

## **Senate Agenda**

**Friday, November 12, 2021**

**2:30 p.m.**

**Zoom Conference:**

**<https://us02web.zoom.us/j/88092461985?pwd=U0lreXJHWEk2NkphTzR6MFdmL1ZZUT09>**

**Meeting ID: 880 9246 1985**

**Passcode: 194317**

1. **Acknowledgement of the Traditional Territory**

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

2. **Approval of the Agenda**

3. **Adoption of the Minutes of the Senate Meeting of:** October 8, 2021

4. **Business Arising From the Minutes**

- Response to the question as to whether reports regarding The Good Neighbour Committee are available to the public (VPFA)

5. **Reading and Disposing of Communications**

6. **Reports From Other Bodies**

- A.
- (1) President
  - (2) Provost and Vice-President Academic and Research
  - (3) Vice-President Finance and Administration
  - (4) Board of Governors
  - (5) Alumni Advisory Board
  - (6) Council of Ontario Universities (Academic Colleague)
  - (7) Joint Board/Senate Committee on Governance
  - (8) NUSU
  - (9) Others
- B. Reports from Senate members

7. **Question Period**

8. **Reports of Standing Committees and Faculty Councils**

**Senate Executive Committee**

Motion 1: That the Report of the Senate Executive Committee dated November 4, 2021 be received.

**Academic Curriculum Committee**

Motion 1: That the Report of the Academic Curriculum Committee dated October 27, 2021 be received.

**Faculty of Arts and Science**

**Geography**

Motion 2: That Senate approve the revisions of the degree requirements for the Minor in Geography as outlined in the attached document.

**Mathematics**

Motion 3: That Senate approve the creation of MATH-1267 “Applied Health Statistics” to be added to the academic calendar as outlined in the attached template.

**Psychology**

**Non-substantive:**

The revision of the course description for PSYC-1106 “Introduction to Psychology I” as outlined below.

**New Course Description:**

Students review and evaluate core psychological models and evidence underlying human and animal behaviours. Specifically, students compare major psychological theories and methods, identify and use neuroscientific evidence to interpret psychological phenomena, apply developmental models and data to explain infants and children’s thoughts, feelings, and action tendencies. Students also observe and assess how perceptions of the world are context-dependent and biased, determine the key mechanisms of learning, and examine the symptoms and causes of select psychological disorders.

**Old Course Description:**

This course is a survey of various perspectives and fields of psychology with reference to the historical development of the discipline. The course stresses scientifically-based biological and environmental explanations of human and animal behaviour. The course topics include the scientific method, brain structure and function, genetic and physiological influences, the senses, and sleep, dreaming, and consciousness, and the major psychological theories – psychoanalytic, behaviouristic, humanistic, cognitive, biological, and evolutionary. The laboratory portion gives students “hands-on”

experience to develop a concrete understanding of the role of the scientific method in psychology. Each lab unit focuses on one fundamental area of research design or elementary statistical analysis.

Motion 4: That Senate approve the revision to the course learning outcomes for PSYC-1106 "Introduction to Psychology I" as follows:

Proposed:

1. compare psychological explanations of human and animal behaviour (broadly defined).
2. recognize core psychological findings, and derive real-world implications of the psychological theories and findings.
3. use neuroscientific evidence to interpret psychological phenomena.
4. apply developmental models and data to explain infants and children's thoughts, feelings, and action tendencies.
5. assess how perceptions of the world are context-dependent and biased.
6. contrast the key mechanisms of learning.
7. examine the symptoms and causes of select psychological disorders.

Current:

Lecture

1. identify the key characteristics of the foundational theories of psychology
2. distinguish among contrasting psychological explanations of human and animal behaviour.
3. recognize core findings in Psychology with emphasis on biological influences, consciousness, and cognition.
4. derive concrete implications and real-world applications based on psychological theories and findings.
5. select and compare the fundamental scientific approaches that underlie the field of psychology.
6. demonstrate simple data analysis calculation skills (laboratory exercises).
7. prepare a written summary of psychological findings reflecting digital literature search skills, organizational adherence (apa style), and comprehension of empirical studies (laboratory exercises).

Lab

1. demonstrate and communicate an ability to carry out and interpret basic statistical analyses.
2. demonstrate an ability to behave in a manner consistent with academic integrity
3. demonstrate a willingness to collaborate with and seek assistance from others in completing assigned tasks
4. demonstrate an ability to survey and select appropriate primary source material
5. demonstrate an ability to appropriately using APA style for citation and documentation.
6. Demonstrate an ability to use available online library resources.

Motion 5: That Senate approve that the number of hours for PSYC-1106 "Introduction to Psychology I" be changed from "Three hours of lecture per week and two hours of laboratory work every second week for one term" to "Three hours of lecture per week for one term".

**Non-substantive:**

The revision of the course description for PSYC-1107 "Introduction to Psychology II" as outlined below.

New Course Description:

Students apply psychological models and evidence underlying human and animal behaviour. Students compare models of memory, thinking, and intelligence, contrast psychological explanations of emotion and motivation, and evaluate social explanations of interpersonal phenomena ranging from love to hate. Students assess altered states of consciousness, examine the mind-body relation in health psychology, and examine select psychological disorders. Students also describe and evaluate the efficacy of various treatments of psychological disorders.

Old Course Description:

This course builds on Introduction to Psychology I and continues the survey of various perspectives and fields of psychology. Further attention is focused on topics such as research knowledge on developmental, social, personality, and motivational psychology, as well as an introduction to how this knowledge can inform applied areas of psychology such as educational psychology, intelligence testing, and psychological disorders and their treatment. The laboratory portion of the course offers small-group instruction and is intended to give the students, through "hands-on" experience, a concrete understanding of the role of the scientific method in psychology. Each lab unit focuses on one fundamental area of research design or elementary statistical analysis.

Motion 6: That Senate approve the revision to the course learning outcomes for PSYC-1107 "Introduction to Psychology II" as follows:

Proposed:

1. contrast psychological explanations of human and animal behavior and their real-world implications.
2. compare models of memory, thinking, and intelligence.
3. contrast psychological explanations of emotion and motivation.
4. evaluate social explanations of interpersonal phenomena ranging from love to hate.
5. assess altered states of consciousness.
6. examine the mind-body relation in health psychology.
7. evaluate the efficacy of various treatments of psychological disorders.

Current:

Lecture

1. identify the key characteristics of the foundational theories of psychology.
2. distinguish among contrasting psychological explanations of human and animal behaviour.
3. recognize core findings in Psychology with emphasis on cognition, emotion, personality, development, social influences, and pathology.
4. derive concrete implications and real-world applications based on psychological theories and findings.
5. select and compare the fundamental scientific approaches that underlie the field of psychology.
6. demonstrate simple data analysis calculation skills (laboratory exercises).
7. prepare a written summary of psychological findings reflecting digital literature search skills, organizational adherence (apa style), and comprehension of empirical studies (laboratory exercises).

**Lab**

1. demonstrate and communicate an ability to carry out and interpret basic statistical analyses.
2. demonstrate an ability to behave in a manner consistent with academic integrity
3. demonstrate a willingness to collaborate with and seek assistance from others in completing assigned tasks
4. demonstrate an ability to survey and select appropriate primary source material
5. demonstrate an ability to appropriately using APA style for citation and documentation.
6. Demonstrate an ability to use available online library resources.

Motion 7: That Senate approve that the number of hours for PSYC-1107 "Introduction to Psychology II" be changed from "Three hours of lecture per week and two hours of laboratory work every second week for one term" to "Three hours of lecture per week for one term".

**Faculty of Education and Professional Studies****Criminal Justice**

Motion 8: That Senate approve the transfer credit policy/pathway amendment for Police Foundations and Community and Justice Services diploma graduates into the BA Honours Criminal Justice (Policing and Corrections Streams respectively) as outlined in the attached document.

**School of Graduate Studies****Master of Environmental Studies/Science**

Motion 9: That Senate approve that the flex-time enrolment option be available to students enrolled in the MRP route of the MES/MESc program.

**Academic Quality Assurance and Planning Committee (AQAPC)**

Motion 1: That the Report of the Academic Quality Assurance and Planning Committee dated October 22, 2021 be received.

**By-laws and Elections Committee**

Motion 1: That the Report of the By-Laws and Elections Committee dated October 5, 2021 be received.

