

SENATE AGENDA

Friday, March 13, 2015

2:30 p.m. – F210

UNFINISHED BUSINESS from the February 13, 2015 SENATE MEETING

5. REPORTS of STANDING COMMITTEES and FACULTY or UNIVERSITY COUNCILS

SENATE EXECUTIVE COMMITTEE (pages 5 and 6)

MOTION 1: That the Report of the Senate Executive Committee dated February 5, 2015 be received.

PLANNING and PRIORITIES COMMITTEE (pages 7 – 15)

MOTION 1: That the Report of the Planning and Priorities Committee dated January 23, 2015, be received.

MOTION 2: That Senate grant approval of a Final Assessment Report of the Native Studies IQAP Review, as outlined in the attached document.

MOTION 3: That Senate grant approval of a Stage II proposal for a Major Modification, MSc Mathematics Thesis Option, as outlined in the attached document.

UNDERGRADUATE STUDIES COMMITTEE (pages 16 – 28)

MOTION 1: That the Report of the Undergraduate Studies Committee, dated January 20, 2015, be received.

MOTION 2: That Senate approve that the Senate Exam Policy be updated and amended as attached, and **effective as of May 2, 2015.**

RESEARCH COUNCIL (page 29)

MOTION 1: That the report of the Research Council dated January 28, 2015 be received.

6. OTHER BUSINESS

7. AMENDMENT of BY-LAWS

Notice of Motion (changes to Article 9.3(a) of the Senate bylaws with the addition of the Associate VP Academic as Chair and 'or designate' be included with the Registrar)

8. ELECTIONS

- Elect one Senator from outside the discipline to serve on the search committee for a tenure track position in the BScN Scholar Practitioner Program.
- Elect at least one tenured or tenure-track faculty member from each of the designated breadth areas, the Schulich School of Education, the Registrar (or designate) and a student representative, to serve on the ad hoc committee to review the breadth requirement policy, and report back to Senate.

- Elect one representative from the Schulich School of Education to serve on the Selection Committees for the Chancellor's Award for Excellence in Teaching and the Nipissing University Award for CASBU members. This representative will serve on both committees.

March 2015 SENATE AGENDA

1. ADOPTION OF THE MINUTES OF THE SENATE MEETING OF: February 13, 2015
2. BUSINESS ARISING FROM THE MINUTES
3. READING and DISPOSING of COMMUNICATIONS
4. QUESTION PERIOD
5. REPORTS of STANDING COMMITTEES and FACULTY or UNIVERSITY COUNCILS

SENATE EXECUTIVE COMMITTEE

- **February 18, 2015 Special Report (page 30)**

MOTION 1: That the Report of the Senate Executive Committee dated February 18, 2015 be received.

- **March 5, 2015 Report (page 31)**

MOTION 1: That Senate receive the Report of the Senate Executive dated March 5, 2015.

PLANNING & PRIORITIES COMMITTEE (pages 32-36)

MOTION 1: That the Report of the Planning and Priorities Committee dated February 15, 2015 be received.

MOTION 2: That Senate grant approval of a Final Assessment Report of the Mathematics/ Computer Science IQAP Review, as outlined in the attached document.

UNDERGRADUATE STUDIES COMMITTEE (pages 37 – 49)

MOTION 1: That the Report of the Undergraduate Studies Committee, dated February 5, 2015, be received.

- **Faculty of Applied and Professional Studies**

MOTION 2: That Senate add the Certificate in Human Resources Management to the Academic Calendar.

- **Schulich School of Education**

MOTION 3: That Senate approve the minor modifications to the Teacher of Anishnaabemwin as a Second Language Program (TASL) and the Aboriginal Teacher Certification Program (ATCP) as per the attached documents.

MOTION 4: That Senate receive the following non-substantive course title changes as follows:

From:
PHED 3106 Community Leadership Placement II, and
PHED 4106 Community Leadership Placement III

To:
 PHED 3106 Community Leadership Placement I, and
 PHED 4106 Community Leadership Placement II

- **Policies**

Advanced Standing Policies for Advertising and Marketing Communication Diploma Graduates

MOTION 5: That Senate approve the advanced standing policy for Advertising and Marketing Communication diploma graduates as outlined in the attached document.

Advanced Standing Policies for Theatre Arts Diploma Graduates

MOTION 6: That Senate approve the advanced standing policies for Theatre Arts diploma graduates.

Admission Policy Modification:

Bachelor of Science in Nursing (BScN) – Scholar Practitioner Program (SPP)

MOTION 7: That Senate approve the BScN – SPP admission policy modification, as outlined in the attached document.

Review of Policy on Posthumous Undergraduate Degrees

The Undergraduate Studies Committee reviewed the Policy of Posthumous Undergraduate Degrees and there were no changes.

6. OTHER BUSINESS

7. AMENDMENT of BY-LAWS

8. ELECTIONS

9. REPORTS FROM OTHER BODIES

- A.
 - (1) Board of Governors
 - (2) Alumni Advisory Board
 - (3) Council of Ontario Universities (Academic Colleague)
- B. Reports from Senate members participating on other university-related committees

10. NEW BUSINESS

11. ANNOUNCEMENTS

- (a) President
- (b) Provost and Vice-President Academic and Research
- (c) Dean of Applied and Professional Studies
- (d) Dean of Arts and Science
- (e) Dean of Education
- (f) Student Representative
- (g) Others

NIPISSING UNIVERSITY
SENATE EXECUTIVE COMMITTEE
(revised)

February 5, 2015

There was a meeting of the Senate Executive Committee on Thursday, February 5, 2015.

Present: J. Barker, N. Colborne, M. DeGagné (chair), H. d'Entremont (vice-chair), I. Hall, M-A Parr, S. Renshaw, C. Richardson, M. Tuncali, R. Vanderlee, T. Vassilev

The purpose of the meeting was to set the agenda for the February 13, 2015 Senate meeting.

There was a lengthy discussion about possible questions during Question Period.

The report from the special meeting of the Bylaws and Elections Subcommittee was received.

Senate Executive was advised that there would be a list of graduates presented for approval under 'Other Business.'

The dates for Senate and Senate Executive for the 2015-16 academic year were set and are outlined below:

Senate Executive Committee meetings

Thursday, September 3, 2015
Thursday, October 1, 2015
Thursday, November 5, 2015
Thursday, December 3, 2015
Thursday, January 7, 2016
Thursday, February 4, 2016
Thursday, March 3, 2016
Thursday, March 31, 2016
Thursday, May 5, 2016
*Thursday, May 19, 2016

Senate meetings

Friday, September 11, 2015
Friday, October 9, 2015
Friday, November 13, 2015
Friday, December 11, 2015
Friday, January 15, 2016
Friday, February 12, 2016
Friday, March 11, 2016
Friday, April 8, 2016
Friday, May 13, 2016
Friday, May 27, 2016 10:30 a.m. start

All Senate meetings commence at 2:30 p.m. in F210 (except May 27, 2016). All Senate Executive Committee meetings commence at 10:30 a.m. in F303.

Respectfully submitted,

Original signed by:

M. DeGagné
Chair
Senate Executive Committee

MOTION 1: That Senate receive the Report of the Senate Executive dated February 5, 2015.

Nipissing University

Special Meeting of Bylaws and Elections Subcommittee

January 13, 2015

There was a special meeting of the Bylaws and Elections subcommittee on Monday, January 12, 2015 at 9:00 a.m. The purpose of the meeting was to discuss recommended changes to the Undergraduate Studies Subcommittee. The Deans were asked to attend this meeting.

Present: N. Colborne, D. Davis, I. Hall, S. Renshaw (Chair), D. Tabachnick, H. d'Entremont (n-v).

Regrets: G. Black, C. Jenkins (n-v)

Guests: C. Richardson, R. Vanderlee, M. Tuncali,

The first three items pertained to a request for change as to who Chairs and Vice-Chairs this committee. Rationales were provided. The request is to have the Associate Vice-President, Academic Chair USC on an annual basis in a non-voting capacity.

Currently, the Deans serve as Chairs on a rotating basis. This has become problematic at times. It was noted that there are occasions when there could be a perceived conflict of interest when the Dean, who is Chair, must speak to issues within their own Faculty. Additionally, having a 'permanent' Chair would resolve any continuity issues. It was also discussed that 'or designate' should be added to the Registrar's membership.

The following motion was unanimously passed and will appear as a Notice of Motion at the February 2015 Senate meeting:

MOTION 1: Moved by D. Tabachnick, seconded by N. Colborne that the By-Laws and Elections Subcommittee recommend to Senate the following revisions to Article 9.3(a) as follows:

- Current membership:
- (a) *Ex Officio* Members:
- (i) the Dean of each Faculty, or their designates, two of whom, on a rotating basis shall be Chair and Vice-Chair; and
 - (ii) the Registrar
- Revised membership:
- (a) *Ex Officio* Members:
- (i) the Associate Vice-President, Academic (non-voting), on an annual basis;
 - (ii) the Dean of each Faculty, or their designates, one of whom, on a rotating basis shall be Vice-Chair; and
 - (iii) the Registrar, or designate.

CARRIED

The request for this committee to review the number of student representatives participating on USC, which has potential quorum results, will be deferred to a future meeting.

Respectfully submitted,

Original signed by:

S. Renshaw
Bylaws and Elections Subcommittee

MOTION 1: That Senate Executive receive the Report of the Bylaws and Elections Subcommittee dated January 13, 2015.



**Report of the
PLANNING AND PRIORITIES COMMITTEE
Friday, January 23, 2015**

The fourth meeting of the **Planning and Priorities Committee** was held on **Friday, January 23, 2015**. The following members were in attendance:

Harley d'Entremont, Chair
Jordan Andrews
Liz Ashworth
Nancy Black
Glenn Brophay
Greg Brown

Marianna Couchie
Jamie Graham
Uldis Kundrats
Gerald Laronde
Peter Nosko

Barb Olmstead (for Dean)
Matti Saari
Murat Tuncali
Rick Vanderlee
Roxana Vernescu (video)

Regrets: C. Bidal, B. Fisher, A. Page, C. Richardson

Guests: S. Rich, W. Borody

Recording Secretary: Anne Bolger

Members were given a brief update on the progress of the Bachelor of Social Work and Master of Science Kinesiology programs.

Members approved recommending to Senate a Final Assessment Report of the Native Studies IQAP Review in 2013-14.

The self-study document prepared for the upcoming Philosophy IQAP review on March 5-6 was reviewed and approved with a minor revision.

A minor modification will be sent back to USC for their recommendation to Senate, as it is not required to go through PPC.

Members approved recommending to Senate the Stage II Proposal for a Major Modification, MSc Mathematics Thesis Option.

Members were provided with a Quality Council document, "Quality Assurance Update".

Respectfully submitted,

Original signed by:

Harley d'Entremont, PhD
Provost and Vice-President, Academic and Research
Chair, Planning and Priorities Committee

Motion 1: That the Report of the Planning and Priorities Committee dated January 23, 2015, be received.

Motion 2: That Senate grant approval of a Final Assessment Report of the Native Studies IQAP Review, as outlined in the attached document.

Motion 3: That Senate grant approval of a Stage II proposal for a Major Modification, MSc Mathematics Thesis Option, as outlined in the attached document.

