of Indigenous Leadership as outlined in the attached document.

New Expected Contact Time

3 hours of lecture per week

Old Expected Contact Time

2 hours of lecture and 1 hour of lab per week.

Carried

Rationale:

LEAD-1006 may include a service learning component within the course, it will be at select times throughout the term, not on a weekly basis.

Motion 31: Moved by C. Richardson, seconded by P. Radia that Senate approve the creation of INDG-3107 Indigenous Research Methodologies as outlined in the attached document.
Carried

Rationale:

To add to the current third year course options for Indigenous Studies majors, as well as to increase the diversity of Indigenous-focused streams. This course will become a core requirement for the program when Indigenous Studies becomes an Honours program.

Motion 32: Moved by C. Richardson, seconded by P. Radia that Senate approve the creation of INDG-4706 Indigenous Knowledge Seminar – Special Topics as outlined in the attached template.
Carried

Rationale:

To create 4th year course options to meet the requirements to offer Honours level courses, consistent with the growth of the department to offer an Hons. B.A. level of study.

Gender Equality and Social Justice

Non-substantive:

The course title for GEND-2147 be changed from Bodies, Borders and Belonging to Forced Migration as outlined in the attached document.

Non-substantive:

The course title for GEND-2246 be changed from Transforming Harm: Case Studies in Transformative Justice to Transformative Justice: Case Studies as outlined in the attached document.

Motion 33: Moved by C. Richardson, seconded by P. Radia that Senate approve the deletion of GEND-3127 Gender, Globalization and Human Rights.
Carried

Rationale:

This course is being replaced (below) by an updated version attached GEND 3137 Re-Imagining Globalization.

Motion 34: Moved by C. Richardson, seconded by P. Radia that Senate approve the creation of GEND-3137 Re-Imagining Globalization to be added to Group 3 Human Rights and Social Justice as outlined in the attached template.
Carried

Rationale:

This course replaces Gender, Globalization and Human Rights with an updated and newly re-designed curriculum. Much has changed in the more than ten years since the course was initially put on the books and revisions to the curriculum now exceed the existing description. It is effectively a different course; hence we are deleting 3127 and replacing it with 3137.

Motion 35: Moved by C. Richardson, seconded by T. Stewart that Senate approve the creation of GEND-3216 Testimony and Witness to be added to the GESJ curriculum in Group 3 Human Rights and Social Justice and to the 9-credit option in the Human Rights Minor as outlined in the attached template.
Carried

Rationale:

This course was offered as a special topic in 2020-21 under the title Narrating Human Rights. The course is grounded in the instructor's (R. Nagy) current research interests and represents a timely intervention in the current context of the politics of reconciliation, digital witnessing technologies, the #MeToo movement, and the ways in which the "Empire of Trauma" risks the pathologisation of victims of human rights abuse (Fassin and Rechtman 2009; Million 2013). A significant section of the course engages Indigenous storytelling, residential school survivor testimony, and settler witnessing, thereby contributing to the University's commitment to decolonizing and Indigenizing the curriculum.

Motion 36: Moved by C. Richardson, seconded by D. Campbell that Senate approve the creation of GEND-2326 Pets to be added to the GESJ curriculum in Group 2 Power and Inequality as outlined in the attached template.
Carried

Rationale:

This course is the 4th in a series of courses focused on animals as part of GESJ's developing environmental justice focus. It will be regularly cycled with Animal Rites, Religion Justice and Animals and Virtual Animals.

Motion 37: Moved by C. Richardson, seconded by C. McFarlane that Senate approve the creation of GEND-3357 The Opioid Crisis to be added to the GESJ curriculum in Group 3 Human Rights and Social Justice and to the 9 credit option in the Human Rights Minor as outlined in the attached template.
Carried

Rationale:

This course has been offered twice now under a special topics code and has enrolled with waitlists. It's very popular as an elective with Nursing students and is contributing to an emerging concentration in health related courses in GESJ. It is taught by a part-time faculty member who works directly with this population, The AIDS Committee of North Bay which also provides placement opportunities to students from a range of programs across the university.

Non-substantive:

The revision of the course description for GEND-4205 Honours Seminar as outlined in attached document.

Non-substantive:

The prerequisites for GEND-4205 Honours Seminar be changed as outlined in attached document.

Non-substantive:

Rename Gender Equality & Social Justice's Group 2, Power and Inequality to Power, Justice and Transformation as outlined in attached document.

Motion 38: Moved by C. Richardson, seconded by M. Litalien that Senate approve that the program requirements for the Gender Equality and Social Justice Honours Degree, Specialization, and Major be revised to allow students to count a maximum of 6 credits of 1000 level courses as outlined in the attached document.
Carried

Rationale: When GESJ changed its first year course from 6 credits to 3 credits we revised the program requirements to allow for a 3 credit progression. However, we failed to recognize that many students would take both our first year courses GEND 1006 and GEND 1007 and it was never our intention to prevent them from doing that. We currently have to deal with petitions addressing this issue. The changes will allow them to take up to 6 credits of 1000 level courses.