9. **Other Business**

10. **Amendment of By-laws**

11. **Elections**

- Elect one (1) A&S faculty Senate representative to serve on the Academic Awards, Appeals and Petitions Committee for a three-year term effective July 1, 2021 to June 30, 2024.
- Elect one (1) EPS faculty Senate representative to serve on the By-laws and Elections Committee for a three-year term effective July 1, 2021 to June 30, 2024.
- Elect one (1) A&S *or* EPS faculty Senate representative to serve on the Senate Budget Advisory Committee for a three-year term effective July 1, 2021 to June 30, 2024.

12. **New Business**

13. **Announcements**

14. **Adjournment**

**Nipissing University**  
**Minutes of the Academic Senate Meeting**  
**October 8, 2021**  
**2:30 p.m.**  
**Zoom Videoconference**

**Members Present:**

K. Wamsley (Chair), A. Vainio-Mattila, C. Sutton, P. Maher,  
J. Nadeau, D. Iafrate, N. Black

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

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

O. Pokorny

J. Smith, K. Wilcox

A. Parolin

J. McIntosh, S. Pecoskie-Schweir, E. Wilson, M. Fichaud

**Absent With Regrets:**

J. McAuliffe, P. Radia

A. Hatef, M. Litalien, J. Murton, M. Saari

G. Raymer

C. Irwin

M. Murray

**Approval of the Agenda of the Senate Meeting of:** October 8, 2021

Motion 1: Moved by N. Black, seconded by S. Winters that the agenda of the Senate meeting of October 8, 2021 be approved.  
Carried

**Adoption of the Minutes of the Senate Meeting of:** September 10, 2021

Motion 2: Moved by A. Wagner, seconded by C. McFarlane that the minutes of the Senate meeting of September 10, 2021 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 all our relatives.

### **Business Arising From the Minutes**

In response to questions raised regarding the Board pension plan presentation, the Board of Governors' Senate representative advised that the Pension and Benefits Advisory Committee has been invited to send a representative to the next meeting of the Board's Executive Committee and all non-employee members of the Board have been invited to attend.

### **Reports From Other Bodies**

The President highlighted a number of ongoing activities, including regular meetings with departments both on and off campus. He advised that meetings would continue until he has had an opportunity to meet with everyone. He acknowledged September 30 as the National Day for Truth and Reconciliation and was pleased to participate in events held on campus as well as at Nipissing First Nation and City Hall. He advised of the Board Retreat planned for November, where a workshop on long and short-term sustainability will be held. The President concluded his remarks by requesting that everyone be on the lookout for students, staff and faculty that may be struggling due to increased levels of stress, anxiety and depression since the beginning of the pandemic. He reminded of the importance of prioritizing mental health and taking time to charge up again.

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

The Vice-President Finance and Administration provided a report. The report is attached to the minutes. In response to a question regarding the Good Neighbour Committee and whether reports would be made available to the public, the VPFA advised that she would investigate this request and report back at the next Senate meeting.

The Board of Governors' Senate representative, Kathy Wilcox, reported that the first meeting of the Board of Governors was held on September 16. The Board heard a presentation from auditors KPMG and afterwards the Board of Governors passed a motion to accept the recommendation of the Audit and Finance Committee to approve the Consolidated Audited Financial Statements for the year ended April 30, 2021, as presented.

The Alumni Advisory Board representative, Andrea Parolin, provided a report. The report is attached to the minutes.

The Council of Ontario Universities Academic Colleague, Darren Campbell, advised that the role of the university will be discussed and developed at the next COU meeting. He requested that Senators share their ideas, input and experiences by email to [darrenc@nipissingu.ca](mailto:darrenc@nipissingu.ca)

The first meeting of the Joint Board/Senate Committee on Governance will be held on November 1.

The NUSU VP Advocacy and Awareness provided a report. The report is attached to the minutes.



## **Question Period**

Following discussion as to how Senate meetings could be more effective and provide further time for academic Senate matters, suggestions included streamlining and scheduling reports from the President, PVPAR and VPFA, regular meetings and/or email communication with faculty, staff and students to share information, providing a place on the website or the intranet for reports to be shared, reinstating the everybody email, and reducing the number of Senators on committees so that more non-Senators can participate.

The President and the Speaker advised that these matters had been discussed at recent Senate Executive and By-Laws and Elections Committee meetings and discussion will continue until the right forum and information to be shared can be found that works for everyone.

## **Reports of Standing Committees and Faculty or University Councils**

### **Senate Executive Committee**

Motion 3: Moved by K. Wamsley, seconded by C. McFarlane that the Report of the Senate Executive Committee dated September 28, 2021 be received.  
Carried

### **Academic Quality Assurance and Planning Committee (AQAPC)**

Motion 4: Moved by A. Vainio-Mattila, seconded by N. Black that the Report of the Academic Quality Assurance and Planning Committee dated September 17, 2021 be received.  
Carried

## **Amendment of By-Laws**

Moved by T. Sibbald, seconded by N. Black that Senate By-Laws, Article 2.4(b) Faculty Senators, be amended as outlined below:

- 2.4 (b) There shall be three (3) designated faculty Senate positions, as follows:
- i) two (2) faculty Senators elected by and from the full-time lab, seminar, and service course instructors (North Bay), hereafter referred to as "instructor positions".
  - ii) one (1) designated librarian Senate position elected by and from the academic librarians, hereafter referred to as "librarian positions."
- Carried

## **Elections**

- Elect one (1) A&S faculty Senate representative to serve on the Academic Awards, Appeals and Petitions Committee for a three-year term effective July 1, 2021 to June 30, 2024. *No nominations were received. The election will be included in the November 12, 2021 Senate agenda.*
- Elect one (1) EPS faculty Senate representative to serve on the By-laws and Elections Committee for a three-year term effective July 1, 2021 to June 30, 2024. *No nominations were received. The election will be included in the November 12, 2021 Senate agenda.*
- Elect four (4) tenured faculty members, with at least one from each faculty, to be elected by Senate for the Committee for the Search/Appointment/Reappointment

of the Provost and Vice-President, Academic and Research. The following five (5) tenured faculty members were nominated:

J. Allison

G. Brown

C. Greco

G. Phillips

S. Srigley

*We were unable to conduct elections at this meeting, so information will be emailed to Senators to vote anonymously.*

### **New Business**

Motion 5: Moved by D. Iafrate, seconded by N. Black that Senate consider receipt of the Graduation Applicants dated September 29, 2021.  
Carried

Motion 6: Moved by D. Iafrate, seconded by C. McFarlane that Senate receive the Report of Graduation Applicants dated September 29, 2021.  
Carried

Motion 7: Moved by D. Iafrate, seconded by N. Black that Senate grant approval to graduate the students listed in the Report on Graduation Applicants dated September 29, 2021.  
Carried

The Deans read out the graduands by faculty and degree and congratulated the students and faculty on their achievements.

### **Adjournment**

Senate was adjourned at 3:30 p.m.

.....  
K. Wamsley (Chair)

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

Senate Report - October 8<sup>th</sup> 2021

Arja Vainio-Mattila, Provost & VP Academic and Research

- Academic planning: During September and October I am scheduled to meet with all academic programmes. So far, I have met with fifteen of them. These conversations will inform the Strategic Academic Planning process. The 2017-2022 Academic Plan expires at the end of this academic year and will be replaced by another five-year plan. The current plan has the following pillars:

1. Increase student enrolment
2. Improve student retention, engagement, student success and degree completion
3. Strengthen the University's Indigenous mandate
4. Strengthen the University's research culture
5. Build a culture of teaching excellence, pedagogic research, and inquiry

A call will go out early next week through the Deans to invite participation in a Strategic Academic Planning Working Group. It will have three faculty members from each Faculty, but not members of AQAPC who will be part of the approval process.

- Transition to class: It is important to note that our students, especially 1<sup>st</sup> year students, have had a very challenging lead to their university studies. Many have not been in a classroom learning environment for two years. I appreciate the support provided to the students by their professors, as well as all the staff who have helped with keeping health and safety of all as a guiding principle.

- Fall Open House will take place on November 6<sup>th</sup> and information has gone out to the Chairs/Directors.

- This is a busy year with Quality Assurance as COVID-19 delayed a couple of processes that had started earlier. Currently the following IQAPs are under process: Gender Equality and Social Justice, Religions and Cultures, Social Welfare and Social Development, Biology, Computer Science, and Mathematics.

Also, wishing all the best to colleagues in Nursing as they have CASN accreditation in two weeks.