PPC – Final Assessment Report to Senate
Native Studies

A. BASIC INFORMATION

- i. The Self Study was presented to the PPC on December 13, 2013.
- ii. The Review Committee consisted of two external reviewers: Dr. Robert Robson, Lakehead University and Prof. David Newhouse, Trent University and two internal reviewers, Dr. Larry Patriquin and Dr. Gerald Laronde.
- iii. The site visit occurred on February 13 and 14, 2014.
- iv. The Reviewers' Report was received on June 9, 2014.
- v. The Unit's response was provided on October 20, 2014.
- vi. The Faculty Dean's response was received on July 2, 2014.

The academic programs which were examined as part of the review included:

- BA Major
- BA Minor

This review was conducted under the terms and conditions of the IQAP approved by Senate.

B. SUMMARY OF PPC CONCLUSIONS

PPC considers that the continued development of the Major in Native Studies is important for Nipissing University, given the stated strategic objectives of the University. While the External Review Team members were generally positive in relation to the program, they noted the lack of adequate resources. This had also been a concern at the previous review. PPC therefore recommends that the program be provided with additional resources, either full-time faculty or cross-appointments. Moreover, additional courses should be cross-listed.

C. PPC COMMENTS BY KEY REVIEW CRITERIA

Objectives

The External Review Team concluded that:

“The program's goals and objectives are consistent with the university's mission and academic plans as well as the fall 2013 Strategic Mandate Agreement. The university indicates that one of its objectives is to develop programs and objectives that support First Nations. The program vision for Native Studies is well articulated and coherent and supported by the Aboriginal Council. The Dean of Arts and Science has created a Working Group on Native Studies whose mandate is to further develop the Native Studies program area.” The University has since adopted a more streamlined strategic plan, which maintains the emphasis of providing programs relating to First Nations.

PPC agrees with this analysis and therefore considers that the enhancement of this program is an important element in Nipissing University's development.

Admission Requirements

The External Review Team noted the following:

“The program does not have any special or unique admission requirements for students. All students must meet the university entrance requirements for admission and for progression. Aboriginal students may be admitted under the Aboriginal Advantage program and are eligible for additional academic and social support through the office of Aboriginal Initiatives. The admission requirements do not appear to pose a challenge for program or course enrolment.”

As a result, PPC is not recommending any changes to admission requirement.

Curriculum

The External Review Team made a number of observations concerning the curriculum, as follows:

- (1) “The Native Studies core curriculum has been developed using the Anishinaabe Medicine Wheel. It presents Aboriginal issues in a culturally relevant framework, appropriate to the First Nations communities in the area and consistent with emerging Indigenous Studies paradigms and practices. Faculty from at least three other departments are involved in teaching courses related to Native Studies. These collaborative efforts provide a solid basis for building the program.”
- (2) “The presentation of the Native Studies core curriculum is limited by its heavy reliance upon one faculty member... The committee agrees with the self-study assessment that ‘Native Studies courses, whether at the first, second or third year level all have to be taught largely as introductory courses.’ We also agree that having a *one* person program creates *problems* for students in meeting their course requirements as a result of scheduling as well as limited their academic exposure to only one perspective and one style of teaching. With such limited resources, it is impossible for the curriculum to add courses that are reflective of the development of the discipline over the last two decades or to reflect local issues and needs...”
- (3) “Nonetheless, the program has developed creative curricular responses over the years. The creativity of the program is demonstrated best by its ethnobotany service learning initiative which provided assistance to the Dokis First Nation on local plant use through student research projects. This project brought together Indigenous and Western knowledge as well as created a working mutually beneficial relationship between the university and a local First Nation community. Students benefited from the practical exposure to Indigenous Knowledge and were able to develop valuable employment related skills. It is unfortunate that this initiative has been discontinued.”
- (4) “Courses that are often found in Indigenous Studies curriculum in other universities can be found in the Aboriginal Leadership Development Program, Anthropology, History, English, Gender Equality and Social Justice, Sociology, Social Welfare and Social Development and Religions and Cultures. It would be prudent to pursue more aggressive cross listing of these courses and their potential incorporation into an expanded Native Studies curriculum.”

PPC is concerned about the limited curriculum being offered as a result of the program having only one full-time faculty. As a result, and notwithstanding the fact that resource allocation issues are not normally the purview of the IQAP review, PPC considers that it is neither reasonable nor viable to continue offering Native Studies with only one full-time faculty member. As a result, PPC recommends that the University bolster course offerings in Native Studies by the addition of more full-time faculty, either an additional full-time faculty member in Native Studies or some cross-appointed faculty. In addition, both the Faculty of Arts and Science and the Faculty of Applied and Professional Studies should strive to cross-list relevant courses with Native Studies.

Teaching and Assessment

The External Review Team was satisfied with the leaning and evaluation methods utilized by the Native Studies program. They concluded that:

“The Indigenous Knowledge foundations for Native Studies require that students receive both theoretical and practical training as well as gain knowledge through disciplined study of texts, classroom discussion, written discussion and experiential exercises. A review of Native Studies core course syllabi indicate that all of these learning and evaluative methods are present and are appropriate to the course year. Students prepare papers ranging from 2000 to 4000 words, have both mid-term and final exams and engage in and are graded on experiential and reflective exercises.”

Resources

The External Review Team made a number of comments and recommendations concerning operational and resource issues. Although these may not be quality assurance issues as outline in the Quality Assurance Framework, the University takes note of these. Many of the suggestions are helpful and useful. However, PPC is mindful of the wording at section 4.3.5 of the Quality Assurance Framework regarding the scope of the review concerning Resources which states the following:

“Appropriateness and effectiveness of the academic unit’s use of *existing* human, physical and financial resources in delivering its program(s). In making this assessment, reviewers must recognize the institution’s autonomy to determine priorities for funding, space, and faculty allocation.”

Therefore, although the suggestions and recommendations are not ignored, they are outside the scope of the Quality Assurance process. Funding allocations, including space and faculty complements, are ultimately decided through the Budget Process.

Notwithstanding, and as noted above, PPC is of the opinion it is not realistic to offer a Major in Native Studies with only one full-time faculty member. The University should therefore commit additional resources to the program or discontinue the program.

Quality Indicators

The Review Team assessed the academic resources of the Native Studies program and concluded that “the qualifications of the sole full time faculty member is appropriate as is that of the part time faculty”. They also examined student course evaluations and noted that, although somewhat limited, the data showed that students “generally found the course content valuable (4.08 score on a 5 point scale) and that the course presentation score as 4.09 (across all variables).”

Given that the data regarding student course evaluations was somewhat limited, PPC recommends that the Dean provides PPC with an analysis of student course evaluations for the past years.

Additional Graduate Program Criteria (if appropriate)

n/a

Quality Enhancement

The Review Team noted that:

“The university has recognized the limitations of the program faculty and have worked to recruit faculty in cognate areas to become engaged in the program. Faculty from Biology, English, Politics and History teach courses in areas relevant to Native Studies. The Dean of Arts and Science has established a Native Studies Working group to plan and address issues related to Native Studies with a goal of improving the teaching and course resources available to the program.”

PPC welcomes these developments and recommends that the work of the Native Studies Working Group continue.

D. PPC RECOMMENDATIONS

Recommendation	Responsible	Projected Date
Ensure faculty complement for the program be increased to at least two people within a reasonable period of time.	Dean and Budget Committee	September 2016
The Working Group on Native Studies to explore opportunities for creating a robust Native Studies faculty. These involve more extensive cross-listing of courses, cross-appointment of faculty, use of adjuncts and additional sessional appointments. The Aboriginal Leadership program could also be explored as a potential offering for the Department.	Dean	Fall 2015
The Working Group on Native Studies to explore opportunities to increase enrolment in the Native Studies program through the offering of a new Native Studies teachable course within the B.Ed. program.	Dean	Fall 2015

Proposal for a Two-Year Thesis Option for the M.Sc. in Mathematics at Nipissing University

Department of Computer Science and Mathematics

April 22, 2014

Revised: June 23, 2014

Revised: November 29, 2014

This proposal provides a description of and justification for a major modification in the M.Sc. in Mathematics program at Nipissing University. Specifically, the Department proposes to introduce a thesis option, thereby offering a two-year alternative to the existing Major Research Paper (MRP) option already in place. Per the Nipissing University Institutional Quality Assurance Process (May 21, 2013), Part 3A, #9, the introduction of a thesis option is considered to be a major modification to an existing program.

A research-intensive thesis option for M.Sc. programs has a precedent at Nipissing University with the M.Sc. in Environmental Studies offered jointly through the Departments of Geography, Biology, and History. The proposal for such an option in Mathematics closely follows this precedent.

The following addresses the points delineated in the NU IQAP for Stage II Major Modification, pp. 25-26. Evaluation criteria (Appendix C and I of the NU IQAP) #12 (for graduate programs) is also provided.

1. Description of and rationale for the changes to the program

Description of Changes to the Existing Program

An M.Sc. thesis is distinguished from an MRP in the following ways:

1. A thesis requires a greater degree of originality and innovation than an MRP.
2. A thesis requires students to become more deeply proficient in an area of mathematics than is standard in an MRP. In other words, the level of mastery of a topic is higher in the former than in the latter.
3. A thesis is generally (depending on the topics) longer and more detailed than an MRP.
4. For successful completion of a thesis, the collaboration and interactions between the student and the supervisor(s) must be stronger than is usually the case with an MRP.
5. Because of its more advanced nature, a thesis requires more time to complete than an MRP.
6. The quality of the written product (thesis) is higher than that of an MRP.
7. A thesis generally (but not always) contains multi- and inter-disciplinary aspects, or, at least, will involve research into different areas of mathematics and computational science.
8. In the thesis option, more emphasis will be placed on dissemination of original results in the form of journal papers and/or conference presentations.
9. The thesis course is twelve credit hours, whereas the MRP is six credit hours.

This proposal is considered to be an addition to the existing one-year MRP option for the M.Sc. in Mathematics, which will remain in place at Nipissing University. The proposed change will only require the following modifications:

1. The addition of a twelve (12)-credit thesis course to substitute for (for students taking the thesis option) the existing MRP course. To achieve 24 hours, the thesis option requires a reduction of two (2) three-credit courses, one of which will be MATH 6101/6201 (Selected Topics in Pure Mathematics or Selected Topics in Computational Mathematics, respectively), which is currently taught as preparation for MRP work. Currently, the Department offers a six-credit MRP course (MATH 6001). The proposed change would add a 12-hour thesis course in pure and applied/computational mathematics. Thesis students would be required to take one of these two courses. Alternatively, there could be one thesis course number, the content of which would be in pure or applied/computational mathematics, depending upon the student's topic. The thesis course takes the form of directed study by a supervisor(s) within the Department. Refer to the MRP-vs.-Thesis comparison for a summary of the differences in the two options, in terms of coursework.

2. Mandatory attendance at Department seminars and colloquia.

The first year coursework requirements already in place for the MRP option would also apply to the proposed thesis option.

Rationale

Most M.Sc. programs in Ontario, Canada, and in the United States are two-year programs that are generally delivered via one of two streams: (1) a coursework option, in which students normally take two (2) or three (3) courses each semester for four semesters; (2) A thesis option, in which students generally take two or three courses each semester for two semesters, and subsequently concentrate on research work during the second year. As is the usual practice, students may also take coursework or perform research in during the spring and summer months. However, because of the more intense nature of the thesis option, students opting for work during spring and summer will generally have to complete an extra one or two semesters the following year.

A thesis-based M.Sc. degree has advantages over the MRP option. It better prepares students for doctoral work in applied mathematics, computational science, computer science, statistics, physics, econometrics, and many other fields. Many potential employers view successful completion of research work as an indicator of maturity and independent thought. Furthermore, students themselves will benefit more from undertaking a large research project. Not only will they attain a deeper mastery of mathematics than with the MRP, they will also gain the sense of accomplishment that comes from successfully completing a large-scale academic endeavor.