Motion 39: Moved by C. Richardson, seconded by T. Stewart that Senate approve that the program requirements for the Minor in Gender Equality and Social Justice be revised as outlined in the attached document.
Carried

Rationale: When GESJ changed its first year course from 6 credits to 3 credits we revised the program requirements to allow for a 3 credit progression. However, we failed to recognize that many students would take both our first year courses GEND 1006 and GEND 1007. It was never our intention to prevent them from doing that, hence the revision to allow up to 6 credits at the 1000 level. We also want to allow students to count at least part of INTD classes towards a minor, including INTD 2005 (6 credits) which are cross-listed for all other GESJ degree options.

Faculty of Education and Professional Studies**School of Criminology and Criminal Justice****Non substantive:**

The prerequisite for CRJS 3506 Criminology of Serial Murder be changed as outlined in the attached document:

Motion 40: Moved by C. Richardson, seconded by C. Greco that Senate approve the creation of CRJS 2127 Interpreting Criminal Justice Research as outlined in the attached template.
Carried

Rationale: (1) Students enrolled in the newly approved 2 years college/2 years Nipissing Policing and Corrections streams, and those currently enrolled in the pre-existing Policing, Corrections and general Criminal Justice streams will complete their degrees and seek employment in their chosen policing, correctional services and allied fields: they do not proceed on to graduate programs. (2) Consequently, students enrolled in the newly approved 2 years college/2 years Nipissing Policing and Corrections streams, and those currently enrolled in the pre-existing Policing, Corrections and general Criminal Justice streams will not make use of the skills currently acquired in the required courses SOCI 2126 Sociological Research Methods and SOCI 2127 Quantitative Research Methods, as police officers, correctional workers and probation/parole officers, and others directly seeking employment in the criminal justice field do not conduct research studies as part of their employment positions. (3) The proposed course CRJS 2127 Interpreting Criminal Justice Research will expose Policing, Corrections and the

general Criminal Justice stream students to the kinds of research methods, analysis and reporting found in use in the criminal justice field, including academic research and government reports, and will provide students with basic skills to interpret both qualitative and quantitative presentation of research results.

Motion 41: Moved by C. Richardson, seconded by M. Litalien that Senate approve the creation of CRJS 3046 – Interpersonal Communications in Criminal Justice as outlined in the attached template.

Carried

Rationale: Interpersonal Communications in Criminal Justice has been taught for 3 academic years as a Special Topics in Criminal Justice Course (CRJS 3927). This course has been very well received by students and provides Criminal Justice students, as well as anyone who hopes to work with the public or vulnerable populations practical communication skills. It would be beneficial for this course to be added to the School of Criminology and Criminal Justice elective course offerings, as it fits with the applied nature of our program and every major functional job analysis conducted on the job of police officer recognizes communication as an essential competency.

Motion 42: Moved by C. Richardson, seconded by M. Litalien that Senate approve that the program requirements for the Bachelor of Arts Criminal Justice, School of Criminology and Criminal Justice be changed as outlined in the attached document.

Carried

Non substantive: The School of Criminology & Criminal Justice be renamed as the School of Criminal Justice as outlined in attached document.

School of Nursing

Motion 43: Moved by C. Richardson, seconded by T. Stewart that Senate approve the following learning outcomes for NSGD 3336 Culture and Nursing Practice be added:

Students who successfully complete this course will:

- describe assumptions, values, and beliefs of themselves personally and professionally as they develop awareness of culture and diversity among people
- assess how evidence is constructed and legitimized as knowledge among differing worldviews
- develop awareness of cultural variables that influence health and health care delivery such as social class, gender, age, ability, race/ethnicity, and health care systems
- critique theoretical perspectives and conceptual models for nursing care in relation to other ways of being and knowing
- discuss potentially uncomfortable/challenging health care experiences of patients and identify strategies for intercultural development among nurses, healthcare teams, and health systems
- integrate elements of cultural awareness that reflect new ways of being and knowing in professional nursing practice.

Carried

Rationale: There are currently no approved learning outcomes for this course.

Non-substantive:

The restrictions for NSGD 3336 Culture and Nursing Practice are changed as outlined in the attached document.

Non-substantive:

The restrictions for NURS 1006, NURS 1016, NURS 1037 be changed as outlined in the attached document.

Non-substantive:

The restrictions for NURS 2037 be changed as outlined in the attached document.

Non-substantive:

The restrictions for NURS 2016, NURS 2047, NURS 2036 be changed as outlined in the attached document.

Non-substantive:

The prerequisites for NURS 2016 be changed as outlined in the attached document.

Non-substantive:

The corequisites for NURS 2016 be changed as outlined in the attached document.

Non-substantive:

The prerequisites for NURS 2706 be changed as outlined in the attached document.