**Report to the Academic Senate**  
**Vice-President, Finance & Administration**  
**Dated: October 8, 2021**

- Virtual Homecoming will take place November 8-12, 2021. The celebration will include a mix of live streamed and on-demand events including: an online art exhibition featuring student, faculty and alumni art, a fireside chat with President Wamsley, Junior Lakers KidZone activities, Lakers athletics games and more! More events are still being added. Visit [nipissingu.ca/homecoming](http://nipissingu.ca/homecoming) for details.
- We continue to work through the complexities of our Mandatory Vaccination Policy and I would like to thank the Human Resources department for their effort in this. Also, a reminder that after October 29, all individuals attending campus will be required to provide proof of vaccination. More details on that process will be forthcoming.
- Virtual Open House will take place on November 6. Students can register at [nipissingu.ca/openhouse](http://nipissingu.ca/openhouse)
- External Relations partnered with Admissions in the Registrar's office to move the applicant acknowledgement package to a digital format this year.
- The Good Neighbour Committee has begun meeting regularly again. The group includes representation from Nipissing University, Canadore College, the City of North Bay (including the Fire Department), Near North Landlords Association, North Bay Police Services and residents-at-large. Colin Thacker, resident-at-large, was elected as the chair of the committee at the most recent meeting. The mandate of the group is to develop and enhance relationships, communications, and policies among the university, college, students, the city, police and the greater North Bay community.



## **Alumni Report to Senate**

### **Homecoming**

We are busy in the alumni office getting ready for our first ever virtual Homecoming! Events will be a combination of on-demand and live. We have something for everyone this year including athletic events, an online art exhibition, fireside chat with President Wamsley and a keynote event with alumnus and Paralympian Rob Shaw.

For more information and a schedule of events please visit [nipissingu.ca/Homecoming](http://nipissingu.ca/Homecoming). The page is updated regularly and will have more details as Homecoming gets closer.

### **Alumni Awards**

The NUAAB is excited to announce the recipients of the 2021 Alumni Awards in near future. We are in the process of notifying the winners and will be featuring the 5 individuals in December through our communications channels and on the website. Stay tuned for more information!

### **Graduation Photography**

LifeTouch, our official graduation photographer, will be on campus November 29 to December 10 to photograph students and new grads this semester. More opportunities for on-campus photography will take place in January and March of next year. Please visit [nipissingu.ca/graduationphotos](http://nipissingu.ca/graduationphotos) for more information.

## **Academic Senate Report**

### **October 8th, 2021**

#### **Community Clean-Up**

Thank you to the Men's Volleyball Team, Women's Basketball Team, Women's Hockey Team, President Wamsley and the Nipissing University Alumni Advisory Board for participating in our community cleanup on Saturday October 2nd. Despite the rain, our Lakers came out in full force! We are always appreciative of how amazing our students are.

#### **By-Elections**

NUSU held their by-elections in September. We would like to welcome Montana Taylor who is the new VP Finance and Administration, and Harikesh Panchal who is the new Director-at-Large. Once Montana has been ratified at our AGM, she will be joining the Academic Senate as one of NUSU's voting members.

#### **Orange Shirt Day**

Thank you to the Office of Indigenous Initiatives for organizing the Orange Shirt Day Candlelight Vigil. Despite the Government of Canada making the National Day of Truth and Reconciliation a federal holiday, it doesn't mean that we only remember, observe or work on reconciliation for one day a year. Reconciliation is ongoing and as a student union and an educational institution, we need to be held accountable for our words and actions.

#### **Plant Sale**

This week NUSU held a plant sale in which all the proceeds go to the Student Food Bank. We were able to raise close to \$1100. Thank you to everyone who donated to this fundraiser.

Our food bank is now located at our Student Centre and is open Monday-Friday, 8:30am-4:30pm.

#### **Academic Week**

NUSU will be hosting a virtual Academic Week from October 25th to October 29th. We have been working with numerous offices and will be sending out further information after reading week.

#### **Building Update**

The NUSU Student Centre officially opened to Nipissing students, staff and faculty on September 20th. For those who have been unable to visit, our hours of operation are Monday-Friday, 8:30am-4:30pm. You can also go to [nusu.com/studentcentre](http://nusu.com/studentcentre) to view our virtual tour. We have been following the Nipissing COVID protocols and using the Nipissing Safe App. It has been wonderful to see students using our space.

On November 23rd, 25th, 29th and December 1st we will host our Night Owl Study Sessions and will be extending our hours to midnight for students. We have been in contact with numerous departments regarding this and will be collaborating to ensure our students get the support they need for their exams and the end of term.



### **Alumni Report to Senate**

The NUAAB met in September to kick off the 2021/2022 academic year. We have made some updates to our Terms of Reference in an effort to use committees more effectively. We approved our budget for the year and continue to work on our strategic plan set out in 2019.

With the help of the Marketing department, we have just relaunched our improved and upgraded webpages. The goal was to make navigating alumni services and information easier for alumni we have received good feedback so far. Please visit [www.nipissingu.ca/alumni](http://www.nipissingu.ca/alumni) to view the new alumni website.

We are thrilled to be announcing the 2021 Alumni Award winners in the coming weeks. These 5 individuals are exemplary alumni who are doing amazing things in their communities. Stay tuned for a future announcement in early December.

November is Career Month and the NU Café has lots going on. Join the network to view the Office Hours tab with a listing of all the events for alumni, students, industry partners, staff and faculty of the University. As usual, our platform will match individuals monthly. The next round of introductions will take place November 16<sup>th</sup>. The hub is always accepting new members. Join today! [www.nipissingu.ca/nucafe](http://www.nipissingu.ca/nucafe)

**NUSU Student Centre**

221 College Drive, North Bay, ON P1B 0G1

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

Web: [www.nusu.com](http://www.nusu.com)**Academic Senate Report****November 12th, 2021****Academic Week**

NUSU, in collaboration with Nipissing University, hosted Academic Week virtually from October 25th to 29th. We held nine sessions, in addition to the Post-Graduate Information Day. We were pleased to see that students attended the sessions and enjoyed them. Thank you to everyone who participated and supported our students.

**Santa Claus Parade**

NUSU is participating in this year's Santa Claus Parade and we invite all faculty, staff and students to participate. For anyone interested in joining, please go to [nusu.com/2021events](http://nusu.com/2021events).

**NUSU & NBPS**

NUSU and the North Bay Police Service have partnered on a new initiative, "Be Bright At Night".

The premise of the project is to encourage pedestrians to wear reflective patches or items of clothing when walking at night. This initiative will not be just for students but also for the community.

**Food Bank**

Nipissing University, in partnership with the Nipissing University Student Union (NUSU), is organizing a food drive to support students during the Holiday Season. During the month of November, we encourage each department to sponsor one (or more) Food Bank Baskets. Participants can contribute items (e.g. crackers, cookies, mittens, hats, etc.) that will be donated and packaged by NUSU and provided to students who frequent the Food Bank. As some students may need extra assistance through the exam period and the holiday break, we ask that all items be received in the Office of the President no later than November 30, 2021.

**Night Owl Study Sessions**

NUSU will be hosting "Night Owl Study Sessions" on November 23rd, 25th, 29th and December 1st. The Student Centre will be open to midnight on these nights. Students will be able to use our bar/restaurant area to study, as well as other spaces around our building.



**NIPISSING UNIVERSITY**  
**REPORT OF THE SENATE EXECUTIVE COMMITTEE**

November 4, 2021

There was a meeting of the Senate Executive Committee on November 4, 2021. The meeting took place by Zoom conference.

The following members participated:

K. Wamsley (Chair), A. Vainio-Mattila, N. Colborne (Speaker), J. McAuliffe, J. Nadeau, P. Radia, D. Iafrate, J. Allison, T. McParland, S. Pecoskie-Schweir, S. Landriault (Recording Secretary, n-v)

Regrets: P. Maher, M. Litalien, T. Sibbald

The purpose of the meeting was to set the agenda for the November 12, 2021 Senate meeting.

Under Business Arising from the Minutes of the October 8, 2021 Senate meeting, the VPFA will provide a response to the question raised as to whether reports regarding The Good Neighbour Committee are available to the public.

Under Reports from Other Bodies, the Senate Secretary will confirm whether oral and/or written reports will be provided at the meeting or included in the Senate minutes. It was noted that the Indigenization Steering Committee has been replaced by Ad Hoc committee meetings at the faculty level.

The report of the Academic Curriculum Committee dated October 27, 2021 was provided to the Senate Executive Committee for inclusion in the Senate agenda.

The report of the Academic Quality Assurance and Planning Committee dated October 22, 2021 was provided to the Senate Executive for inclusion in the Senate agenda.

The report of the By-Laws and Elections Committee dated October 5, 2021 was provided to the Senate Executive for inclusion in the Senate agenda.