The faculty in the Department of Computer Science and Mathematics are active in research, with most faculty members holding some type of external funding, including NSERC grants. Many faculty members are also involved in inter- and multi-disciplinary research, with fruitful research collaborations with other departments both within Nipissing University and at other institutions, which would greatly enhance students' postgraduate educational experiences. Consequently, because of the research-intensive nature of the faculty, there is great aptitude and enthusiasm to administer a thesis program, and to make it successful.

Finally, from an administrative standpoint, a two-year thesis option is expected to attract more students to the program, including international students, who generally see two-year programs as more worthy of the effort to complete the lengthy process of obtaining credentials to study in Canada.

2. Details of the resource implications of the changes

The proposed addition of a two-year thesis option would not require additional faculty or material resources. Twenty-four (24) credits are required for both the Thesis and MRP options (see MRP-vs.-Thesis coursework comparisons). However, supervision of such work may contribute to more faculty course release requests in subsequent years, per the FASBU Collective Agreement (2012-2015), Article 29.5.

In terms of course additions, the following course would be offered, and would be approved through the normal channels. Note that this course is delivered as directed study, and therefore do not directly contribute to faculty overload for tenured and tenure-track faculty.

MATH 6100 – Thesis in Mathematics

Calendar Course Description (Proposed): In the thesis option for the M.Sc. in Mathematics, completion of a written thesis is required. The thesis must involve primary research and make a significant contribution to scholarship. The thesis must be approved by the Supervisory Committee, and defended in an oral examination. The supervision and examination of all graduate theses at Nipissing University are administered by the School of Graduate Studies. MATH 6100 is a full-year, twelve credit-hour course.

Credit Hours: 12

In terms of funding, new students accepted who have an admission average of 80% or greater usually receive a minimum of \$15,000 per year from the University. Externally, financial support is provided through a variety of mechanisms, including, but not limited to, funding through research grants from individual supervisors, NSERC fellowships, and OGS scholarships. Most Computer Science and Mathematics faculty hold NSERC grants, and many are also supported by other funding sources and interdisciplinary collaborations.

3. How the revised Program would fit with Nipissing University's vision, mission, and strategic direction

The proposed program will enhance the research profile of the University, as a more intense thesis-based M.Sc. program will result in a greater quantity of high quality research. It will also contribute to making Nipissing University a viable option for students who want to perform research in the mathematical and computational sciences. It is further expected that the proposed program would benefit Nipissing University's strategic direction by attracting a greater number of international students, who, for immigration reasons, would generally prefer a two-year M.Sc. program.

4. Evidence of Consultation with All Academic Units

The proposed major change to the M.Sc. program was voted on, and has been approved, by the Department of Computer Science and Mathematics on April 25, 2014. The Arts and Science Faculty Council approved the proposal on May 14, 2014.

5. Certification from the Dean

The Dean of the Faculty of Arts and Sciences approves of the proposed changes to the M.Sc. program. The Department of Computer Science and Mathematics houses some of the most productive researchers in the University. It has research strengths in topology, analysis, optimization, and computational sciences in general. The majority of the faculty in the Department holds NSERC grants, and all of them are active researchers. As indicated above, the thesis option will be attractive for those students who are interested in doing research in topology and related fields, and in the computational sciences. Given the research strength of the Department, the thesis-based M.Sc. program will provide students with an intense research training in Mathematics. The changes will not require allocation of new resources as described in Section 2 above. The Dean supports the proposed changes.

Appendix C #12 (For graduate programs)

A. Evidence that students' time-to-completion is both monitored and managed in relation to the program's defined length and program requirements.

Student progress in the two year M.Sc. thesis option will be monitored by the student's faculty supervisor, as well as by the Graduate Coordinator in the M.Sc. in Mathematics program.

B. Quality and availability of graduate supervision.

Five (5) tenured or tenure-track faculty in Mathematics, and three (3) in Computer Science are members of the Graduate School, and are available for graduate supervision. All faculty members are active researchers, most of whom have external funding.

C. Definition and application of indicators that provide evidence of faculty, student and program quality, for example:

1. Faculty: funding, honours and awards, and commitment to student mentoring:

Most Mathematics and Computer Science faculty members have NSERC or other external funding awards. Many faculty members have also won international awards, and are internationally recognized for their achievements in mathematics. A majority of faculty members have also supervised, and have graduated, mathematics students in the current one-year MRP program. Faculty members are enthusiastic about graduate supervision, and strongly support the two-year thesis option proposal.

2. Students: grade-level for admission, scholarly output, success rates in provincial and national scholarships, competitions, awards and commitment to professional and transferable skills:

Students are encouraged to, and in some cases have, submitted their work for publication in peer-reviewed conference proceedings and in published papers. They have an opportunity to present their results at annual conferences and workshops, organized by the Department (annual workshops on Topology and related areas, annual workshops on Algorithmic graph theory, Ontario Combinatorics Workshop, Summer Topology Conference, etc.)

Because of the interdisciplinary nature of the Department and its faculty, students are exposed to a wide range of mathematical disciplines, both theoretical and applied, and to other departments, providing them with transferable skills. The students are also required to participate and give talks in ongoing research seminars in the Department. The active seminar program and annual workshops facilitate interaction between students and visiting internationally recognized research mathematicians.

3. Program: evidence of a program structure and faculty research that will ensure the intellectual quality of the student experience:

Faculty members specialize in topology, algebra, graph theory, and applied/computational mathematics, and are considered to be experts in these fields, as evidenced by external funding and scholarly publications. Not counting NSERC grants, the members of the unit received many research grants, awards (in particular, Chancellor's Award for Excellence in Research, Research Achievement Award, and the International Mary Ellen Rudin Award), and conference funding (e.g. Fields Institute Workshop on Topological Methods in Algebra, Analysis and Dynamical Systems or Workshops on Algorithmic Graph Theory). The total of all grants, awards, and conference funding is over \$ 300,000 in the past five years. The total number of publications in respected refereed journals by the six members of the unit in the past five years exceeds 80. On average, this is close to 3 papers per year per person. Many of the leading Canadian and US Mathematics departments from the "top 100" expect only 1-2 publications per year from their tenured faculty.

The faculty collaborate with other researchers in Canada and abroad: in particular, University of Saskatchewan, York University, University of Ottawa, University of Tennessee in Knoxville, University of Alabama in Birmingham, University of Sofia, Lviv National University, Linköping University, Moscow State University, Université de Moncton, Technical University of Ostrava, and the University of Louisville. Each year, members of the unit attend several international conferences and present talks, often invited. In 2014, the total number of talks given by the members of the unit in international conferences is greater than 10. Each year, faculty organize at least one international conference or workshop; e.g. annual workshops in topology and related areas, 2013 Summer Topology conference, Ontario Combinatorics Workshop etc., all held in North Bay. The Department received external funding for conferences and workshops from the Fields Institute, Ontera, ONTC, and MITACS. There are strong research connections with researchers in Bulgaria, Canada, Germany, Japan, Mexico, Netherlands, Sweden, Poland, Russia, Turkey, Ukraine, the Czech Republic, and the United States. Many of these researchers visit the Department regularly for periods ranging from one week to two years. Thus, the students in the Department have an opportunity to meet prominent mathematicians from all around the world, discuss their work, share ideas, and establish international connections.

The faculty members are enthusiastic about teaching and graduate supervision, and will ensure that the best-practices pedagogical methods are used to train students. Students are also frequently sent to conferences and are encouraged to submit their work for external review and publication. The course structure has been designed to provide the student with both breadth and depth in mathematical disciplines.

4. Sufficient number of graduate level courses for students to meet the requirement that two-thirds of their courses are at the graduate level:

The courses that are offered are sufficient for students to complete the program. As stated earlier in this document, no additional courses need to be added for the thesis option, vis-à-vis the current MRP option. Thesis students will take a thesis course instead of an MRP course, both of which are delivered as directed study classes with the student's graduate supervisor.

Nipissing University – Master of Science in Mathematics

MRP Option Requirements

Students will complete 24 credits according to the MRP option. In this option, students will complete six (6) 3-credit courses and write an MRP (Master Research Paper) worth 6-credits, normally within one year. Students in the MRP option will complete the following:

Core courses:

MATH 5066 General Topology 3 cr.

MATH 5086 Functional Analysis 3 cr.

Plus (4) four of the following 3-credit courses: *Note that not every course will be offered each year.*

MATH 5036 Measure Theory 3 cr.
 MATH 5056 Algebra 3 cr.
 MATH 5046 Complex Analysis 3 cr.
 MATH 5067 Introduction to Algebraic Topology 3 cr.
 MATH 5236 Advanced Numerical Methods 3 cr.
 MATH 5237 Computational Topology 3 cr.
 MATH 5246 Optimization 3 cr.
 MATH 5247 Cryptography & Coding Theory 3 cr.
 MATH 5256 Graph Theory 3 cr.
 MATH 6101 Selected Topics in Pure Mathematics 3 cr.
 MATH 6201 Selected Topics in Computational Mathematics 3 cr.

In addition to the courses above, students will complete the following MRP course:

MATH 6001 Major Research Paper 6 cr.

Thesis Option Requirements

Students will complete 24 credits according to the Thesis option. In this option, students will complete four (4) 3-credit courses and write a Thesis worth 12 credits, normally within two years. Students in the Thesis option will complete the following:

Core courses:

MATH 5066 General Topology 3 cr.
 MATH 5086 Functional Analysis 3 cr.

Plus (2) two of the following 3-credit courses: *Note that not every course will be offered each year.*

MATH 5036 Measure Theory 3 cr.
 MATH 5056 Algebra 3 cr.
 MATH 5046 Complex Analysis 3 cr.
 MATH 5067 Introduction to Algebraic Topology 3 cr.
 MATH 5236 Advanced Numerical Methods 3 cr.
 MATH 5237 Computational Topology 3 cr.
 MATH 5246 Optimization 3 cr.
 MATH 5247 Cryptography & Coding Theory 3 cr.
 MATH 5256 Graph Theory 3 cr.
 MATH 6101 Selected Topics in Pure Mathematics 3 cr.
 MATH 6201 Selected Topics in Computational Mathematics 3 cr.

In addition to the courses above, students will complete the following Thesis course:

MATH 6XXXThesis 12 cr.

**Report of the
Undergraduate Studies Committee
January 20, 2015**

The meeting of the **Undergraduate Studies Committee** was held on Tuesday, January 20, 2015, at 2:30 pm in F214. The following members attended:

Rick Vanderlee (Chair)	Carole Richardson	Murat Tuncali
Jane Barker	Matti Saari	Anne Wagner
James Abbott	Jordan Andrews	

Jane Hughes, Recording Secretary

Absent with Regrets: Jamie Graham, Astrid Steele, Tara-Lynn Scheffel, Brittany Fisher, Christopher Bidal

Guest: Stephen Tedesco

Subcommittee Reports:

Undergraduate Standing and Petitions Subcommittee

The Reports of the Undergraduate Standing & Petitions Subcommittee, dated December 10, 2014 and January 9, 2015, were received.

The Undergraduate Studies Committee received and discussed proposed revisions to the Senate Exam Policy.

The outcomes of those discussions are reflected in the recommendations to Senate contained in the motions below. Supporting material is attached as indicated in the motions.