Non-substantive:

The prerequisites for NURS 2037 be changed as outlined in the attached document.

Non-substantive:

The prerequisites for NURS 2517 and NURS 2707 be changed as outlined in the attached document.

Non-substantive:

The prerequisites for NURS 2036 be changed as outlined in the attached document.

Non-substantive:

The prerequisites for NURS 2047 be changed as outlined in the attached document.

Non-substantive:

The restrictions for NURS 3017, NURS 3116, NURS 3117, NURS 3007 be changed as outlined in the attached document.

Non-substantive:

The restrictions for NURS 3036 be changed as outlined in the attached document.

Non-substantive:

The prerequisites for NURS 3017 be changed as outlined in the attached document.

Non-substantive:

The corequisites for NURS 3017 be changed as outlined in the attached document.

Non-substantive:

The prerequisites for NURS 3116 be changed as outlined in the attached document.

Non-substantive:

The prerequisites for NURS 3117 be changed as outlined in the attached document.

Non-substantive:

The prerequisites for NURS 3036 be changed as outlined in the attached document.

Non-substantive:

The antirequisites for NURS 3036 be changed as outlined in the attached document.

Non-substantive:

The prerequisites for NURS 3007 be changed as outlined in the attached document.

Non-substantive:

The corequisites for NURS 3007 be changed as outlined in the attached document.

Non-substantive:

The restrictions for NURS 4036, NURS 4436, NURS 4067, NURS 4126 be changed as outlined in the attached document.

Non-substantive:

The prerequisites for NURS 4036 be changed as outlined in the attached document.

Non-substantive:

The corequisites for NURS 4036 be changed as outlined in the attached document.

Non-substantive:

The prerequisites for NURS 4436 be changed as outlined in the attached document.

Non-substantive:

The corequisites for NURS 4436 be changed as outlined in the attached document.

Non-substantive:

The prerequisites for NURS 4067 be changed as outlined in the attached document.

Non-substantive:

The corequisites for NURS 4067 be changed as outlined in the attached document.

Non-substantive:

The prerequisites for NURS 4126 be changed as outlined in the attached document.

Non-substantive:

The corequisites for NURS 4126 be changed as outlined in the attached document.

Non-substantive:

The corequisites for NURS 4704 be changed as outlined in the attached document.

Schulich School of Education**Non-substantive:**

The course title for EDUC 1535 be changed from English as a Second Language, Part I to Teaching English Language Learners, Part I as outlined in the attached document.

Non-substantive:

The course title for EDUC 2535 be changed from English as a Second Language, Part II to Teaching English Language Learners, Part II as outlined in the attached document.

Non-substantive:

The course title for EDUC 3535 be changed from English as a Second Language, Part III (Specialist) to Teaching English Language Learners, Part III (Specialist) as outlined in the attached document.

Motion 44: Moved by C. Richardson, seconded by K. Wilcox that Senate approve that the course EDUC 1585 International Languages, Portuguese, Part I be added to the list of In-Service offerings.

Carried

Rationale: To provide candidates the opportunity to enhance their professional practice, pedagogies and knowledge and skills in International Language, Portuguese teaching. Nipissing University continues to be the only AQ provider of International Languages. (Spanish, German, Italian and Portuguese)

School of Business

Motion 45: Moved by C. Richardson, seconded by A. Armenakyan that Senate approve the creation of ADMN 1007: Business Economics course as outlined in the attached template.

Carried

Rationale:

CPA Ontario requires a series of steps to become a chartered professional accountant. The first two steps are the CPA-PREP (prerequisite and preparatory courses) and CPA-PEP (professional education program. Currently, Nipissing University is a CPA-recognized post-secondary institution that provides the necessary courses and degree requirements for students to be exempted from the CPA-PREP portion of the certification and to be able to directly enter into the second step -- the CPA-PEP.

The CPA periodically changes and updates the course requirements for its recognized post-secondary institutions (e.g., Nipissing University), and these institutions are required to update their curriculum to remain recognized. The addition of the following course helps accommodate recent changes to the CPA requirements.

In the Nipissing University School of Business, 90-95% of accounting students seek to secure the CPA designation. Recently the CPA mandated the requirement of data analytics. In order to keep the course workload of business students pursuing the CPA designation from becoming overwhelming, the CPA often balances the competencies required. Thus, the addition of the required data analytics is offset by the CPA allowing post-secondary institutions to combine the two economics courses into a single course to meet the required CPA competencies.

Motion 46: Moved by C. Richardson, seconded by J. Muterera that Senate approve the change of wording in the Academic Calendar as listed below: (*changes in strikethrough*)

New Requirements:

To graduate with a Bachelor of Business Administration (Honours) or a Bachelor of Business Administration (four-year), students must complete 120 credits, including ~~66 credits~~ of core requirements as outlined below. Students may also complete a concentration, along with their core BBA requirements. Available Concentrations are as follows: Accounting, Entrepreneurship and Innovation Leadership, Finance, Human Resource Management, Marketing, and International Business.