The following elections were provided to the Senate Executive Committee for inclusion in the Senate agenda:

- Academic Awards, Appeals and Petitions Committee (one A&S faculty Senator)
- By-Laws and Elections Committee (one EPS faculty Senator)
- Senate Budget Advisory Committee (one A&S or EPS faculty Senator)

All positions are for three-years terms effective July 1, 2021 to June 30, 2024.

Motion 1:        Moved by K. Wamsley, seconded by A. Vainio-Mattila that the Senate Executive approves the November 12, 2021 Senate Agenda.  
                     CARRIED

Respectfully submitted,

K. Wamsley  
Chair  
Senate Executive Committee

Motion 1:    That Senate receive the Report of the Senate Executive dated November 4, 2021.

**Report of the  
Academic Curriculum Committee**

**October 27, 2021**

The meeting of the **Academic Curriculum Committee** was held on Wednesday, October 27, 2021 at 2:00 pm by Zoom Conference. The following members participated:

**Members Present:**

Arja Vainio-Mattila  
Debra Iafrate  
Darren Campbell  
Chris Greco  
Madalyn Murray

Pavlina Radia  
Charles Anyinam  
Julie Corkett  
Alexandre Karassev  
Mercedes (Fichaud) Parsons

Blaine Hatt  
Nancy Black  
Douglas Gosse  
James Murton  
Rosemary Nagy

**Guests:**

John Kovacs, Roxana Vernescu, Murat Tuncali, April James, Ron Hoffman, Heather Brown

Sarah Tedesco, Recording Secretary

The Academic Curriculum Committee received and discussed changes for the Faculty of Arts and Science and Faculty of Education and Professional Studies. The outcomes of those discussions are reflected in the recommendations to Senate contained in the motions below. Supporting material is attached.

Respectfully submitted,



Dr. Arja Vainio-Mattila  
Provost & Vice-President, Academic Research

Motion 1: That Senate receive the Report of the Academic Curriculum Committee, dated October 27, 2021.

**Faculty of Arts and Science**

**Geography**

Motion 2: That Senate approve the revisions of the degree requirements for the Minor in Geography as outlined in the attached document.

**Mathematics**

Motion 3: That Senate approve the creation of MATH-1267 “Applied Health Statistics” to be added to the academic calendar as outlined in the attached template.

## **Psychology**

### **Non-substantive:**

The revision of the course description for PSYC-1106 "Introduction to Psychology I" as outlined below.

#### New Course Description:

Students review and evaluate core psychological models and evidence underlying human and animal behaviours. Specifically, students compare major psychological theories and methods, identify and use neuroscientific evidence to interpret psychological phenomena, apply developmental models and data to explain infants and children's thoughts, feelings, and action tendencies. Students also observe and assess how perceptions of the world are context-dependent and biased, determine the key mechanisms of learning, and examine the symptoms and causes of select psychological disorders.

#### Old Course Description:

This course is a survey of various perspectives and fields of psychology with reference to the historical development of the discipline. The course stresses scientifically-based biological and environmental explanations of human and animal behaviour. The course topics include the scientific method, brain structure and function, genetic and physiological influences, the senses, and sleep, dreaming, and consciousness, and the major psychological theories – psychoanalytic, behaviouristic, humanistic, cognitive, biological, and evolutionary. The laboratory portion gives students ""hands-on"" experience to develop a concrete understanding of the role of the scientific method in psychology. Each lab unit focuses on one fundamental area of research design or elementary statistical analysis.

Motion 4: That Senate approve the revision to the course learning outcomes for PSYC-1106 "Introduction to Psychology I" as follows:

#### Proposed:

1. compare psychological explanations of human and animal behaviour (broadly defined).
2. recognize core psychological findings, and derive real-world implications of the psychological theories and findings.
3. use neuroscientific evidence to interpret psychological phenomena.
4. apply developmental models and data to explain infants and children's thoughts, feelings, and action tendencies.
5. assess how perceptions of the world are context-dependent and biased.
6. contrast the key mechanisms of learning.
7. examine the symptoms and causes of select psychological disorders.

#### Current:

##### Lecture

1. identify the key characteristics of the foundational theories of psychology
2. distinguish among contrasting psychological explanations of human and animal behaviour.
3. recognize core findings in Psychology with emphasis on biological influences, consciousness, and cognition.
4. derive concrete implications and real-world applications based on psychological theories and findings.
5. select and compare the fundamental scientific approaches that underlie the field of psychology.

6. demonstrate simple data analysis calculation skills (laboratory exercises).
7. prepare a written summary of psychological findings reflecting digital literature search skills, organizational adherence (apa style), and comprehension of empirical studies (laboratory exercises).

#### Lab

1. demonstrate and communicate an ability to carry out and interpret basic statistical analyses.
2. demonstrate an ability to behave in a manner consistent with academic integrity
3. demonstrate a willingness to collaborate with and seek assistance from others in completing assigned tasks
4. demonstrate an ability to survey and select appropriate primary source material
5. demonstrate an ability to appropriately using APA style for citation and documentation.
6. Demonstrate an ability to use available online library resources.

Motion 5: That Senate approve that the number of hours for PSYC-1106 "Introduction to Psychology I" be changed from "Three hours of lecture per week and two hours of laboratory work every second week for one term" to "Three hours of lecture per week for one term".

#### **Non-substantive:**

The revision of the course description for PSYC-1107 "Introduction to Psychology II" as outlined below.

#### New Course Description:

Students apply psychological models and evidence underlying human and animal behaviour. Students compare models of memory, thinking, and intelligence, contrast psychological explanations of emotion and motivation, and evaluate social explanations of interpersonal phenomena ranging from love to hate. Students assess altered states of consciousness, examine the mind-body relation in health psychology, and examine select psychological disorders. Students also describe and evaluate the efficacy of various treatments of psychological disorders.

#### Old Course Description:

This course builds on Introduction to Psychology I and continues the survey of various perspectives and fields of psychology. Further attention is focused on topics such as research knowledge on developmental, social, personality, and motivational psychology, as well as an introduction to how this knowledge can inform applied areas of psychology such as educational psychology, intelligence testing, and psychological disorders and their treatment. The laboratory portion of the course offers small-group instruction and is intended to give the students, through "hands-on" experience, a concrete understanding of the role of the scientific method in psychology. Each lab unit focuses on one fundamental area of research design or elementary statistical analysis.

Motion 6: That Senate approve the revision to the course learning outcomes for PSYC-1107 "Introduction to Psychology II" as follows:

#### Proposed:

1. contrast psychological explanations of human and animal behavior and their real-world implications.
2. compare models of memory, thinking, and intelligence.

3. contrast psychological explanations of emotion and motivation.
4. evaluate social explanations of interpersonal phenomena ranging from love to hate.
5. assess altered states of consciousness.
6. examine the mind-body relation in health psychology.
7. evaluate the efficacy of various treatments of psychological disorders.

#### Current:

##### Lecture

1. identify the key characteristics of the foundational theories of psychology.
2. distinguish among contrasting psychological explanations of human and animal behaviour.
3. recognize core findings in Psychology with emphasis on cognition, emotion, personality, development, social influences, and pathology.
4. derive concrete implications and real-world applications based on psychological theories and findings.
5. select and compare the fundamental scientific approaches that underlie the field of psychology.
6. demonstrate simple data analysis calculation skills (laboratory exercises).
7. prepare a written summary of psychological findings reflecting digital literature search skills, organizational adherence (apa style), and comprehension of empirical studies (laboratory exercises).

##### Lab

1. demonstrate and communicate an ability to carry out and interpret basic statistical analyses.
2. demonstrate an ability to behave in a manner consistent with academic integrity
3. demonstrate a willingness to collaborate with and seek assistance from others in completing assigned tasks
4. demonstrate an ability to survey and select appropriate primary source material
5. demonstrate an ability to appropriately using APA style for citation and documentation.
6. Demonstrate an ability to use available online library resources.

Motion 7: That Senate approve that the number of hours for PSYC-1107 "Introduction to Psychology II" be changed from "Three hours of lecture per week and two hours of laboratory work every second week for one term" to "Three hours of lecture per week for one term".

### **Faculty of Education and Professional Studies**

#### **Criminal Justice**

Motion 8: That Senate approve the transfer credit policy/pathway amendment for Police Foundations and Community and Justice Services diploma graduates into the BA Honours Criminal Justice (Policing and Corrections Streams respectively) as outlined in the attached document.