Respectfully submitted,

Original signed by:

Dr. Rick Vanderlee
Dean, Faculty of Applied and Professional Studies
Chair, Undergraduate Studies Committee

MOTION 1: That the Report of the Undergraduate Studies Committee, dated January 20, 2015, be received.

MOTION 2: That Senate approve that the Senate Exam Policy be updated and amended as attached, **and effective as of May 2, 2015.**

**Report of the
Undergraduate Standing & Petitions Subcommittee**

December 10, 2014

There was a meeting of the UNDERGRADUATE STANDING AND PETITIONS Subcommittee on Wednesday, December 10, 2014.

PRESENT: Carole Richardson, Cameron McFarlane, Kristina Karvinen, Leslie Wardley, Rick Vanderlee,
Richard Wenghofer, Jordan Andrews

ABSENT WITH REGRETS: Karey McCullough, Chris Bidal, Brittany Fisher

GUESTS: Margarida Shail, Crystal Pigeau, Ken McLellan, Heather Brown

1. Petitions Heard: 21

	APPROVED	DENIED
Admission/Readmission	0	0
Late Registration	2	0
Late Withdrawal	8	2
Degree Requirements Waived/Altered	2	2
Course Overload	0	1

Deferred: 4

Respectfully Submitted,

Original signed by:

Dr. Carole Richardson
Dean, Faculty of Education (Interim)
Vice-Chair, Undergraduate Standing and Petitions Subcommittee

MOTION 1: That the Report of the Undergraduate Standing and Petitions Subcommittee dated December 10, 2014, be received.

**Report of the
Undergraduate Standing & Petitions Subcommittee**

January 9, 2015

There was a meeting of the UNDERGRADUATE STANDING AND PETITIONS Subcommittee on Friday, January 9, 2015.

PRESENT: Cameron McFarlane, Leslie Wardley, Richard Wenghofer, Kristina Karvinen, Karey McCullough,
Jordan Andrews, Barb Olmstead

ABSENT WITH REGRETS: Jamie Graham, Carole Richardson, Chris Bidal, Brittany Fisher

GUESTS: Margarida Shail, Crystal Pigeau, Ken McLellan, Heather Brown, Todd Horton

2. Petitions Heard: 13

	APPROVED	DENIED
Admission/Readmission	1	0
Late Registration	1	0
Late Withdrawal	2	0
Degree Requirements Waived/Altered	5	2

Deferred: 2

Respectfully Submitted,

Original signed by:

Dr. Cameron McFarlane
Associate Dean, Faculty of Arts and Science (Interim)
Vice-Chair, Undergraduate Standing and Petitions Subcommittee

MOTION 1: That the Report of the Undergraduate Standing and Petitions Subcommittee dated January 9, 2015, be received.

Senate Exam Policy**Overview**

The Senate Policy on Exams has remained principally unchanged since its passing in March 2008. Based on feedback gathered over the last four years we have attempted to write a policy that is clear and considerate of each stakeholder involved in the examination process.

Major Changes:

- Considerate of students writing exams at a distance
- Clarification of the Deferred Exam process

Exam Policy and Procedures (current)

This document would apply to Non Distance Delivery Courses. Distance Delivery requires unique policy and procedures.

General Rules for Proctoring and Conduct of Final Examinations**Student Policies Governing Final Exams**

1. A student shall not be permitted to enter a room in which University examinations are being written if the student arrives more than one hour after the commencement of writing.
2. There shall be no extension of time for candidates who are allowed to sit the examination after arriving late.
3. At 15 minutes before the conclusion of the examination period, the proctor shall announce the time remaining.
4. No student shall be allowed in the examination room during the course of examination except the candidates concerned.
5. Students must place their student ID cards, or another piece of photo identification, on the desk, or be able to establish their identities in a manner satisfactory to the proctor and sign the attendance sheet when presented to them.
6. Each student must submit all required exam materials before leaving the exam room. Candidates must leave the room immediately after handing in their examination materials. Any materials removed from the room will not be accepted for submission.
7. Students shall not be permitted to submit their exam and leave the exam room within the first hours of the scheduled exam.
8. If a student becomes ill or receives word of a domestic emergency during an examination, the student must hand in all exam materials at once to a proctor and request the exam paper be cancelled. In the case of illness, the students must arrange immediately for a medical examination so that a medical certificate is available to support any request for a deferred examination. The candidate may then apply for a special examination in accordance with the published special final examinations procedures.
9. If a student fails to appear for a scheduled examination, the candidate may apply for a special examination in accordance with the special final examinations procedures.
10. All inquiries and requests must be addressed to proctors only and candidates must not leave their seats except when granted permission by the proctor.
11. Candidates must not:
 - a. impersonate another student;
 - b. speak to other candidates or communicate with them under any circumstances whatsoever;
 - c. leave answer papers exposed to viewThe published policy for "Academic Dishonesty" will apply to anyone found cheating
12. No materials or electronic devices shall be brought to the desk or used at an examination except those authorized by the proctor. Unauthorized materials include, but are not limited to: books, class notes, or aid sheets. Unauthorized electronic devices include, but are not limited to: cellular telephones, laptop computers, programmable calculators, palm pilots or pagers. All electronic devices must be turned off and kept out of view.
13. Students may not bring food or drink into the exam room. Those who must do so for medical reasons must identify himself/herself to the Exam Invigilator.
14. In consideration of those who have allergies, students and proctors shall refrain from wearing fragrances.
15. There are no personal belongings allowed on the desks except those directly required for the exam.
16. Students are discouraged from bringing personal belongings into the exam room. Small belongings may be placed under the seats, but exam supervisors may request that all personal belongings be left along the edges of the room. In either case, the University will assume no responsibility for lost articles.
17. Any student leaving the examination shall do so with the least distraction to the students still working. Students shall not congregate outside the examination room.
18. Instructors shall proctor their own final examinations. If this is not possible, the Instructor shall arrange for an alternate who is familiar with the subject of the examination. Students should not be used as alternates.
19. The Instructor or alternate shall be the proctor for that course and is responsible for the conduct of the examinations and the enforcement of the examination regulations.
20. When multiple exams are held in one room, the Assistant Registrar shall appoint a Chief Supervisor. The Chief Supervisor is responsible for the conduct of examinations and the enforcement of examination regulations.
21. When examinations are scheduled in the gym, the Registrar's office staff will bring the exams to that location. When examinations are not scheduled in the gym, it is the responsibility of the Proctor to ensure that exams and any booklets may be picked up from the Registrar's office the day of the exam.

22. The Registrar's office will be responsible for hiring additional Exam Proctors so that large exams may have more than one proctor and so that supervisors of smaller exams may be relieved for short periods of time.

Emergency Procedures

1. Examination Cancellation Contingency Plan:
 - a. The Assistant Registrar, or designate, will decide in consultation with the Deans, or designate, whether to proceed with or to postpone examinations in the event of extreme weather conditions or any other general emergency which occurs when final examinations are in session. Notification of the postponement of an exam(s) will be posted on the Nipissing University Portal as early as possible and the local media will be contacted.
 - b. If students have seen the examination, the examination should be cancelled and rescheduled. However, any examinations already submitted will normally be graded.
 - c. If the examination has not been started but the delay lasts longer than one hour, it is recommended that the examination be cancelled.
 - d. In anticipation of the need of such action, each examination schedule will be re-staged, if at all possible, prior to the end of the current examination period; in particular, the most likely time is the next Sunday at 1:00 pm. Students will be notified of the exact date and location through their Nipissing Student email account.
 - e. Faculty will enter their final grades into the Student Information System within seven days of the date of the final exam or, if there is no final exam, within seven days of the end of the term.
2. If a Fire Alarm Sounds and the building must be evacuated:
 1. If the alarm is intermittent, then it is not necessary to leave the building and additional time will be added.
 2. If the alarm is continuous, then Proctors will announce that "Students must turn over their papers and leave all exam materials on their desk. They are to take any personal belongings at their desk but are not to attempt to get personal belongings from the front of the room and to exit the building immediately. If re-entry to the building is permitted within 30 minutes, then each exam supervisor will decide on a course-by-course basis whether or not to continue their exam. After 30 minutes, students may leave and should check the Nipissing University portal for announcements regarding their exam(s)".
 3. Proctors will ensure that everyone exits the building.
 - i. Proctors and students will wait at the entrances for instructions.
 - ii. The Assistant Registrar, or designate, will go to the location of the fire alarm annunciator panel to wait for confirmation from the Police and/or Fire Department that the alarm was false and the building may be re-entered or that the alarm is genuine.
 - iii. If the alarm was false and re-entry is permitted within 30 minutes, the proctors will tell students to either, a) enter the building and exam room(s) to continue the exam or b) the proctors will collect the examinations and students will then be permitted into the exam rooms to collect personal belongings.
 - iv. Those proctoring the exams will inform the Assistant Registrar, or designate, whether the exam is to be re-scheduled or, if 50% or more of the exam time has elapsed, they may elect to prorate the exam rather than schedule a new exam.
3. Power Outage:
 - . Students must turn over their exam papers and remain in their seats.
 - a. Students will be asked to remain silent.
 - b. The Assistant Registrar, or designate, will contact Security to find out an estimated time for the duration of the blackout. At that time, it will be determined whether or not the exam will continue. If 50% or more of the exam time has elapsed, they may elect to prorate the exam rather than re-schedule a new exam

Scheduling and Administration

1. Except where otherwise approved by Senate, final examinations are mandatory in 1000 and 2000 level courses. Final examinations are not mandatory in creative writing, studio art courses, or other courses so designated by Senate.

2. Faculty will provide the FASS office (or equivalent in Bracebridge and Brantford) with a copy of their final exam at least five working days in advance of the exam date. FASS will provide the Registrar's Office with sufficient copies for each exam in advance of the exam day. The cover booklet design is included at the end of the document and different colours will be used on the cover to reduce the chance of students bringing exam booklets with them to the examination.
3. Faculty will enter their final grades into the Student Information System within five days of the date of the final exam or, if there is no final exam, within five days of the end of the term.
4. Final exams are scheduled by the Registrar's Office and must take place within the dates published for final exams.
5. Instructors of 3000, 4000 and 5000 level courses may assign final examinations as part of their course assessment strategies.
6. Spring/Summer courses will normally have an extra day scheduled and the final exam will be on the last scheduled day of classes beginning at the same time as the class schedule.
7. In courses with final examinations, the exam must constitute a minimum of 30% and a maximum of 70% of the final grade.
8. Punctual and regular attendance is essential for the successful completion of a course. When absenteeism exceeds 20%, the student may be excluded from writing the final examination. If an instructor would like to exclude a student from writing a final examination, the Dean and the student must be notified in writing at least two weeks prior to the exam. Students who wish to appeal this decision may appeal to the Dean.
9. Final examinations for all courses of three credits or above will be three hours in length. The length of final examinations for courses that are less than three credits will be determined by the instructor.
10. No student will be required to write more than one Nipissing University exam during the same exam time period, or more than three Nipissing University final examinations in any 48-hour period.
11. Students are responsible to be at the designated place and time for their exam(s). Misreading the exam schedule will not be accepted as the basis for a special examination.
12. Each term, soon after classes begin, the Faculty offices will provide the Registrar's office with a summary of which courses require a final examination.
13. Final examinations normally run from Monday to Saturday. Exams may be scheduled day or evening regardless of when the class was scheduled. Make-up exams may be scheduled on Sunday afternoon.