BBA Core Requirement Change

<u>ECON 1006 and</u>	Introduction to Microeconomics and	3 cr.
<u>ECON 1007</u>	Introduction to Macroeconomics	3 cr.
Or		
ADMN 1007	Business Economics (Option for Accounting concentration only)***	3 cr.

*****Students registered in the accounting concentration may substitute ECON 1006 and ECON 1007 with ADMN 1007. Students who choose to do this are required to take three additional credits of electives.**

Old Requirements:

To graduate with a Bachelor of Business Administration (Honours) or a Bachelor of Business Administration (four-year), students must complete 120 credits, including 66 credits of core requirements as outlined below. Students may also complete a concentration, along with their core BBA requirements. Available Concentrations are as follows: Accounting, Entrepreneurship and Innovation Leadership, Finance, Human Resource Management, Marketing, and International Business.

Rationale: CPA Ontario requires a series of steps to become a chartered professional accountant. The first two steps are the CPA-PREP (prerequisite and preparatory courses) and CPA-PEP (professional education program. Currently, Nipissing University is a CPA-recognized post-secondary institution that provides the necessary courses and degree requirements for students to be exempted from the CPA-PREP portion of the certification and to be able to directly enter into the second step -- the CPA-PEP.

The CPA periodically changes and updates the course requirements for its recognized post-secondary institutions (e.g., Nipissing University), and these institutions are required to update their curriculum to remain recognized. The addition of the following course helps accommodate recent changes to the CPA requirements.

In the Nipissing University School of Business, 90-95% of accounting students seek to secure the CPA designation. Recently the CPA mandated the requirement of data analytics. In order to keep the course workload of business students pursuing the CPA designation from becoming overwhelming, the CPA often balances the competencies required. Thus, the addition of the required data analytics is offset by the CPA allowing post-secondary institutions to combine the two economics courses into a single course to meet the required CPA competencies.

Motion 47: Moved by C. Richardson, seconded by J. Muterera that Senate approve the creation of ACCT 3906: Data Analytics for Accounting as outlined in the attached template.
Carried

Rationale: CPA Ontario requires a series of steps to become a chartered professional accountant. The first two steps are the CPA-PREP (prerequisite and preparatory courses) and CPA-PEP (professional education program. Currently, Nipissing University is a CPA-recognized post-secondary institution that provides the necessary courses and degree requirements for students to be exempted from the CPA-PREP portion of the certification and to be able to directly enter into the second step -- the CPA-PEP.

The CPA periodically changes and updates the course requirements for its recognized post-secondary institutions (e.g., Nipissing University), and these institutions are required to update their curriculum to remain recognized. The addition of the following course helps accommodate recent changes to the CPA requirements.

In the Nipissing University School of Business, 90-95% of accounting students seek to secure the CPA designation. Recently the CPA mandated the requirement of data analytics. In order to keep the course workload of business students pursuing the CPA designation from becoming overwhelming, the CPA often balances the competencies required. CPA requires data analytics to be adopted to continue as a recognized post-secondary institution.

Motion 48: Moved by C. Richardson, seconded by P. Radia that Senate approve that an optional Coop be offered to Post Baccalaureate Diploma students as outlined in the attached document.

Co-op Internship Option for Post Baccalaureate program

During their program, Post Baccalaureate students can take part in one optional Co-op Internship. Co-op Internship will be 4 months in length. Co-op Internship will be of minimum 12 weeks duration (minimum 420 hours), in work placements. Entry into Co-op Internship is NOT automatic. **In order to be eligible to enter Co-op Internship, students must have completed 24 credits with a minimum average of 70%.** To select the Co-op Internship option, students must apply by the end their first academic year of the Post Baccalaureate program. Students cannot take any courses during Co-op Internship.

The aim of the work term is to provide Canadian work experience to students and the credits for this course will not be counted towards the graduation.

Academic Quality Assurance and Planning Committee (AQAPC)

Motion 49: Moved by C. Richardson, seconded by J. McIntosh that the Report of the Academic Quality Assurance and Planning Committee dated February 18, 2022 be received.
Carried

Motion 50: Moved by C. Richardson, seconded by P. Radia that Senate approve the attached Business IQAP 2-Year Follow-up Report.
Carried

Motion 51: Moved by C. Richardson, seconded by M. Tuncali that Senate approve the attached MSc Mathematics IQAP 2-Year Follow-up Report.
Carried

Motion 52: Moved by C. Richardson, seconded by C. McFarlane that Senate approve the attached Nursing IQAP 2-Year Follow-up Report.
Carried

Motion 53: Moved by C. Richardson, seconded by N. Black that Senate approve the attached Sociology IQAP 2-Year Follow-up Report.
Carried