#### **School of Graduate Studies**

#### **Master of Environmental Studies/Science**

Motion 9: That Senate approve that the flex-time enrolment option be available to students enrolled in the MRP route of the MES/MESc program.

## **GEOGRAPHY**

### **Motion:**

Moved by J. Kovacs, seconded by R. Wenghofer that the Arts & Science Executive recommend to the ACC to approve the revisions of the degree requirements for the **Minor in Geography** as outlined below.

### **Rationale:**

The current Minor in Geography does not allow students count GEOG 1016 People, Places, and Environment and GEOG 1017 Intro to Physical Geography towards the degree requirements. By allowing students to now count both of the introductory courses towards the Minor we are encouraging them to build a better understanding of the general breadth of our discipline as well as providing them with more flexibility in regards to upper year course offerings. The proposed Minor in Geography indicates that students must have at least 3-credits of 1000 level Geography.

**CARRIED**

## CHANGES TO REQUIREMENTS FOR MINOR IN GEOGRAPHY

### Current:

#### Graduation Requirements:

A Minor in Geography is available to students pursuing a program of study in a different discipline. Students will need to achieve a minimum 60% average in the 18 credits presented for the Minor in Geography. In addition to the requirements listed below, please refer to the Minor Requirements section.

#### Program Requirements:

Students must complete 18 credits in Geography as follows:

One of the following: 3 cr.

GEOG 1016 People, Place and Environment

GEOG 1017 Introduction to Physical Geography

GEOG Upper level 15 cr.

### Proposed:

#### Graduation Requirements:

A Minor in Geography is available to students pursuing a program of study in a different discipline. Students will need to achieve a minimum 60% average in the 18 credits presented for the Minor in Geography. In addition to the requirements listed below, please refer to the Minor Requirements section.

#### Program Requirements:

Students must complete 18 credits in Geography including:

At least 3 cr. of the following:

GEOG 1016 People, Place and Environment

GEOG 1017 Introduction to Physical Geography

## Course Template

Please review the [Guidelines for Curriculum Changes](#) prior to submitting proposal.

**MOTION:** Moved by Murat Tuncali, Seconded by Logan Hoehn. The Department of Computer Science and Mathematics recommends to ARCC the creation of MATH 1267 Applied Health Statistics to be added to the academic calendar as outlined in the attached template.

**JUSTIFICATION (Rationale):**

Given the current challenges in health care education to graduate data literate nurses who are able to interpret statistical data as they relate to health research and evidence based nursing practice, we are recommending to add a course focusing on applied health statistics.

Course Code	MATH 1267
Course Title	Applied Health Statistics
Course Credits	<input checked="" type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other <a href="#">Click here to specify</a>
Course Description (restricted to 50-75 words, present tense and active voice)	Students develop statistical literacy and appropriate interpretation of health and nursing statistical information through exploration of statistical issues. Students consider study design, numerical and graphical data summaries, probability, sampling variability, confidence intervals, risk and hypothesis tests. They assess the validity of health-related statistics in popular and scientific media.
Course Prerequisite	All NURS courses at the 2000 level in the on-campus BScN program with a minimum grade of 60% or SAT and enrolment in the on-campus BScN program or NURS-2517, NURS-2707, NURS-2047, NURS-2036, ACAD-1601 and enrolment in the on-campus RPN-BScN program.
Course Corequisite	
Antirequisite	MATH 1257
List any restrictions or special notes for this course. <i>For example "This course is restricted to BPHE students".</i>	This course is restricted to students in the on-campus BScN program or the on-campus RPN-BScN Program.
Is this a Topic Course? (Topic courses are courses that students can take more than once for credit.)	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Will this course have an Experiential Learning component? If so, please indicate the type(s).	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <a href="#">If yes, click here to indicate the type.</a>
Hours of contact time expected per week, if applicable. <i>For example, two hours of lecture and</i>	3 hours



one hour of laboratory work.	
Is this course <a href="#">Cross-Listed</a> ? If so, with what department?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, click here to enter department
Program Implications <i>For example, changing a required 6 credit course to 3 credit course</i>	<u>N/A</u>
Learning Outcomes <i>(6-8 points, visible, measurable and in active voice)</i>  For detailed information on Learning Outcomes, please consult the <a href="#">Quality Assurance website</a> .	Students who successfully complete this course will: <ul style="list-style-type: none"> <li>• navigate through publications containing statistical terminology, and use such terminology;</li> <li>• assess the likelihood of certain events and credibility of various sources of information;</li> <li>• interpret graphical and numerical summaries of data;</li> <li>• apply concepts of probability, chance, randomness, and risk in various contexts;</li> <li>• appraise the validity of conclusions of statistical studies;</li> <li>• critically evaluate statistical information presented in health care practice, and popular and scientific media;</li> <li>• apply statistical concepts to nursing and health care practice;</li> <li>• discuss how theoretical knowledge can be applied in various contexts.</li> </ul>
Will this request affect another faculty other than your own?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <i>If yes, please use the <a href="#">Departmental Curriculum Approval form</a> to indicate the approval of all departments/disciplines whose programs are affected by this proposal.</i>
Will additional resources be required? If so, please list them. <i>(ie. additional faculty, library resources or new laboratory space)?</i>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Click here to enter hours per term (ie. 36 or 72)

## PSYCHOLOGY

### Non-substantive

Moved by A. Weeks, seconded by L. Lucas that the Arts & Science Executive recommend to the ACC to approve the revision of the course description for **PSYC-1106 "Introduction to Psychology I"** as outlined below.

#### Rationale:

Updating the course description to clarify the focus of the course.

#### New Course Description:

Students review and evaluate core psychological models and evidence underlying human and animal behaviours. Specifically, students compare major psychological theories and methods, identify and use neuroscientific evidence to interpret psychological phenomena, apply developmental models and data to explain infants and children's thoughts, feelings, and action tendencies. Students also observe and assess how perceptions of the world are context-dependent and biased, determine the powerful mechanisms of learning, and examine the symptoms and causes of psychological disorders.

#### Old Course Description:

This course is a survey of various perspectives and fields of psychology with reference to the historical development of the discipline. The course stresses scientifically-based biological and environmental explanations of human and animal behaviour. The course topics include the scientific method, brain structure and function, genetic and physiological influences, the senses, and sleep, dreaming, and consciousness, and the major psychological theories – psychoanalytic, behaviouristic, humanistic, cognitive, biological, and evolutionary. The laboratory portion gives students "hands-on" experience to develop a concrete understanding of the role of the scientific method in psychology. Each lab unit focuses on one fundamental area of research design or elementary statistical analysis.

**CARRIED**

### Non-substantive

Moved by A. Weeks, seconded by C. Dokis that the Arts & Science Executive recommend to the ACC to approve the revision to the course learning outcomes for **PSYC-1106 "Introduction to Psychology I"** as follows:

#### PROPOSED:

1. compare psychological explanations of human and animal behaviour (broadly defined).
2. recognise core psychological findings, and derive real-world implications of the psychological theories and findings.
3. use neuroscientific evidence to interpret psychological phenomena.
4. apply developmental models and data to explain infants and children's thoughts, feelings, and action tendencies.

5. assess how perceptions of the world are context-dependent and biased.
6. contrast the powerful mechanisms of learning.
7. examine the symptoms and causes of psychological disorders.

## **CURRENT:**

### **Lecture**

1. identify the key characteristics of the foundational theories of psychology
2. distinguish among contrasting psychological explanations of human and animal behaviour.
3. recognise core findings in Psychology with emphasis on biological influences, consciousness, and cognition.
4. derive concrete implications and real-world applications based on psychological theories and findings.
5. select and compare the fundamental scientific approaches that underlie the field of psychology.
6. demonstrate simple data analysis calculation skills (laboratory exercises).
7. prepare a written summary of psychological findings reflecting digital literature search skills, organizational adherence (apa style), and comprehension of empirical studies (laboratory exercises).

### **Lab**

1. demonstrate and communicate an ability to carry out and interpret basic statistical analyses.
2. demonstrate an ability to behave in a manner consistent with academic integrity
3. demonstrate a willingness to collaborate with and seek assistance from others in completing assigned tasks
4. demonstrate an ability to survey and select appropriate primary source material
5. demonstrate an ability to appropriately using APA style for citation and documentation.
6. Demonstrate an ability to use available online library resources.

## **CARRIED**

### **Motion:**

Moved by A. Weeks, seconded by S. Renshaw that the Arts & Science Executive recommend to the ACC that the number of hours for **PSYC-1106 "Introduction to Psychology I"** be changed from **"Three hours of lecture per week and two hours of laboratory work every second week for one term"** to **"Three hours of lecture per week for one term"**.