Proposed Examination Policy

This Policy deals with the scheduling, invigilation responsibilities, student behaviour, and other aspects of the examination process for all Nipissing University final examinations. For purposes of this policy, “final examination” is defined as a comprehensive form of testing for the purpose of assessing a student’s level of proficiency in some combination of the following domains: knowledge, comprehension, application, analysis, synthesis, and evaluation.

This policy rests to a considerable extent on three principles.

1. The exam process is inherently stressful for students. The process should be managed in such a way as to maximize a student’s ability to focus on preparing for and writing their final exam(s) and to minimize extraneous sources of confusion and uncertainty.
2. The environment in which examinations are conducted should be one in which students are able to concentrate, reflect, and generally demonstrate what they have learned, with a minimum of disruption and distraction.
3. The integrity of the examination process (and that which flows from it) depends upon the willingness of everyone involved to respect some basic rules of conduct and to accept certain responsibilities, and to do so in a consistent manner.

I. General Principles

- a) Course instructors will decide whether or not there will be a final examination for their course.
- b) Except in the case of deferred examinations, no final examination of any kind may be given outside of the official examination period.
- c) No test with a value exceeding 10% of the final grade may be given during the last week of classes in a session. Note: This regulation does not apply to Graduate courses, or to courses offered in condensed formats.
- d) When absenteeism exceeds 20%, the student may be excluded from writing the final examination.

II. Scheduling of Final Examinations

- a) The Office of the Registrar schedules all final examinations.
- b) Final examinations are normally scheduled from Monday through Saturday between 9:00 a.m. and 9:00 p.m. In the case of Spring/Summer courses or courses offered in other compressed scheduling formats where scheduling a formal examination period may not be possible or necessary, an extra meeting for the class may be scheduled and the exam will take place at that time.
- c) All final examinations will be three hours in length.
- d) No student shall be required to write two (2) or more Nipissing University final exams at the same time or more than three (3) Nipissing University final exams within any two consecutive days.
- e) No student shall be required to write a final exam in the last period of one day and in the first period of the next day.
- f) In the event that the University is closed during examinations, the examinations will be scheduled on the next available day, including Sunday, on which examinations have not been scheduled.
- g) Students with conflicts arising from religious observances that coincide with the scheduling of final exams are to follow the procedure outlined in the *Senate Policy on Religious Accommodation for Students*.

III. Deferred Examinations

Students who are unable to write final examinations because of illness or other circumstances beyond their control, or whose performance on the examination has been impaired by such circumstances, may, on application, be granted permission to write a deferred final examination. Such application must:

1. be made in writing to the Office of the Registrar through WebAdvisor; and
2. be submitted after the commencement, and within one week, of the scheduled examination date; and

3. be supported, in the case of illness, by a medical certificate† or by appropriate supporting documentation‡ in other cases.

There is a fee for a deferred examination. The deferred examination fee is published in the Charges and Fees section of the Academic Calendar. The deferred exam fee will be assessed upon approval of the deferred examination and is due no later than five (5) days prior to the deferred examination date. Failure to pay this fee may result in cancellation of the deferred examination.

The decision on deferred examinations is final and may not be appealed to the Student Appeals Committee.

Please be advised that travel arrangements or misreading the examination schedule are not valid reasons for requesting a deferred examination.

† Medical certificates must be signed and dated by a health practitioner on the day of the final examination except in cases of serious illness (e.g., mononucleosis or pneumonia) or surgery where the recovery time extends beyond the date of the examination. Students can have their health practitioner complete the Nipissing University Student Health Certificate or provide an alternative medical certificate so long as the following information is provided: patient name, the date(s) and time(s) of an examination, the date(s) of illness, the expected time of convalescence, health practitioner signature and business stamp, and a statement that clearly states an inability to write an exam on the specified examination date.

‡ Supporting documentation consists of official documents or letters that support the explanation for your request. Failure to provide suitable documentation will result in the request being delayed or denied.

For further information regarding the Deferred Final Examination process, please review the *Deferred Final Examination Frequently Asked Questions*.

IV. Examination Supervision

- a) Course instructors are expected to supervise their own exams. Part-time instructors who are not available at the scheduled time may request, through the Office of the Registrar, that an exam invigilator be assigned to supervise their exam.
- b) Instructors of classes with enrollment in excess of fifty (50) students and whose exams have been scheduled in a classroom may request invigilation assistance through the Office of the Registrar.
- c) The Office of the Registrar shall designate a 'Chief Exam Proctor' for all exams scheduled in the designated examination room. The Chief Exam Proctor shall:
 - make all routine announcements to students
 - keep the official time
 - enforce this policy
- d) The Office of the Registrar shall hire additional proctors to assist with supervision of exams in the designated examination room.
- e) Students will not be permitted to enter the exam room thirty (30) minutes after the commencement of the exam.
- f) No exams may be submitted within the first hour. All students must remain in the exam room for a minimum of one hour. No students may leave within the final fifteen (15) minutes.
- g) Students must present a student ID card or other government-issued photo ID in order to write a final exam.
- h) Students are prohibited from using electronic devices or any communication tool that has not been approved beforehand. Any such device or tool must be shut off, stored and out of reach.
- i) Food is not permitted in the examination room (except for medical reasons). Water is the only beverage permitted, but only in sealable, transparent containers without labels.

V. Final Grades

- a) Final grades must be submitted into the student information system within seven (7) days of the date a final exam was written for on campus courses, and within fourteen (14) days of the date a final exam was written for alternative delivery courses. For courses where no final exam was scheduled, final grades must be submitted within seven (7) days of the last day of classes in the term.

- b) The Dean of each faculty will review all of the grades submitted for courses in their faculty before grades are published.

VI. Marked Examination Papers

- a) All Marked Final exam papers must be submitted to the Office of the Registrar within two (2) business days of the submission of final grades.
- b) Final exam papers will be stored by the Office of the Registrar for a minimum of two (2) months and then shredded.
- c) Students may request to review their marked exam papers once their final grade has been posted. Per the Policy on Appeals Procedures for Matters other than Academic Dishonesty, students have thirty (30) days to appeal a final grade.

VII. Review of Examination Papers

- a) Students who would like to review their final examination paper(s) must do so by request to the Office of the Registrar.
- b) The deadline to request a review of examination papers is as follows:

Exam Session	Deadline to Request Exam
FA courses	February 15 th
WI and FW courses	June 1 st
SP, SU and SS courses	September 15 th

- c) For courses offered at the main campus, students will review their exams in the Office of the Registrar. Examinations for alternative delivery courses and courses offered at a satellite campus can be reviewed online or in the Office of the Registrar.
- d) Students who would like to review their exam paper in the presence of the instructor may request to do so by making a formal request through the Dean's office. The instructor shall review the examination paper in the presence of the student. Such reviews normally require one (1) week advance notification. In the event that the professor is not available, the Dean will make alternative arrangements.

VIII. Final Examination Responsibilities

The Office of the Registrar will

- a) publish final examination details in a timely fashion and manner in which all stakeholders can access details about locations, dates, and times.
- b) create as balanced a schedule as possible, one in which exams are scheduled as fairly as possible for each student across the available time frame.
- c) ensure that students are not scheduled in conflict as outlined in II. d) and II. e) above.
- d) allow for feedback from faculty before finalizing the exam schedule.
- e) as much as possible, provide space that ensures respect for the academic integrity of the exam by avoiding overcrowding and that no construction or disruptive routine maintenance takes place in the vicinity of examination rooms during the examination period.
- f) coordinate and manage the overall exam process, including:
- taking all practical measures to prevent the disruption of examinations.
 - ensuring that a staff member is available to respond to emergencies at all times during which exams are being held.
 - hiring and training exam invigilators to help with exam supervision and enforcement of policies and procedures.
- g) when examinations are scheduled in the designated examination room, the Office of the Registrar staff will bring the exams to that location.

Course Instructors will

- a) notify the Office of the Registrar of their intent to hold a final exam in their class(es) no later than the last day to register for classes in a given session.
- b) submit two (2) versions of their final exam – one for use as part of the regular exam process and one for use during exams that have been deferred as part of approved Deferred Exams or Student Accessibility Services accommodations. In cases where a second exam has not been submitted, the same exam will be used for all deferred exams.
- c) submit exam information to FASS within the deadlines specified.
- d) supervise their exams in accordance with Section IV. Where it is not possible for an instructor to attend a final exam, they are responsible for designating a replacement satisfactory to their Chair/Director/Dean.
- e) when examinations are not scheduled in the designated examination room, ensure that exams and any booklets be picked up from the Office of the Registrar on the day of the exam.
- f) submit final grades on time in accordance with Section V.
- g) return marked exam papers in accordance with Section VI.

Students will

- a) note the dates published each spring for the formal exam periods of the following year and make every effort to be available during that time frame.
- b) be familiar with policies pertaining to, and apply for, accommodations with Student Accessibility Services, and/or Religious Observances as necessary.
- c) arrive at the correct times and locations for all scheduled exams. It is to be understood that misreading the exam schedule will not be accepted as a reason for a deferred exam.
- d) verify what materials (e.g. calculators, textbooks, etc.) are permissible for their exams and bring into the examination location only those aids/resources that have been specified by the course instructor.
- e) refrain from any form of communication with other students upon commencement of the examination (unless communication skills are being evaluated).
- f) refrain from bringing cellular phones, personal audio equipment, and other electronic devices into the exam room unless specifically permitted by the course instructor
- g) refrain from bringing food into the exam room, unless it is medically necessary, in which case, consumption must be done in a non-disruptive manner.
- h) abide by the *Student Policies Governing Exams* and not cheat.

IX. Emergency Procedures***Examination Cancellation Contingency Plan:***

- a) The Registrar, or designate, will decide in consultation with the Deans, or designate, whether to proceed with or to postpone examinations in the event of extreme weather conditions or any other general emergency (e.g., Lockdown) which occur when final examinations are in session. Notification of the postponement of an exam(s) will be posted on the Nipissing University Portal as early as possible and the local media will be contacted.
- b) If students have seen the examination, the examination should be cancelled and rescheduled. However, any examinations submitted prior to the cancellation will normally be graded.
- c) If the examination has not been started but the delay lasts longer than one (1) hour, it is recommended that the examination be cancelled.
- d) In anticipation of the need for such action, each examination schedule will be re-staged, if at all possible, prior to the end of the current examination period; in particular, the most likely time is the next Sunday at 1:00 p.m. Students will be notified of the exact date and location through their Nipissing student email account.

In the case that the Fire Alarm Sounds:

- a) If the alarm is intermittent, then it is not necessary to leave the building and additional time will be added to account for the disruption.
- b) If the alarm is continuous, then Proctors will announce that: “Students must turn over their papers and leave all exam materials on their desk. They are to take any personal belongings from their desk but are not to attempt to get personal belongings from the front of the room and to exit the building immediately. If re-entry to the building is permitted within thirty (30) minutes, then each exam supervisor will decide, on a course-by-course basis, whether or not to continue their exam. After thirty (30) minutes, students may leave and should check the Nipissing University portal for announcements regarding their exam(s)”.
- c) Proctors will ensure that everyone exits the building.
 - i. Proctors and students will wait at the entrances for instructions.
 - ii. The Registrar, or designate, will go to the location of the fire alarm annunciator panel to wait for confirmation from the Police and/or Fire Department that the alarm was false and the building may be re-entered or that the alarm is genuine.
 - iii. If the alarm was false and re-entry is permitted within thirty (30) minutes, the proctors will either:
 - a) tell students to enter the building and exam room(s) to continue the exam; or
 - b) collect the examinations and then permit students into the exam rooms to collect their belongings.
 - iv. Those proctoring the exams will inform the Registrar, or designate, whether the exam is to be re-scheduled or, if 50% or more of the exam time has elapsed, they may elect to prorate the exam rather than schedule a new exam time.