Motion 54: Moved by C. Richardson, seconded by M. Litalien that Senate approve the attached Education IQAP 2-Year Follow-up Report.
Carried

Motion 55: Moved by C. Richardson, seconded by N. Black that Senate approve the attached MES MSc Environment IQAP 2-Year Follow-up Report.
Carried

Motion 56: Moved by C. Richardson, seconded by B. Elliott that Senate approve the attached Geography IQAP 2-Year Follow-up Report.
Carried

Teaching and Learning Committee

Motion 57: Moved by G. Raymer, seconded by N. Black that the Report of the Teaching and Learning Committee dated January 13, 2022 be received.
Carried

Amendment of By-laws

Motion 58: Moved by T. Sibbald, seconded by M. Saari that Senate By-laws, Article 6.0 Regular Senate Meetings, be amended as outlined below:

6.0 Regular Senate Meetings

- (a) Unless otherwise determined and announced by the Senate Executive Committee, regular meetings of Senate shall normally be held once a month.
- (b) Once finalized, the dates of all regular Senate meetings for any given year shall be published on the University website.
- (c) Unless otherwise determined and announced by the Senate Executive Committee, regular Senate meetings shall normally commence at 2:30 PM.
- (d) Regular Senate meetings shall normally end no later than 5:30 PM.
- (e) All those responsible for the timetabling of University classes shall be instructed to make every effort to ensure that faculty Senators are not scheduled to teach during regular Senate meetings.
- (f) At the discretion of the Senate Executive Committee, a regular meeting of Senate may be cancelled if:
 - (i) the volume of business submitted for inclusion in the agenda is insufficient to warrant holding the meeting; and
 - (ii) there is no urgent or time-sensitive business requiring disposition prior to the next regular meeting.
- (g) At the discretion of the Senate Executive Committee, a regular meeting of Senate may be held in-person, virtually, or by a hybrid of both (in which case each senator attends either in-person or virtually, but not both).

Carried

Motion 59: Moved by T. Sibbald, seconded by N. Black that Senate By-laws, Article 6.3(b) Order of Business, be amended as outlined below:

6.3 Order of Business

- (b) Business items submitted too late to be placed on the Senate agenda must be circulated electronically at the meeting for introduction under new business and shall require the passage of a motion to consider before any further motions may be proposed.

Carried

Motion 60: Moved by T. Sibbald, seconded by M. Saari that Senate By-laws, Article 7.4(d) Debate and Decorum, be amended as outlined below:

7.4 Debate and Decorum

- (d) Senators shall be expected to observe appropriate decorum during any debate. Online attendees are to refrain from using any 'chat' options to respect the principle of one speaker at a time as identified by the speaker.

Carried

Motion 61: Moved by T. Sibbald, seconded by N. Black that Senate By-laws, Article 7.5, Voting on Senate Motions, be amended as outlined below:

7.5 Voting on Senate Motions

- (a) Except as otherwise specified in 7.3(c), Senate motions shall be carried by a simple plurality of votes in favour over votes against, with abstentions not being called or recorded.
 - (b) Voting on Senate motions shall normally be conducted by a simple show of hands for in-person attendees, and electronic voting for virtual attendees, with the Speaker declaring the motion to be carried or defeated. Should any member request that such a vote be recorded, Senators may be asked to stand or keep their hands in the air until the count is taken.
 - (c) Notwithstanding (b), any Senator may, on a question of privilege, move that the vote on the motion before Senate be conducted by secret ballot (including anonymous electronic voting for online attendees). A motion to hold a secret ballot, once seconded, is not debatable and shall be put to an immediate vote.
 - (d) Notwithstanding (b), any Senator may likewise, on a question of privilege, move that the vote on the motion before Senate be conducted by roll-call. A motion to conduct a vote by roll-call is debatable as to the need for such a vote.
 - (e) Whether a vote is conducted by show of hands, secret ballot or roll-call, the Speaker or Deputy Speaker (whoever is conducting the vote) shall retain the right, as an elected Senator, to vote on the motion. Should the vote on any motion end in a tie, the motion shall be declared defeated.
 - (f) Voting by proxy shall not be permitted.
- Carried

Motion 62: Moved by T. Sibbald, seconded by M. Saari that Senate By-laws, Article 12.0 General Responsibilities, be amended as outlined below:

12.0 General Responsibilities

As in other deliberative or legislative bodies, the general responsibilities of Senators shall include:

- (a) the responsibility to attend Senate meetings regularly;
- (b) the responsibilities when attending virtually: having their identity provided through their online name, following protocol principles of one speaker at a time as identified by the speaker, and, unless it is not feasible, using their camera and microphone when speaking;
- (c) the responsibility to become familiar with the Senate By-Laws, as well as with other relevant Senate policies and procedures;
- (d) the responsibility to keep informed regarding the issues which come before Senate;
- (e) the responsibility to read published Senate agendas and other related materials beforehand, and to come to the meetings prepared;
- (f) the responsibility to endeavour to vote in accordance with the long-term academic interests of the University;
- (g) where they have been chosen or elected by and from specific constituencies, the responsibility to represent the interests of their respective constituent groups by informing constituents as necessary when Senate matters of direct concern or impact are pending, by reporting to or meeting with constituents as appropriate or when called upon to do so, and by endeavouring to convey the views and concerns of their constituents to Senate to the best of their ability.