### **Rationale:**

Traditionally, the lab component of the Introductory courses in Psychology has allowed students to work in smaller groups and gain hands on experience in basic psychological methodology. The added time at the introductory level was intended to enrich the student experience and enhance retention of Psychology majors in the department among other benefits. Given the ongoing evolution of teaching approaches, technology, and student expectations, it has become clear to the Department that the Introductory labs are no longer fully serving their intended purpose. The Department feels the teaching resources associated with these labs will be more effectively utilized in supporting Psychology course labs and seminar courses in the upper years.

**CARRIED**

**Non-substantive**

Moved by A. Weeks, seconded by T. Stewart that the Arts & Science Executive recommend to the ACC to approve the revision of the course description for **PSYC-1107 "Introduction to Psychology II"** as outlined below.

**Rationale:**

Updating the course description to clarify the focus of the course.

**New Course Description:**

Students apply psychological models and evidence underlying human and animal behaviour. Students compare models of memory, thinking, and intelligence, contrast psychological explanations of emotion and motivation, and evaluate social explanations of interpersonal phenomena ranging from love to hate. Students assess altered states of consciousness, including sleep, dreaming, and with drug-use, examine the mind-body relation in health psychology, and examine additional psychological disorders. Students also describe and evaluate the efficacy of various treatments of psychological disorders.

**Old Course Description:**

This course builds on Introduction to Psychology I and continues the survey of various perspectives and fields of psychology. Further attention is focused on topics such as research knowledge on developmental, social, personality, and motivational psychology, as well as an introduction to how this knowledge can inform applied areas of psychology such as educational psychology, intelligence testing, and psychological disorders and their treatment. The laboratory portion of the course offers small-group instruction and is intended to give the students, through "hands-on" experience, a concrete understanding of the role of the scientific method in psychology. Each lab unit focuses on one fundamental area of research design or elementary statistical analysis.

**CARRIED**

**Non-substantive**

Moved by A. Weeks, seconded by R. Wenghofer that the Arts & Science Executive recommend to the ACC to approve the revision to the course learning outcomes for **PSYC-1107 "Introduction to Psychology II"** as follows:

**PROPOSED:**

1. contrast psychological explanations of human and animal behavior and their real-world implications.
2. compare models of memory, thinking, and intelligence.
3. contrast psychological explanations of emotion and motivation.
4. evaluate social explanations of interpersonal phenomena ranging from love to hate.
5. assess altered states of consciousness, such as sleep, dreaming, and with drug-use.
6. examine the mind-body relation in health psychology.
7. evaluate the efficacy of various treatments of psychological disorders.

## **CURRENT:**

### Lecture

1. identify the key characteristics of the foundational theories of psychology.
2. distinguish among contrasting psychological explanations of human and animal behaviour.
3. recognise core findings in Psychology with emphasis on cognition, emotion, personality, development, social influences, and pathology.
4. derive concrete implications and real-world applications based on psychological theories and findings.
5. select and compare the fundamental scientific approaches that underlie the field of psychology.
6. demonstrate simple data analysis calculation skills (laboratory exercises).
7. prepare a written summary of psychological findings reflecting digital literature search skills, organizational adherence (apa style), and comprehension of empirical studies (laboratory exercises).

### Lab

1. demonstrate and communicate an ability to carry out and interpret basic statistical analyses.
2. demonstrate an ability to behave in a manner consistent with academic integrity
3. demonstrate a willingness to collaborate with and seek assistance from others in completing assigned tasks
4. demonstrate an ability to survey and select appropriate primary source material
5. demonstrate an ability to appropriately using APA style for citation and documentation.
6. Demonstrate an ability to use available online library resources.

**CARRIED**

## **Motion**

Moved by A. Weeks, seconded by C. Dokis that the Arts & Science Executive recommend to the ACC that the number of hours for **PSYC-1107 "Introduction to Psychology II"** be changed from **"Three hours of lecture per week and two hours of laboratory work every second week for one term"** to **"Three hours of lecture per week for one term"**.

### **Rationale:**

Traditionally, the lab component of the Introductory courses in Psychology has allowed students to work in smaller groups and gain hands on experience in basic psychological methodology. The added time at the introductory level was intended to enrich the student experience and enhance retention of Psychology majors in the department among other benefits. Given the ongoing evolution of teaching approaches, technology, and student expectations, it has become clear to the Department that the Introductory labs are no longer fully serving their intended purpose. The Department feels the teaching resources associated with these labs will be more effectively utilized in supporting Psychology course labs and seminar courses in the upper years.

**CARRIED**

## **Academic Curriculum Committee**

### **Transfer Credit/Pathway Amendment**

#### **Ontario College Police Foundations and Community and Justice Services Diploma Graduates Pathway to BA Honours in Criminal Justice (Policing and Corrections Streams)**

##### **Current Transfer Credit/Pathway Policy for Police Foundations and Community and Justice Services Graduates:**

Applicants who have successfully completed a two-year Community and Justice Services diploma program or Police Foundations diploma program at an Ontario CAAT with a cumulative average of “B+” (3.5 GPA) or better can be considered for admission to the Bachelor of Arts in Criminal Justice program (Corrections, Policing streams respectively) with transfer credit to a maximum of 45 credits. Other programs can be applied to with a “B” average and a maximum of 30 credits of transfer credit granted.

##### **Proposed Transfer Credit Policy for Police Foundations and Community and Justice Services Diploma Graduates:**

Applicants who have successfully completed a Police Foundations or a Community and Justice Services diploma program at a recognized Ontario College with a cumulative average equivalent to 75% or better will be considered for admission to the BA Honours Criminal Justice (Policing and Corrections Streams respectively) program with transfer credit to a maximum 60 credits. Other programs, including the four-year general criminal justice stream, can be applied to with an average equivalent to 70% or better and a maximum of 30 credits will be granted.

**Motion 1:** That the Academic Curriculum Committee recommend to Senate that the transfer credit policy/pathway amendment for Police Foundations and Community and Justice Services diploma graduates into the BA Honours Criminal Justice (Policing and Corrections Streams respectively) be approved.

##### **Rationale:**

The proposed changes would place Nipissing University at a competitive advantage over other universities. It will make it easier for academically qualified students at the college level to continue their education and it will provide a less restrictive pathway for mature students working in the field who have a community college Community and Justice Services diploma or Police Foundations diploma to continue their education at the university level.

Submitted by: Dr. Ron Hoffman, Program Chair, School of Criminology and Criminal Justice

Date: May 19, 2021

## **CURRENT MODEL:**

### **Community College Police Foundation Graduates to BA Honours Criminal Justice**

#### **(Policing Stream)**

*Graduates of Police Foundations diplomas from any CAAT with an overall average of at least 75% are currently granted 45 credits (1 ½ years) of the 120 credits needed for a Nipissing University Honours degree and must satisfy the following course requirements:*

<b>Current Transfer Credits – BA Honours (45 credits)</b>	
<b>CRJS 1087</b> – Intro to Criminal Justice	<b>3</b>
<b>CRJS 1206</b> – Intro to Canadian Law	<b>3</b>
<b>SOCI 1016</b> – Intro to Sociology	<b>3</b>
<b>POLI 9105</b> – Political Science elective	<b>6</b>
<b>CRJS 9235</b> – Police Foundations Diploma	<b>30</b>

<b>Remaining CRJS Core Requirements (18 credits)</b>	
<b>PSYC 1106</b> – Intro Psych I	<b>3</b>
<b>PSYC 1107</b> – Intro Psych II	<b>3</b>
<b>CRJS 2086</b> – Intro Criminological Theory	<b>3</b>
<b>SOCI 2126</b> – Sociological Research Methods	<b>3</b>
<b>SOCI 2127</b> – Quantitative Research Methods	<b>3</b>
<b>CRJS 3206</b> – Cdn Criminal Law & Crim Proceedings	<b>3</b>

<b>Policing Stream Requirements (18 credits)</b>	
<b>CRJS 2106</b> – Psychology and the Law	<b>3</b>
<b>CRJS 3086</b> – Law and Society	<b>3</b>
<b>CRJS 3087</b> – Law and Society II	<b>3</b>
<b>CRJS 4347</b> – Applied Criminological Theory	<b>3</b>
<b>CRJS 4916</b> – Policing and Society	<b>3</b>
<b>CRJS 4917</b> – Criminal Investigation	<b>3</b>

<b>Other Program Requirements (12 credits)</b>	
<b>Humanities</b>	<b>6</b>
<b>Science</b>	<b>6</b>