In the case of a Power Outage:

- a) Students must turn over their exam papers and remain in their seats.
- b) Students will be asked to remain silent.
- c) The Registrar, or designate, will contact Security to find out an estimated time for the duration of the power outage. At that time, it will be determined whether or not the exam will continue. If 50% or more of the exam time has elapsed, they may elect to prorate the exam rather than schedule a new exam time.

X. Student Policies Governing Final Exams

- a) No student shall be allowed in the examination room during the course of examination except the candidates concerned.
- b) Students must place their student ID cards, or another piece of government-issued photo identification, on the desk, or be able to establish their identities in a manner satisfactory to the proctor and sign the attendance sheet when presented to them.
- c) Students will not be permitted to enter the exam room thirty (30) minutes after the commencement of the exam.
- d) There shall be no extension of time for candidates who are allowed to sit the examination after arriving late.
- e) No exams may be submitted within the first hour. All students must remain in the exam room for a minimum of one hour. No students may leave within the final fifteen (15) minutes.
- f) Each student must submit all required exam materials before leaving the exam room.
- g) If a student becomes ill or receives word of a domestic emergency during an examination, the student must hand in all exam materials at once to a proctor and request the exam paper be cancelled. In the case of illness, the students must arrange immediately for a medical examination so that a medical certificate is available to support any request for a deferred examination. The candidate may then apply for a deferred examination in accordance with the published deferred final examination policy.
- h) If a student fails to appear for a scheduled examination, the candidate may apply for a deferred examination in accordance with the deferred final examination procedures.

- i) All inquiries and requests must be addressed to proctors only and candidates must not leave their seats except when granted permission by the proctor.
- j) Candidates must not:
 - i. impersonate another student;
 - ii. speak to other candidates or communicate with them under any circumstances whatsoever;
 - iii. leave answer papers exposed to view.
- k) The published policy for *Academic Dishonesty* will apply to anyone found cheating.
- l) No materials or electronic devices shall be brought to the desk or used at an examination except those authorized by the proctor. Unauthorized materials include, but are not limited to: books, class notes, or aid sheets. Unauthorized electronic devices include, but are not limited to: cellular telephones, laptop computers, programmable calculators, palm pilots or pagers. All electronic devices must be turned off and kept out of view.
- m) Students shall remove headwear while writing the exam unless required by religious observance.
- n) Students shall refrain from bringing food into the exam room, unless it is medically necessary, in which case, consumption must be done in a non-disruptive manner. Water is the only beverage permitted, but only in sealable, transparent containers without labels.
- o) Students may take a water or washroom break during the exam however no additional time will be provided. Only one person may leave the examination room at a time and must be escorted by a proctor.
- p) In consideration of those who have allergies, students and proctors shall refrain from wearing fragrances.
- q) There are no personal belongings allowed on the desks except those directly required for the exam.
- r) Students are discouraged from bringing personal belongings into the exam room. Small belongings may be placed under the seats, but exam supervisors may request that all personal belongings be left along the edges of the room. In either case, the University will assume no responsibility for lost articles.
- s) Any student leaving the examination shall do so with the least distraction to the students still working. Students shall not congregate outside the examination room.

**Nipissing University
Senate Report
Research Council**

The 2nd meeting of the **Research Council** for the 2014-15 academic year was held on **Friday, January 23rd, 2015 at 11:00 a.m.** in **F303**. The following members attended:

Members:

Harley d'Entremont, Chair
Anahit Armenakyan
Brenda Bruner

Robin Gendron
Logan Hoehn
Larry Patriquin

Murat Tuncali
Rick Vanderlee

Graduate Student Representative –Vacant

Regrets:

Nancy Black and Carole Richardson

The Research Achievement Award selection committee received and reviewed three (3) nominations. The selection committee met on December 8th, 2014 and agreed that Drs. Lanyan Chen, Pavlina Radia and Dan Walters would be the award recipients for 2015-16.

Respectfully submitted,

Original signed by:

Harley d'Entremont, Ph.D., Chair
Research Council

Motion 1: That the report of the Research Council dated January 28, 2015 be received.

NIPISSING UNIVERSITY
SENATE EXECUTIVE COMMITTEE
(Special Meeting)

February 18, 2015

As a result of the loss of quorum at the February 13, 2015 meeting of the Academic Senate, there was a special meeting of Senate Executive immediately following.

Members in attendance were:

M. DeGagné (chair), H. d'Entremont (vice-chair), N. Colborne, I. Hall, S. Renshaw, C. Richardson, M. Tuncali

Regrets: J. Barker, M-A Parr, R. Vanderlee, T. Vassilev

The purpose was to approve the list of graduates submitted by the Registrar's Office.

The following motions were unanimously passed:

MOTION 1: Moved by I. Hall, seconded by M. Tuncali that Senate Executive, acting on behalf of Senate, receive the Report on Grad Applicants dated the 10th of February, 2015.
CARRIED

MOTION 2: Moved by I. Hall, seconded by S. Renshaw that Senate Executive, acting on behalf of Senate, approve the students listed in the Report on Grad Applicants dated the 10th of February, 2015, as all have completed the requirements for their respective degrees, diplomas and certificates.
CARRIED

Respectfully submitted,

Original signed by:

M. DeGagné
Chair
Senate Executive Committee

MOTION 1: That Senate receive the Report of the Senate Executive dated February 18, 2015.

NIPISSING UNIVERSITY
SENATE EXECUTIVE COMMITTEE

March 5, 2015

There was a meeting of the Senate Executive Committee on Thursday, March 5, 2015.

Members present: S. Rich (Vice-chair's designate), J. Barker, N. Colborne, I. Hall, S. Renshaw, C. Richardson,
M. Tuncali, T. Vassilev

Regrets: M. DeGagné (Chair), H. d'Entremont (Vice-chair), I. Hall, M-A Parr, R. Vanderlee

The Chair and Vice-Chair were unable to attend. The Associate VP Academic chaired the meeting in their absence.

The purpose of the meeting was to set the agenda for the Academic Senate meeting on Friday, March 13, 2015.

It was noted that the unfinished business from the February 2015 Senate meeting would be heard before the March agenda items.

Respectfully submitted,

Original signed by:

S. Rich
Associate VP Academic
Acting Chair
Senate Executive Committee

MOTION 1: That Senate receive the Report of the Senate Executive dated March 5, 2015.

**Report of the
PLANNING AND PRIORITIES COMMITTEE
Friday, February 20, 2015**

The fifth meeting of the **Planning and Priorities Committee** was held on **Friday, February 20, 2015**. The following members were in attendance:

Harley d'Entremont, Chair	Jamie Graham	Carole Richardson
Jordan Andrews	Uldis Kundrats	Matti Saari
Liz Ashworth	Peter Nosko	Murat Tuncali
Greg Brown	Aroha Page	Roxana Vernescu

Regrets: C. Bidal, N. Black, G. Brophay, M. Couchie, B. Fisher, G. Laronde, R. Vanderlee

Guest: S. Rich

Recording Secretary: Anne Bolger

Members discussed PPC's terms of reference vis a vis the recent non-renewal of faculty contracts.

Members approved recommending to Senate, after some revisions, a Final Assessment Report of the Mathematics/Computer Science IQAP Review, held in 2012-13.

Members reviewed and discussed the following reports received following IQAP Review of the Economics Program in November 2014: External Reviewers' report, Department's response and Dean's response. A draft Final Assessment Report will be prepared for PPC review.

Further to external review of the Stage II Proposal for the B.Ed. Adult Education, revisions will be made and the proposal brought back to PPC.

Respectfully submitted,

Original signed by:

Harley d'Entremont, PhD
Provost and Vice-President, Academic and Research
Chair, Planning and Priorities Committee

Motion 1: That the Report of the Planning and Priorities Committee dated February 20, 2015, be received.

Motion 2: That Senate grant approval of a Final Assessment Report of the Mathematics/ Computer Science IQAP Review, as outlined in the attached document.

PPC – Final Assessment Report to Senate
Mathematics and Computer Science

B. BASIC INFORMATION

- i. The Self Study was presented to the PPC on February 15, 2013.
- ii. The Review Committee consisted of two external reviewers: Dr. Walter Tholen, York University and Dr. Sheridan Houghten, Brock University and two internal reviewers, Dr. Doug Franks and Dr. Roman Brozowski.
- iii. The site visit occurred on March 21 and 22, 2013.
- iv. The Reviewers' Report was received on April 29, 2013.
- v. The Unit's response was provided on October 18, 2013.
- vi. The Faculty Dean's response was received on October 21, 2013.

The academic programs which were examined as part of the review included:

BSc Honours Specialization in Mathematics and in Computer Science
 BSc Concurrent Education with an Honours Specialization in Mathematics and in Computer Science
 BSc Specialization in Mathematics and in Computer Science
 BSc Major in Mathematics and in Computer Science
 BA Honours Specialization in Mathematics and in Computer Science
 BA Concurrent Education with an Honours Specialization in Mathematics and in Computer Science
 BA Specialization in Mathematics and in Computer Science
 BA Major in Mathematics and in Computer Science
 BA Minor in Mathematics and in Computer Science
 Certificate in Game Design and Development

This review was conducted under the terms and conditions of the IQAP approved by Senate.

B. SUMMARY OF PPC CONCLUSIONS

PPC concurs with the overall assessment of the External Review that the "Mathematics and Computer Science programs at Nipissing offer tightly organized BA and BSc degree programs of respectable Ontario standards" and that this is done by "a small group of well-prepared and qualified professors whose commitment to excellence in research and teaching is impressive". The Review Committee made a number of specific recommendations regarding curriculum/program structure to be looked at by the Department. These are considered areas to explore, not recommendations that the University needs to make these changes.

C. PPC COMMENTS BY KEY REVIEW CRITERIA

Objectives

The External Review Team noted that according to Nipissing's Mission and Vision (2010-2015 Strategic Plan), the University "defines itself as a student-centred institution with learning at the heart of all its plans and actions. It has a fundamental mission of service toward developing creative and concerned critical thinkers, who will make a difference and become leaders." The Review Team also noted that the Mathematics program "develops one's ability to reason logically and to be an effective problem-solver". The reviewers were impressed that such a small Department could achieve those goals, stating that this was a "considerable challenge".

They concluded that:

"Nevertheless, through

- a tightly organized array of course offerings (recurring annually or in alternate years),
- an expectation of each Mathematics full-time faculty member's ability and willingness to teach any of the undergraduate Mathematics courses offered,

- a well-placed integration of Computer Science requirements in the Mathematics curriculum and vice-versa, and
- an early emphasis on problem-solving skills and individual projects,

the Department seems to address this challenge efficiently and to a large extent very appropriately.”

Admission Requirements

The Review Team noted that Nipissing’s admission requirements (GPA requirement of 70%) “may be in the lower half of the Ontario university spectrum”. Although recognizing that the first-year failure rates at Nipissing are not different than the failure rate at some institutions requiring higher entrance requirements, the Review Team had some concerns with the fact that the first-year failures in Mathematics were higher than the Faculty average. However, they did not recommend any modifications to the admission requirements. Instead, the Review Team was of the opinion that this should be addressed by an intensification of academic assistance to first-year students. The Review Team stated the following:

“One may expect improvements only when requiring first year students to take appropriate bridge courses and, most of all, offering students intensive tutoring assistance right from the beginning of their first semester of university-level Mathematics. Thus the considerable existing efforts by the Department in this regard should be intensified.”