Carried

Motion 63: Moved by T. Sibbald, seconded by M. Saari that Senate By-laws, Article 6.2(g) Senate Agenda and Senate Minutes, be amended as outlined below:

6.2 Senate Agenda and Senate Minutes

- (g) A copy of all approved Senate minutes shall be signed by the Chair of Senate and kept as the official, permanent record of Senate proceedings. The Senate Secretary shall ensure reasonable access to archived minutes.
Carried

New Business

Motion 64: Moved by D. Iafrate, seconded by N. Black that Senate move in camera.
Carried

Motion 65: Moved by D. Iafrate, seconded by J. Nadeau that Senate consider the granting of a posthumous degree.
Carried

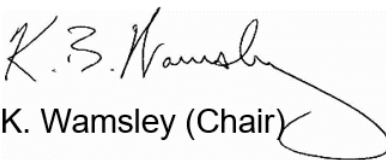
Motion 66: Moved by D. Iafrate, seconded by N. Black that Senate move out of camera.
Carried

Motion 67: Moved by M. Saari, seconded by C. McFarlane that the Senate of Nipissing University condemns ~~Russia's~~ **the Russian state's** unprovoked invasion of Ukraine and calls on **the Russian state** to cease and withdraw all military operations within Ukraine. **The above friendly amendments, in strikethrough and bold, were accepted by the mover and seconder.*
Carried

In response to a question as to whether Nipissing University has any direct investments in Russia, the Vice-President, Finance and Administration, advised that ESG criteria is followed, and that she would investigate further and report back at the next Senate meeting.

Adjournment

Senate was adjourned at 4:05 p.m.



K. Wamsley (Chair)



S. Landriault (Senate Secretary)

Senate Report – March 11, 2022

Carole Richardson, Provost and Vice-President, Academic and Research (Interim)

Teaching Hub

- We are proud to announce that Gemma is the recipient of a 2021 Minister's Award of Excellence in the Equality of Opportunity category: for faculty or staff members who have excelled at opening post-secondary education to marginalized and underrepresented groups.
- In the second round of funding under the Ontario Government's Virtual Learning Strategy (VLS), there were 4 Nipissing-led proposals submitted and at least another 9 where Nipissing faculty and staff are collaborators. We expect results by April 2022. First round VLS projects are ending, with deliverables due to eCampus Ontario on February 28th, 2022.
- On Feb. 28th, 2022, we hosted a panel on anti-racism in the academy; facilitated by Dr. Charles Anyinam - Teaching Chair in Equity, Diversity and Inclusion.

Education and Professional Studies

- Program Enrolment Projections for 2022-23: Year 1 (480 max) + Year 2 (524, if all return) = 1004 Teacher Candidates (largest number we've ever had on NB campus)
- Standalone BScN program has been approved by the Ministry - recruiting to first cohort Sept 22 intake with high number of applications
- Criminal Justice is working on promoting our new 2+2 pathway (2 years college diploma in criminal justice + 2 years at Nipissing U. for Criminal Justice = BA) with colleges across the province

Registrar's Office

Winter term enrollment, FTE and headcount, as of February 25th:

Enrollment - FTE	2020	2021	Change
Undergraduate	1,450.85	1,434.61	-1.12%
B. Education	328.75	388.57	+18.2%
Graduate Studies	61.20	56.10	-8.33%
Continuing Education*	35.38	26.55	-24.97%
TOTAL	1,876.18	1,905.83	+1.58%

Enrollment - Headcount	2020	2021	Change
Undergraduate	4,017	3,998	-0.47%
B. Ed	771	858	+11.28%
Graduate Studies	185	169	-8.65%
Continuing Education*	148	135	-8.78%
TOTAL	5,121	5,160	+0.76%

*Continuing Education consists of Additional Qualification courses for Teachers, Indigenous Classroom Assistant Diploma Program, Indigenous Teacher Certificate Program & Teacher of Indigenous as a Second Language.

382 (7.4%) of our students have identified as indigenous and 1,135 (22%) first generation.

Arts and Science

- The BSc Environmental Science program proposal (Stage II) was approved by ACC and AQAPC, currently subject to an external review
- The BA Environmental Studies program proposal (Stage II) is close to being submitted to the curriculum approval process for review.
- The Health Science and Health Studies program/s LOI is in progress.
- The department of History will hold the Dr. Anne Clendinning Lecture on March 16th (further information to follow).

Office of Graduate Studies and Research

The following chart shows the current admission applications for graduate students for 2022.