<b>Electives (27 credits)</b>	
<b>Electives</b>	<b>27</b>

## PROPOSED MODEL:

### **Community College Police Foundation Graduates to BA Honours Criminal Justice (Policing Stream)**

*Graduates of Police Foundations diplomas from any Ontario College with an overall average of at least 75% will be granted 60 credits (2 years) of the 120 credits needed for a Nipissing University degree and must satisfy the following course requirements:*

<b>PROPOSED Transfer Credits – BA Honours (60 credits)</b>	
<b>CRJS 1087</b> – Intro to Criminal Justice	<b>3</b>
<b>CRJS 1206</b> – Intro to Canadian Law	<b>3</b>
<b>SOCI 1016</b> – Intro to Sociology	<b>3</b>
<b>CRJS 9105</b> – Criminal Justice elective	<b>6</b>
<b>HUMA-9101</b> – Humanities	<b>3</b>
<b>POLI 9105</b> – Political Science elective	<b>6</b>
<b>TRAN-9200</b> - Elective	<b>6</b>
<b>CRJS 9235</b> – Police Foundations Diploma	<b>30</b>

<b>Remaining CRJS Core Requirements (18 credits)</b>	
<b>PSYC 1106</b> – Intro Psych I	<b>3</b>
<b>PSYC 1107</b> – Intro Psych II	<b>3</b>
<b>CRJS 2086</b> – Intro Criminological Theory	<b>3</b>
<b>SOCI 2126</b> – Sociological Research Methods	<b>3</b>
<b>SOCI 2127</b> – Quantitative Research Methods	<b>3</b>
<b>CRJS 3206</b> – Cdn Criminal Law & Crim Proceedings	<b>3</b>

<b>Policing Stream Requirements (18 credits)</b>	
<b>CRJS 2106</b> – Psychology and the Law	<b>3</b>
<b>CRJS 3086</b> – Law and Society	<b>3</b>
<b>CRJS 3087</b> – Law and Society II	<b>3</b>
<b>CRJS 4347</b> – Applied Criminological Theory	<b>3</b>
<b>CRJS 4916</b> – Policing and Society	<b>3</b>
<b>CRJS 4917</b> – Criminal Investigation	<b>3</b>

<b>Other Program Requirements (9 credits)</b>	
<b>Humanities</b>	<b>3</b>
<b>Science</b>	<b>6</b>

<b>Electives (15 credits)</b>	
<b>Electives</b>	<b>15</b>



## **CURRENT MODEL:**

### **Community College Community Justice Services Diploma Graduates to BA Honours**

#### **Criminal Justice (Corrections Stream)**

*Graduates of the Community Justice Services Diploma course from any CAAT with an overall average of at least 75% will be granted 45 credits (1 1/2 years) of the 120 credits needed for a Nipissing University degree and must satisfy the following course requirements:*

<b>Current Transfer Credits – BA Honours (45 credits)</b>	
<b>CRJS 1087</b> – Intro to Criminal Justice	<b>3</b>
<b>CRJS 1206</b> – Intro to Canadian Law	<b>3</b>
<b>CRJS 2086</b> – Intro Criminological Theory	<b>3</b>
<b>CRJS 4346</b> – Field Placement	<b>3</b>
<b>SOCI 1016</b> – Intro to Sociology	<b>3</b>
<b>CORR 9245</b> – Community Justice Services Diploma	<b>30</b>

<b>Remaining CRJS Core Requirements (15 credits)</b>	
<b>PSYC 1106</b> – Intro Psych I	<b>3</b>
<b>PSYC 1107</b> – Intro Psych II	<b>3</b>
<b>SOCI 2126</b> – Sociological Research Methods	<b>3</b>
<b>SOCI 2127</b> – Quantitative Research Methods	<b>3</b>
<b>CRJS 3206</b> – Cdn Criminal Law & Crim Proceedings	<b>3</b>

<b>Corrections Stream Requirements (21 credits)</b>	
<b>CRJS 2106</b> – Psychology and the Law	<b>3</b>
<b>CRJS 3086</b> – Law and Society	<b>3</b>
<b>CRJS 3087</b> – Law and Society II	<b>3</b>
<b>CRJS 3936</b> – Youth in Conflict with the Law	<b>3</b>
<b>CRJS 4347</b> – Applied Criminological Theory	<b>3</b>
<b>CRJS 4356</b> – Community Corrections	<b>3</b>
<b>CRJS 4477</b> – Penology	<b>3</b>

<b>Other Program Requirements (12 credits)</b>	
<b>Humanities</b>	<b>6</b>
<b>Science</b>	<b>6</b>

<b>Electives (27 credits)</b>	
<b>Electives</b>	<b>27</b>

## **PROPOSED MODEL:**

### **Community College Community Justice Services Diploma Graduates to BA Honours**

#### **Criminal Justice (Corrections Stream)**

*Graduates of the Community Justice Services Diploma course from any Ontario College with an overall average of at least 75% will be granted 60 credits (2 years) of the 120 credits needed for a Nipissing University degree and must satisfy the following course requirements:*

<b>Proposed Transfer Credits – BA Honours (60 credits)</b>	
<b>CRJS 1087</b> – Intro to Criminal Justice	<b>3</b>
<b>CRJS 1206</b> – Intro to Canadian Law	<b>3</b>
<b>CRJS 2086</b> – Intro Criminological Theory	<b>3</b>
<b>CRJS 4346</b> – Field Placement	<b>3</b>
<b>CRJS 9105</b> – Criminal Justice Elective	<b>6</b>
<b>HUMA 9101</b> – Elective	<b>3</b>
<b>SOCI 1016</b> – Intro to Sociology	<b>3</b>
<b>TRAN 9200</b> – Elective	<b>6</b>
<b>CORR 9245</b> – Community Justice Services Diploma	<b>30</b>

<b>Remaining CRJS Core Requirements (15 credits)</b>	
<b>PSYC 1106</b> – Intro Psych I	<b>3</b>
<b>PSYC 1107</b> – Intro Psych II	<b>3</b>
<b>SOCI 2126</b> – Sociological Research Methods	<b>3</b>
<b>SOCI 2127</b> – Quantitative Research Methods	<b>3</b>
<b>CRJS 3206</b> – Cdn Criminal Law & Crim Proceedings	<b>3</b>

<b>Other Program Requirements (9 credits)</b>	
<b>Humanities</b>	<b>3</b>
<b>Science</b>	<b>6</b>

<b>Corrections Stream Requirements (21 credits)</b>	
<b>CRJS 2106</b> – Psychology and the Law	<b>3</b>
<b>CRJS 3086</b> – Law and Society	<b>3</b>
<b>CRJS 3087</b> – Law and Society II	<b>3</b>
<b>CRJS 3936</b> – Youth in Conflict with the Law	<b>3</b>
<b>CRJS 4347</b> – Applied Criminological Theory	<b>3</b>
<b>CRJS 4356</b> – Community Corrections	<b>3</b>
<b>CRJS 4477</b> – Penology	<b>3</b>

<b>Electives (15 credits)</b>	
<b>Electives</b>	<b>15</b>

**Motion:** That the Graduate Studies Committee (GSC) recommend to Senate that the flex-time enrolment option be available to students enrolled in the MRP route of the MES/MESc program.

**Background:**

The MES/MESc program currently allows both MRP (Masters Research Project) and Thesis routes for full-time students. However, students opting for flex-time currently can only pursue the Thesis route. Currently, both MA Sociology and MA History offer a flex-time MRP option (i.e., students have up to 3 years to complete the program).

The MES/MESc program would like to offer the flex-time option for the MRP route as this would allow working professionals and other potential students who are able to attend on-site classes some flexibility in completing the program. It also addresses concerns of equity and access across programs in terms of enrolment options.

**Application:**

As with current enrollment options, prospective MES/MESc students would declare their intent to register in full-time or flex-time in their application for admission to the program for either a September or January start. Students who are enrolled in the full-time MRP option will have the opportunity to switch to flex time within the first term of the MES/MESc program. Supervisors would still have the discretion to accept students based on a number of considerations (i.e. research interests, academic standing, relevant experience), which may include the time frame that the supervisor can commit to the student (e.g. funding availability, research program, sabbaticals). Table 1 provides a comparison of the four enrolment options based upon the tuition structure and other programming factors for the student and university. The tuition model is based upon how fees are structured for other programs that offer a MRP flex-time option.