PPC concurs and recommends that the Department, along with the Dean, review the tutoring assistance provided to first-year students.

As for Computer Science, the Review Team concluded that:

“For Computer Science, the average grades, withdrawal rates and failure rates are very similar to Faculty averages, with some allowance for variation from year to year which is to be expected when there are a relatively small number of students. In fact, first-year failure and withdrawal rates in Computer Science are often a big concern at other institutions as they tend to be quite high – at Nipissing these rates are probably considerably lower than at many other institutions. The Department should be commended on this particular aspect.”

Notwithstanding that conclusion, the Review Team suggested that “the Department should explore the possibility of using a different programming language such as Python for first-year courses” in order to ease the transition to university studies as well as possibly attracting other non-Computer Science students in that first-year course.

PPC concurs with this suggestion.

Curriculum

The overall assessment of the Review Team was that the structure of the curriculum of the Mathematics program was consistent what was expected of such a program. They concluded that:

“The curricular requirements in Mathematics follow essentially the patterns at most Ontario universities, especially during Years 1 and 2 of study, with standard requirements in Calculus (4 semester courses), Linear Algebra (2 courses) and Discrete Math (2 courses). That, in addition, Introduction to Computer Science (COSC 1567) is required for all Mathematics programs is entirely reasonable, not just from the perspective of a combined Computer Science and Mathematics Department which strives to offer appropriate follow-up options of specialization in Years 3 and 4. We regard this aspect as a particular strength of the Program.”

Although the Review Team therefore did not recommend any specific changes to the curriculum of either the Mathematics or Computer Science programs, they did make a number of suggestions to be considered by the Department. They did, however, recommend that since the ACM/IEEE-CS guidelines were being revised (CS-2013), “the Department should make every effort to update the Computer Science curriculum as necessary to ensure that it reflects these newest guidelines”.

PPC concurs with these suggestions and recommendations.

Teaching and Assessment

The External Review Team had no issues concerning the teaching and assessment policies/practices of the Department. They concluded that:

“To a large extent the Program follows standard procedures for student assessment, in particular in lower-level courses. Assessment of students’ achievement in some upper-level courses relies heavily on assigned projects and student presentations. But as these projects are often related to the research interests of faculty members, and since the Department as a whole has an astonishing research standing, we see no concern with respect to the standards and methods in the project-based courses either.”

Resources

The External Review Team made a number of comments and recommendations concerning operational and resource issues. Although these may not be quality assurance issues as outlined in the Quality Assurance Framework, the University takes note of these. Many of the suggestions are helpful and useful. However, PPC is mindful of the wording at section 4.3.5 of the Quality Assurance Framework regarding the scope of the review concerning Resources which states the following:

“Appropriateness and effectiveness of the academic unit’s use of *existing* human, physical and financial resources in delivering its program(s). In making this assessment, reviewers must recognize the institution’s autonomy to determine priorities for funding, space, and faculty allocation.”

Therefore, although the suggestions and recommendations are not ignored, they are outside the scope of the Quality Assurance process. Funding allocations, including space and faculty complements, are ultimately decided through the Budget Process.

Quality Indicators

The External Review Team was generally very impressed with the quality of the program and the Department. They stated that:

“We have already commented on the generally impressive quality of the full-time faculty members, and remark that there is no inadequate reliance in the Mathematics and Computer Science programs on limited-term appointees or part-time faculty members.”

Direct conversations of the reviewers with a group of upper-level undergraduate students generally confirmed the impression that can be gained from the student-related data provided by the Department for the UPR. “Students of the Program are overwhelmingly satisfied with their learning experience and appreciate especially the individual attention and guidance by professors they receive in their small classes. There is plenty of evidence that they are well prepared for a broad span of professions.”

Additional Graduate Program Criteria (if appropriate)

n/a

Quality Enhancement

The only comment made by the External Review Team regarding “quality enhancement” was the following:

“We already commented on the positive mutual effects on the programs in both Mathematics and Computer Science arising from the Departmental symbiosis of the two disciplines at Nipissing. We emphasize again that maintaining the required computing components in the Mathematics curriculum and the mathematical requirements in the Computer Science curriculum should be considered a continuing priority for the Department.”

D. PPC RECOMMENDATIONS

Recommendation	Responsible	Projected Date
Department explore the possibility of using a different programming language such as Python for first-year courses in order to ease the transition to university studies as well as possibly attracting other non-Computer Science students in that first-year course.	Chair of Department	May 2016
Department make every effort to update the Computer Science curriculum as necessary to ensure that it reflects these newest guidelines of the ACM/IEEE-CS.	Chair of Department	May 2016
The Department should investigate the feasibility of formalizing student project and work experience by developing a co-op or internship program for Computer Science; likewise for applied areas of Mathematics, such as financial mathematics.	Chair of Department and Dean	May 2016

**Report of the
Undergraduate Studies Committee**

February 5, 2015

There was an electronic meeting of the **Undergraduate Studies Committee** held Thursday, February 5, 2015. The following members participated:

Rick Vanderlee (Chair)	Carole Richardson	Murat Tuncali
Jamie Graham	Jane Barker	Matti Saari
Tara-Lynn Scheffel	Anne Wagner	James Abbott
Jordan Andrews	Brittany Fisher	

Jane Hughes, Recording Secretary

Absent with Regrets: Astrid Steele, Christopher Bidal

Subcommittee Report:

Undergraduate Standing and Petitions Subcommittee

The Report of the Undergraduate Standing & Petitions Subcommittee, dated January 27, 2015, was received.

The Undergraduate Studies Committee received and discussed changes from the Faculty of Applied and Professional Studies, the Schulich School of Education and various policies. The outcomes of those discussions are reflected in the recommendations to Senate contained in the motions below. Supporting material is attached.

Respectfully submitted,

Original signed by:

Dr. Rick Vanderlee
Dean, Faculty of Applied and Professional Studies
Chair, Undergraduate Studies Committee

MOTION 1: That the Report of the Undergraduate Studies Committee, dated February 5, 2015, be received.

1. Faculty of Applied and Professional Studies

School of Business

MOTION 2: That Senate add the Certificate in Human Resources Management to the Academic Calendar.

2. Schulich School of Education

Aboriginal Programs

MOTION 3: That Senate approve the minor modifications to the Teacher of Anishnaabemwin as a Second Language Program (TASL) and the Aboriginal Teacher Certification Program (ATCP) as per the attached documents.

Bachelor of Physical and Health Education

MOTION 4: That Senate receive the following non-substantive course title changes as follows:

From:

PHED 3106 Community Leadership Placement II, and
PHED 4106 Community Leadership Placement III

To:

PHED 3106 Community Leadership Placement I, and
PHED 4106 Community Leadership Placement II

3. Policies

Advanced Standing Policies for Advertising and Marketing Communication Diploma Graduates

MOTION 5: That Senate approve the advanced standing policy for Advertising and Marketing Communication diploma graduates.

Advanced Standing Policies for Theatre Arts Diploma Graduates

MOTION 6: That Senate approve the advanced standing policies for Theatre Arts diploma graduates.

Admission Policy Modification:

Bachelor of Science in Nursing (BScN) – Scholar Practitioner Program (SPP)

MOTION 7: That Senate approve the BScN – SPP admission policy modification.

5. Review of Policy on Posthumous Undergraduate Degrees

The Undergraduate Studies Committee reviewed the Policy of Posthumous Undergraduate Degrees and there were no changes.

**Report of the
Undergraduate Standing & Petitions Subcommittee**

January 27, 2015

There was a meeting of the UNDERGRADUATE STANDING AND PETITIONS Subcommittee on January 27, 2015.

PRESENT: Jamie Graham, Cameron McFarlane, Carole Richardson, Leslie Wardley, Richard Wenghofer, Todd Horton,
Jordan Andrews

ABSENT WITH REGRETS: Karey McCullough, Christopher Bidal, Brittany Fisher

GUESTS: Heather Brown, Ken McLellan, Crystal Pigeau

3. Petitions Heard: 16

	APPROVED	DENIED
Admission/Readmission	1	0
Late Registration	1	1
Late Withdrawal	2	0
Degree Requirements Waived/Altered	5	3

Deferred: 3

Respectfully Submitted,

Original signed by:

Jamie Graham, Chair
Undergraduate Standing and Petitions Subcommittee

MOTION 1: That the Report of the Undergraduate Standing and Petitions Subcommittee dated January 27, 2015, be received.

SUPPORTING DOCUMENTATION

FACULTY OF APPLIED AND PROFESSIONAL STUDIES

School of Business

Proposal for Certificate in Human Resources Management

MOTION 2: That the Undergraduate Studies Committee recommend to Senate to add the following certificate to the Academic Calendar: Certificate in Human Resources Management

The Certificate in Human Resources Management will be awarded to the current Nipissing University BBA or BComm student upon application and meeting of the stated criteria.

This certificate requires the completion of 15 credits (5 half courses) from the following list of Nipissing courses:

ACCT 2147 Management Accounting and Control II
ORGS 2006 Recruitment and Selection
ORGS 2117 Industrial Relations
ORGS 3146 Compensation and Rewards
ORGS 3147 Occupational Health and Safety
ORGS 3247 Human Resources Planning
ORGS 3836 Training and Development

With a minimum average of 60% in each course is required.

The certificate would be awarded upon formal request to students in the BBA or BComm or at the time of graduation.

SCHULICH SCHOOL OF EDUCATION**Aboriginal Programs**

MOTION 3: That the Undergraduate Studies Committee recommend to Academic Senate that the minor modifications to the Teacher of Anishnaabemwin as a Second Language Program (TASL) and the Aboriginal Teacher Certification Program (ATCP) be approved as per the attached documents.

Rationale: (in addition to the attached)

In reviewing this motion prior to the PPC meeting, I noted that according to the IQAP process that USC or GSC can recommend the changes and forward them to Senate for approval (p. 26). At USC, I asked that the minor modifications be forwarded to PPC but apparently, I should have asked that they be recommended to Senate for approval. This motion corrects my oversight.

To the Undergraduate Studies Committee for conveyance to the Academic Senate

As per the following from the Nipissing University Institutional Quality Assurance Process: Policy and Procedures (IQAP):

C. Minor Modification

A minor program modification is a change of a less substantive nature, (i.e. new course proposal, changes to required courses in a degree program) USC or GSC may recommend the changes and forward them to Senate for approval.

Please consider this to be a notification of minor modifications to the

1. Teacher of Anishnaabemwin as a Second Language Program (TASL) and the
2. Aboriginal Teacher Certification Program (ATCP)

As both of these programs are accredited by the Ontario College of Teachers, it was necessary to reflect, in these programs, the recent changes made to the Bachelor of Education degree program to move it from a two-semester to a four-semester program. The changes to these programs are required to ensure continued accreditation by the Ontario College of Teachers.

The changes to the Bachelor of Education degree were considered to be a major modification, and were approved as changes to all accredited BEd degrees. All of the required courses and structural changes made to extend the programs from a two-semester to a four-semester program are now part of the ATCP and TASL programs, and additional required courses have been approved by the Schulich School of Education Academic Regulations and Curriculum Committee (ARCC), by the Undergraduate Studies Committee, and by Senate.

The additional required courses are highlighted in yellow.

Submitted by:

Carole Richardson, PhD

Dean, Schulich School of Education (Interim)

Teacher of Anishnaabemwin as a Second Language Program

Program Requirements

The program consists of two summer sessions to be held at Nipissing University in North Bay, online courses held during the fall, winter and spring sessions, and two in-school internships.