MA History	Complete: 6 Incomplete: 4
MA Sociology	Complete: 2 Incomplete: 3
MEd (Full-Time) <i>*MEd Flex-Time admission applications aren't due until May 1st.</i>	Complete: 13 Incomplete: 6
MES/MESc	Complete: 6 Incomplete: 0
MSc Kinesiology	Complete: 10 Incomplete: 3
MSc Math	Complete: 1
PhD:	Complete: 17 Incomplete: 3
	Total: 56 complete 19 incomplete

- Research Month will be held in the month of March, alongside the Undergraduate Research Conference. This year, we will also hold one face to face event and plans are currently underway. Preparations are also being made for the annual 3MT Competition to be held in May 2022.
- The Office of Graduate Studies and Research confirm that three SSHRC IDG applications were submitted, and two SSHRC SIG awards were granted in January, and for the most recent SSHRC SIG call – the total value to be awarded is \$71,000. The Awards for Research, Scholarly and Creative Activities will be announced shortly.

Student Development and Services

- RESIDENCE LIFE

Residence Life currently has 776 students in house.

Our Residence Application for 2022/23 is open for current students and those who have been offered admission for fall 2022.

- STUDENT INTERVENTION SERVICES

For Bell Let's Talk Day, students were provided kits including a Bell Let's Talk kit. 118 kits were mailed along with distribution to students in Residence and student athletes.

Surviving to Thriving Lakers Wellness Month is February 7th to March 7th.

- STUDENT LEARNING AND TRANSITIONS

The Peer Tutoring program, in conjunction with Nimbus Learning, will be launching a new platform to reduce barriers for students wanting to supplement their learning experience.

The Dave Marshall Leadership Awards ceremony is scheduled for March 18th at 1:30 p.m. This year we are planning for a hybrid ceremony format.

A virtual Career Fair took place February 15th-17th.

- ATHLETICS

The Nipissing Lakers are very excited and proud to celebrate 97 student-athletes who have earned the high recognition of being an Academic All-Canadian and OUA Academic Achievement Award winners. The award is handed out to student-athletes who earn a GPA of 80 per cent or higher and are a member of a varsity team.

On February 25 we honoured the 2019-2020 Academic All Canadians through our social media accounts, highlighting the student-athletes that have earned this honour.

Intramurals are back at Nipissing!

Jhanelle Peters offered a workshop on February 24 entitled Mental Health Stigma in Black Community: Finding Black Joy.

The Nipissing University Black Association for Student Expression (NUBASE), in partnership with Lakers Basketball, will be hosting their first annual Shoot for Change Anti-Racism Basketball Game against the Ontario Tech Ridgebacks at the Robert J. Surtees Student Athletics tonight. Created by NUBASE Co-Founder and President Tajjon Eccleston-Graham, this event will serve as a fundraiser to create the first-ever Nipissing University BIPOC Bursary for students at Nipissing University.

Board of Governors' Report to Senate

Friday, March 11, 2022

The Board met yesterday, after first participating in a well received University Governance training session with Cheryl Foy, author and governance professional. Break out groups discussed ways to improve Board effectiveness in decision making, resources and planning, relationships and within the big picture. The emphasis of the session was the Board's fiduciary responsibility for the University and how to best stay focused on that.

At the following open board meeting, new appointment Joe Sinicrope, a retired lawyer, was welcomed to the Board.

A motion was passed to accept the recommendation of the Audit and Finance Committee to approve revisions to the Investment Policy. This led to a discussion about what investments the University holds, and the topic of whether those investments align with the University's values. This topic will be discussed further with more information to be shared with the board.

The NUSU executives who are coming to the end of their terms were recognized and thanked for their work and dedication to improving the student experience at Nipissing.



Alumni Report – March 2022

NUAAB

The Nipissing University Black Association for Student Expression (NUBASE), in partnership with Lakers Basketball, will be hosting their first annual Shoot for Change Anti-Racism Basketball Game against the Ontario Tech Ridgebacks at the Robert J. Surtees Student Athletics Centre on March 11, 2022. All funds raised at the event will directly support the establishment of the Nipissing University BIPOC Bursary for students at Nipissing University. The NUAAB stand with NUBASE and the University to establish this important bursary, and as such we are thrilled to announce that NUAAB will be matching donations made to the BIPOC Bursary up to \$5,000! Donate today and double your impact.

To find out more about the event or to donate please click [here](#).

NU Café

#BreakTheBias: Empowering women to succeed and allies to support

On March 10th at 3pm join our special International Women's Day event with Christine Silva (Shopify), Emma Mohns (Kinaxis) and Ten Thousand Coffee's CEO and Co-Founder Dave Wilkin to hear about the tactics these women used to navigate and succeed in their career. They will also highlight the role allyship played in their success and share the tools and tricks that other allies can leverage to build inclusive environments.

Sign up or learn more [here](#).