Table 1. Tuition model for MRP Flex-Time studies (Based on 2020-2021 fees)

	MRP - Full Time	MRP – Flex Time	Thesis – Full Time	Thesis – Flex Time
Year 1 (terms 1-3)	\$2,835.36 + \$345.93 per term *	\$2,835.36 + \$345.93 per term*	\$2,835.36 + \$345.93 per term *	\$2,835.36 + \$345.93 per term *
Year 2 (terms 4-6)	NA	\$345.93 per term*	\$2,835.36 + \$345.93 per term *	\$2,835.36 + \$345.93 per term *
Year 3 (terms 7-9)	NA	\$345.93 per term*	NA	\$345.93 per term*
Year 4 (terms 10-12)	NA	NA	NA	\$345.93 per term*
Continuation (Full-time; terms 4+) (Flex-time: terms 10+)	\$1,000 + \$345.93 per term	\$1,000 + \$345.93 per term	\$1,000 + \$345.93 per term	\$1,000 + \$345.93 per term
Total degree cost (without continuation or extension terms)	\$9,768.87	\$9,768.87	\$19,537.74	\$19,537.74

Note: Adapted from similar submissions made by History and Sociology. Fees are based on the 2020-2021 Academic year and are divided equally (\$9,768.87/3)

<https://www.nipissingu.ca/departments/student-financial-services/fees-and-payments/graduate/masters-programs>.

**Report of the**  
**ACADEMIC QUALITY ASSURANCE AND PLANNING COMMITTEE (AQAPC)**  
**Academic Year 2021-2022**

October 22, 2021

The third meeting of the **Academic Quality Assurance and Planning Committee** was held on **Friday, October 22, 2021** at 1:00 p.m. via Zoom conference.

**COMMITTEE MEMBERS:**

Arja Vainio-Mattila	Nancy Black	Jamie Murton
Pat Maher	Stuart Kidd	Prasad Ravi
Jim McAuliffe	Rob Breton	Joe McIntosh
John Nadeau	Ron Hoffman	Mercedes Fichaud
Pavlina Radia	Kristina Karvinen	
Debra Iafrate	Cameron McFarlane	

Regrets: Stephen Tedesco, James Abbott, Steven Cairns

Recording Secretary: S. Landriault

A discussion took place as to where course outlines will reside and how they will be administered. The Dean of Teaching and the Registrar worked on the technical details to determine how best to make the outlines available for the website platform. Only current course outlines will be made available for students to access on the website, with the goal of a September 2022 start date. Faculty participation will be voluntary from the departmental level. Once the course outlines have been received by the Dean the resources can start to be built on.

It was noted that some faculty members have voiced their opposition to posting their course outlines on the website as they do not consider course outlines to be public documents. The Provost advised that we would proceed with the departments that have expressed an interest and see the benefits of increased communication with students.

The Provost provided an update on degree architecture and advised that she is working with the Registrar to ensure that our academic calendar clearly shows how our degrees are organized. As some types of courses make the development of minors difficult, the regulations should refer to the core discipline and the module that makes up the degree. The same course can't be counted in different modules. It is important to allow the natural interest to evolve and create opportunity for the disciplines to create synergies with other programs.

As minors are not guaranteed, there should be no courses required in a minor that aren't required in a major. A minor is a good use to test the ground to see if there is interest. Further work will take place to assess the anomalies.

Following a discussion on certificates and the need to have consistency across programs, it was noted that further clarity is required to determine what a certificate is at NU.

The Provost provided background on the IQAP process. She advised that the self-study is the key document that goes to the external reviewers for review. The self-studies have been reviewed by the Dean and Provost. A compliance checklist has been developed to help determine whether our institutional protocols are aligned and to ensure that the information that should be included is, and that information that shouldn't be included isn't.

The following members volunteered to review the IQAP self-studies as listed below:

Gender Equality and Social Justice – P. Ravi & J. Murton

Religions and Cultures – N. Black & S. Kidd

Social Welfare and Social Development – K. Karvinen & R. Breton

The next two self-studies to be reviewed will be Mathematics and Computer Science.

The Provost provided an update on the academic planning process and advised that she has been meeting with all the academic programs. The conversations from these meetings will inform the Strategic Academic Planning process. The 2017-2022 Academic Plan expires at the end of this academic year and will be replaced by another five-year plan. A call will go out from the Deans to invite participation in a Strategic Academic Planning Working Group. It will have three faculty members from each Faculty, but not members of the AQAPC as they will be a part of the approval process when the document comes to the AQAPC prior to going to Senate. Members can still participate in the conversations and consultations.

The next AQAPC meeting is scheduled for Friday, November 26, 2021 at 1:00 p.m. by Zoom conference.

Respectfully submitted,

A handwritten signature in black ink, appearing to read 'Arja Vainio-Mattila'.

Arja Vainio-Mattila, PhD

Chair, Academic Quality Assurance and Planning Committee

Motion 1: That Senate receive the Report of the Academic Quality Assurance and Planning Committee dated October 22, 2021.

## **Nipissing University**

### **Report of the By-Laws and Elections Committee**

October 5, 2021

There was a meeting of the By-Laws and Elections Committee on October 5, 2021 at 1:00 p.m. via Zoom conference.

Present: N. Colborne, A. Vainio-Mattila, M. Saari, T. Sibbald, J. McIntosh

Recording Secretary: S. Landriault

Moved by T. Sibbald, seconded by A. Vainio-Mattila that the agenda of the October 5, 2021 By-Laws and Elections Committee meeting be approved.

CARRIED

Moved by J. McIntosh, seconded by A. Vainio-Mattila that the Report of the May 20, 2021 By-Laws and Elections Committee meeting be accepted.

CARRIED

As follow-up to discussion at the May 20, 2021 By-laws meeting, the re-organized policies from the Senate Policy document were provided with the agenda for review. Committee members reviewed the policies and agreed that the policies highlighted in green could all be removed with the exception of policy 4.30 on Cross-listed Courses and 5.0 on Breadth Requirement Grouping. It was also agreed that the policies highlighted in yellow are not Senate policies and should be removed. The Provost will communicate the suggested guidance from the committee to the Registrar.

Following a request from the September 28, 2021 Senate Executive Committee meeting regarding input as to how Senate meetings might be streamlined to be more effective and provide more time for discussion of academic Senate matters, committee members discussed revisions to reports from other bodies. Suggestions included a schedule for providing reports, removing the names from item 6 A. 1-10 and indicate only Reports From Other Bodies. The Senate Secretary could request in advance confirmation as to whether an oral or written report will be available. Reports could be provided in advance and included in the agenda. Oral reports would not be expected unless previously advised of.

A question arose regarding whether full-time instructor representatives can serve on standing committees of Senate. It was noted that two (2) full-time instructor representatives are elected from among the full-time lab, seminar, and service courses instructors, not by the A&S or EPS faculties. Membership on most Senate standing committees specifies A&S or EPS Senators or non-Senators, so currently, full-time instructor representatives, as well as the new librarian Senate position, are only eligible to serve on committees that do not specify the faculty. Members of the committee agreed that the current language is ambiguous. The committee will look at revising committee membership to take into consideration how faculty Senators can serve on some committees without specifying the faculty they are from. This agenda item will be discussed further at the next By-laws and Elections Committee meeting.

Following a request for clarification regarding the email voting process of the June 10, 2021 Senate motions passed over email to approve graduates, committee members agreed that it would be helpful to have boiler plate language for the email notice of voting that provides Senators with instructions on how and when they can vote and ask questions. The Chair will develop language and a potential procedure for discussion at the next By-laws and Elections Committee meeting.

Committee members discussed how hybrid Senate meetings, where participants can attend in person or online, might be organized for next term. Discussion included how to keep track of voting by online Senators, secret voting procedures, tracking questions, establishing protocols so that online participants are identified by name or photo on the big screen and Senators having priority over non-Senators to attend Senate meetings in person. The Deputy Speaker agreed to track questions in Senate meetings and will work with the UTS Department to develop protocols for use in hybrid Senate meetings. The Senate Secretary will contact Michelle Banks to review COVID policies regarding room preparation, the number of people permitted in person in F210 and where people can be seated. This agenda item will be discussed further at the next By-laws and Elections Committee meeting.

Following questions and discussion regarding the membership and terms of office of Senate Standing Committees, the Chair will review consistency of membership and report back at a future By-laws and Elections Committee meeting.

MOTION 1: That Senate receive the Report of the By-Laws and Elections Committee dated October 5, 2021.

Respectfully submitted,  
*Original signed by:*

Dr. Nathan Colborne  
Chair  
By-Laws and Elections Committee