Part 1

- EDUC 1436: Anishnaabemwin Curriculum 1
- EDUC 1456: Anishnaabemwin Language 1
- EDUC 1446: Ojibwe Team Teaching 1
- EDUC 1546: Anishnaabemwin Language Methodologies 1
- EDUC 4716: Legal and Social Foundations of Education
- EDUC 4726: Diversity and Inclusion
- EDUC 4736: Introduction to Curriculum Design and Teaching
- EDUC 4776: Special Needs of Students
- EDUC 4947: Understanding Indigenous Pedagogies

At the end Part 1, successful students can apply to the Ontario College of Teachers to be eligible to receive a Transitional Certificate of Qualification and Registration that allows you to teach for up to six years. Students must complete your program within six years and must also maintain good standing with the Ontario College of Teachers during this time by paying the annual membership fee.

Internship One

Students enroll in EDUC 4714 Practicum I. Students are placed in a primary, junior, intermediate and/or senior division classroom. TASL students are required to successfully complete an internship session in all four divisions.

Part 2

- EDUC 2436: Anishnaabemwin Curriculum 2
- EDUC 2456: Anishnaabemwin Language 2
- EDUC 2446: Ojibwe Team Teaching 2
- EDUC 2546: Anishnaabemwin Methodologies 2
- EDUC 4746: Assessment, Evaluation and Communication of Student Learning
- EDYC 4756: Curriculum Design and Inquiry
- EDUC 4766: Technology Enriched Teaching and Learning
- EDUC 4946: History, Policy and Aboriginal Education

Internship Two

Students enroll in EDUC 4855 Practicum II. Students are placed in a primary, junior, intermediate and/or senior division classroom. TASL students are required to successfully complete an internship session in all four divisions.

Aboriginal Teacher Certification Program

Diploma Requirements

The program consists of two summer sessions to be held at Nipissing University in North Bay, online courses held during the fall, winter and spring sessions, and two in-school internships.

Part 1

- EDUC 4717: Languages and Literacies for the Primary and Junior Divisions
- EDUC 4716: Legal and Social Foundations of Education
- EDUC 4726: Diversity and Inclusion
- EDUC 4736: Introduction to Curriculum Design and Teaching
- EDUC 4747: Mathematics for the Primary and Junior Divisions
- EDUC 4757: Music for the Primary and Junior Divisions
- EDUC 4776: Special Needs of Students
- EDUC 4787: Visual Arts for the Primary and Junior Divisions
- EDUC 4947: Understanding Indigenous Pedagogies

At the end Part 1, successful students can apply to the Ontario College of Teachers to be eligible to receive a Transitional Certificate of Qualification and Registration that allows students to teach for up to six years. Students must complete the program within six years and must also maintain good standing with the Ontario College of Teachers during this time by paying the annual membership fee.

Internship One

Students enroll in EDUC 4714 Practicum I. Students are placed in a primary or junior division classroom. ATCP students are required to successfully complete one internship session in each of the primary and junior divisions. For example, if you intern in the junior division during the first session, then you must intern in the primary division during your second session.

Part 2

- EDUC 4746: Assessment, Evaluation and Communication of Student Learning
- EDUC 4727: Emergent and Early Literacies for the Primary and Junior Divisions
- EDUC 4737: Health and Physical Education for the Primary and Junior Divisions
- EDYC 4756: Curriculum Design and Inquiry
- EDUC 4766: Technology Enriched Teaching and Learning
- EDUC 4767: Science and Technology for the Primary and Junior Divisions
- EDUC 4777: Social Studies for the Primary and Junior Divisions
- EDUC 4946: History, Policy and Aboriginal Education

Internship Two

Students enroll in EDUC 4855 Practicum II. Students are placed in a primary or junior division classroom. ATCP students are required to successfully complete one internship session in each of the primary and junior divisions. For example, if you intern in the junior division during the first session, then you must intern in the primary division during your second session.

Bachelor of Physical and Health Education

MOTION 4: That the Undergraduate Studies Committee forward to Senate for information, the non-substantive course title changes as follows:

From:

PHED 3106 Community Leadership Placement II, and
PHED 4106 Community Leadership Placement III

To:

PHED 3106 Community Leadership Placement I, and
PHED 4106 Community Leadership Placement II

Rationale:

These courses are required for Concurrent Education with BPHE, and are listed as part of the Concurrent Education set of courses. The changes were made to the course names but were not reflected in the support material for the route name change from OTT to Concurrent Education (below).

Concurrent Education with BPHE

Students must comply with the requirements for their BPHE degree program and include the following Concurrent Education set of courses:

MATH 1070	Fundamentals of Arithmetic for Teachers, or six credits in Mathematics prerequisites, and	courses having 4U or equivalent
ACAD 1601	Academic Writing, and	
EDUC 0106	Introduction to Teaching, and	
PHED 2017	Teaching and Learning in Physical Education, and	
PHED 3106	Community Leadership Placement II, and	
PHED4106	Community Leadership Placement III with one of PHED3106 or PHED4106 successfully completed in an educational setting working with children	

POLICIES**Advanced Standing Policies for
Advertising and Marketing Communication Diploma Graduates**

MOTION 5: That the Undergraduate Studies Committee recommend to Senate to that the advanced standing policy for Advertising and Marketing Communication diploma graduates be approved.

Advanced Standing Policy for Advertising and Marketing Communication Diploma Graduates

Applicants who have successfully completed a two year Advertising and Marketing Communications program at an Ontario CAAT with a cumulative 3.2 GPA or better can be considered for admission to the Bachelor of Arts degree in English Studies with advanced standing to a maximum of 45 credits.

Rationale

The English Studies Department has a deep commitment to teaching written and oral communication skills, through critical engagement with a variety of texts, including cultural ones. Although reading and writing are foundational to all our courses, we do give special attention to the power of communication and rhetorical acts in ENGL2025, Language and Rhetoric, and ENGL3126, Writing for Mass Media: Challenging Popular Forms and ENGL3127: Writing for Digital Media: From Tweeting to Establishing a Professional Online Presence. Thus, our course offerings will clearly enhance and extend the learning process of Advertising and Marketing Communication graduates from a community college.

Submitted by: Heather Brown

Date: February 2, 2015

**Advanced Standing Policies for
Theatre Arts Diploma Graduates**

MOTION 6: That the Undergraduate Studies Committee recommend to Senate to that the advanced standing policies for Theatre Arts diploma graduates be approved.

Advanced Standing Policy for Theatre Arts Diploma Graduates

Applicants who have successfully completed a two year Theatre Arts program at an Ontario CAAT with a cumulative 3.2 GPA or better can be considered for admission to the Bachelor of Arts degree in English Studies with advanced standing to a maximum of 45 credits.

Applicants who have successfully completed a three year Theatre Arts program at an Ontario CAAT with a cumulative 3.2 GPA or better can be considered for admission to the Bachelor of Arts degree in English Studies with advanced standing to a maximum of 60 credits.

Rationale

The English Studies Department has always had a strong commitment to teaching dramatic literature as well as performance. The former we are committed to through courses such as ENGL2055, Drama: Classical to Contemporary, our historical survey, as well as new courses in North American Drama (ENGL2506) and World Drama (ENGL2507). Dramatic production and performance is taught, annually, in ENGL2015: Theatre Production: Practice and Theory. We also regularly offer an Honours Seminar, ENGL4556, Advanced Studies in Drama. Thus, our course offerings will clearly enhance and extend the learning process of Theatre Arts graduates from a community college.

Submitted by: Heather Brown

Date: February 2, 2015

Admission Policy Modification
Bachelor of Science in Nursing (BScN) – Scholar Practitioner Program (SPP)

MOTION 7: That the Undergraduate Studies Committee recommend to Senate to that the BScN – SPP admission policy modification be approved.

Current BScN – SPP Admission Policy

Admission consideration is based on the following criteria:

- A recognized undergraduate degree with a minimum overall average of 70% (calculated on the best 10 full course equivalents not including transfer courses). Applicants with final degrees containing less than 10 full course equivalents will not be considered.
- Successful completion of one (1) course in anatomy and physiology and one (1) course in general psychology at the university level from a recognized institution. Applicants who have not completed courses in these areas may still be considered for admission. Applicants admitted without the required prerequisite courses will be required to provide proof of successful completion of these courses by the end of their first year of study.
- Personal Statement
- Reference Letter
- Interview

Proposed Change to the BScN – SPP Admission Policy

Admission consideration is based on the following criteria:

- A recognized undergraduate degree with a minimum overall average of 70% (calculated on the best 10 full course equivalents not including transfer courses). Applicants with final degrees containing less than 10 full course equivalents will not be considered.
- Successful completion of one (1) course in anatomy and physiology and one (1) course in general psychology at the university level from a recognized university.
- Personal Statement
- Reference Letter
- Interview

Rationale

As an accelerated, second degree program, fundamental knowledge in the core areas of Anatomy, Physiology and Psychology at the university level provides a basis upon which to integrate these core knowledge areas into the compressed program curriculum. The pace of this program necessitates the immediate application of core knowledge areas within program curriculum and throughout the two years of study.

The course requirements, as above, were also recommended by the Canadian Association of the Schools of Nursing (CASN) with recent program accreditation review visits in response to the unique nature of program delivery and pace of study.

This change is for the Fall 2016 intake.

Submitted by: Heather Brown

Date: February 2, 2015

For Review:
Policy on Posthumous Undergraduate Degrees

1. Normally, a posthumous degree will be granted to a deceased student only under the following minimum conditions. The student must have:
 - a. Died within 12 months of the last registration;
 - b. Been in good academic standing such that eventual graduation was expected;
 - c. For undergraduates in programs requiring 120 or more credits, completed at least 90 credits;
 - d. For undergraduates in programs requiring 90 credits, completed at least 72 credits;
2. The posthumous degree must be recommended by the department and faculty council and be approved by Senate Executive.
3. Undergraduate students who were in an Honours program at the time of death but who are not eligible for a posthumous Honours degree may be recommended for the corresponding General degree, if the criteria for that degree are met.
4. Procedures:
 - a. On receiving notice of the death of a student, the Registrar determines if the student would be eligible for a posthumous degree and communicates this information to the department, the Secretary of Senate, and the President.
 - b. The President or delegate will communicate with the next of kin.
 - c. The posthumous degree will be noted as such in the Senate graduation list and the convocation program, but not on the diploma.
 - d. Where possible, the diploma will be presented to the next of kin or their delegate.

Policy on Undergraduate Certificates of Academic Achievement – *in memoriam*

1. Normally, a “Certificate of Academic Achievement – *in memoriam*” will be awarded to a deceased undergraduate student if the following minimum requirements are met. The student must have:
 - a. Died within 12 months of the last registration;
 - b. Been in good academic standing such that eventual graduation was expected;
 - c. For undergraduate students in programs requiring at least 90 credits, completed at least 30 credits at Nipissing;
 - d. For students in all other programs, completed at least 50% of their degree requirements, unless otherwise determined by their program Chair or Director.
2. The certificate must be recommended by the department and faculty council and be approved by Senate Executive.
3. Procedures:
 - a. The request to award such a certificate may emanate from others, but the next of kin should approve, where possible.
 - b. The President or delegate will communicate with the next of kin
 - c. Where possible, the certificate will be presented to the next of kin or their delegate.

- *was presented at January 6, 2009 USC and approved and February 2009 Senate meeting*