Convocation

The alumni office is busy preparing for upcoming June convocation. With a return to in person events we have much work to do to ensure we are prepared. More information will be announced when we have it.

COU Update to Academic Colleagues – February 15 & 16

International

- In December, the British Council IELTS released a report showing that there is rapidly increasing competition from European and Asian markets for international students in high-demand programs: <https://studyportals.com/wp-content/uploads/2021/12/British-Council-Studyportals-The-changing-landscape-of-English-taught-programmes-in-2021.pdf>
- This is a significant risk for Ontario institutions. COU will be exploring options for a sector approach.

Pre-Election Strategy

- COU's advocacy is focused on the vital role the sector has to play in helping the province rebuild after COVID-19 and drive a robust economic recovery, framed around four key pillars: helping rebuild a world-class healthcare system; developing job-ready graduates; driving regional economic development and supporting a globally competitive economy. The fifth pillar then outlines how in order to continue supporting the province, universities need support.
- **Internal Government Advocacy:** Based on advice from affiliates and committees, working groups and economic research, COU is proposing a three-pronged strategy for internal government relations:
 - o Tuition Flexibility
 - o Increases in Operating Grant Funding
 - o Increases in University Capacity
- **Public-facing Communications:** To further support internal government advocacy, COU recently launched its public-facing campaign. The campaign leverages communications and government relations to influence the government, as well as build relationships with candidates and the other major political parties. This campaign will run from January until April.

Strategic Mandate Agreements (SMA3)

- Performance-based funding for Ontario universities is scheduled to be activated for 2022-23. This is after the government delayed activation for the first two years of SMA3 to mitigate the impacts of COVID on performance evaluation. On December 17, COU sent a letter to the ministry expressing the sector's concerns regarding the timing of recoupling performance funding given the impact of COVID-19, and the impact of the Delta and Omicron variants.
- The Faculty Activity and Faculty Compensation reporting metrics are scheduled to be implemented for 2022-23. These metrics are not tied to performance but will be made public. The ministry has started a consultation process with the sector on the proposed reporting template. The sector has formed a working group with representatives from OCAV, CUPA and GRO to develop recommendations for MCU.

Micro-credentials

- The results of the Microcredential Challenge Fund were communicated to institutions on December 9.

- COU is working with the Ontario Council of Ontario Lifelong Learning (OCULL) to collect data on universities' continuing education offerings to supplement advocacy around microcredentials and the established role of universities in upskilling/reskilling for the labour market. A two-phase data request (February/May) is being developed in consultation with OCAV.

eCampusOntario

- The microcredential portal (listing OSAP-approved college, university and Indigenous Institute microcredentials) was launched on December 15. <https://micro.ecampusontario.ca/>

Math Proficiency Test for Teacher Candidates

- On December 17, 2021 the Ontario Superior Court of Justice Divisional Court found the Math Proficiency Test (MPT) requirement infringes on the Canadian Charter of Rights and Freedoms.
- The court found that the MPT had an adverse impact on entry to the teaching profession for racialized teacher candidates and other reasonable alternatives should have been implemented.
- They ruled that Ontario College of Teachers (OCT) shall grant certification to teacher candidates who have not yet passed the MPT but who have otherwise met all other teacher certification requirements
- While the government has filed a motion to appeal, the MPT will not be a requirement in the interim.

**Senate Report**

March 11th, 2022

Skiing/Curling

NUSU hosted a night of skiing at Laurentian Ski Hill for our students to ski and snowboard for free. At the end of this month, we are hosting a free curling night for students and faculty to join and engage with one another.

Food Bank

We have seen a massive increase in the use of our student food bank. We have been receiving food and monetary donations and we are extremely grateful. Unfortunately, this time of year is particularly difficult for students financially. We are continuously looking for food and monetary donations. For anyone looking to donate, they can e-transfer money to finance@nusu.com, or contact us for more details.

Night Owls

NUSU has been hosting Night Owls for extended hours in our Student Centre. Students have enjoyed being able to study or work on group projects together. We have six nights coming up in the next few weeks for students to be in the building until midnight.

Academic Week: March 14th to 18th

After the success of last semester's Academic Week, we are hosting Academic Week next week from March 14th to 18th. This will be in partnership with groups such as Academic Advising, the Dean of Arts and Science, the Dean of Education and Professional Studies, the Teaching Hub, and Student Learning and Transitions. This can be found at nusu.com/academicweek.

Pi Day

On Monday, it is Pi Day and NUSU will be selling pies to raise money for our student food bank. We will be selling raspberry, apple or blueberry pies. It will be \$3.14/per pie or 3 for \$9. These pies are made by Victoria Sweets which are frequent vendors at the North Bay Farmers' Market.

Congratulations

We would like to congratulate Dr. Catherine Murton Stoehr who was honoured by the Anishinabek Nation Grand Council Chief with the 2021 Debwewin Citation for excellence in journalism.