



Dear Member of Senate:

I advise you that a meeting of the Senate of Acadia University will occur at 4:00 pm on Monday, 13 February 2012 in BAC 132.

The agenda follows:

- 1) Approval of Agenda
- 2) Minutes of the Meeting of 16 January 2012
- 3) Announcements
- 4) Brought Forward from 16 January 2012
 - a) Discussion of Town Hall Data presented by Vice-President Academic
- 5) New Business
 - a) Awards Committee for Honorary Degrees and Emeriti Distinction - Honorary Degree Nominations (*information to be provided*)
 - b) Awards Committee for Honorary Degrees and Emeriti Distinction - Emeriti Nominations (*information to be provided*)
 - c) Nominating Committee Report - Nominations for Community Members on the Research Ethics Board (*verbal*)
 - d) Senate Curriculum Committee - Mid-Term Report (*attached - contains three associated motions and one recommendation*)
 - e) Committee on Graduate Studies Report to Senate on Graduate Student Supervision (*attached - contains one associated motion*)
 - f) Report from the Academic Planning and Priorities Committee (*verbal*)
 - g) Special Order 5:30pm:
Review Functioning of Tenure-Track Teaching Complement Allocation Committee (*attached - contains two associated recommendations*)
- 6) Other Business

Sincerely,

ORIGINAL SIGNED
Rosemary Jotcham
Registrar and Secretary of Senate

SENATE CURRICULUM COMMITTEE MID-TERM REPORT FEBRUARY 13, 2012

Membership

May Abou Zahra (FA, attended the first meeting); Emma Cochrane (student representative); Leo Elshof (FPS); Rosemary Jotcham (Registrar); Chris Killacky (ADC); David McMullin (FPAS); Anne Quéma (FA); Rob Raeside (FPAS); Roxanne Seaman (FPS); Ann Smith (Library); Sarah Sweet (student representative for Kyle Power).

Mandate

The SCC reviewed curriculum submissions from the Faculties of Arts, Professional Studies, and Pure and Applied Science. For the benefit of new and returning members of the Committee, the first meeting began with a review of the mandate of the Committee as stipulated by Senate's Constitution. The mandate of the Committee is to recommend curriculum proposals for approval at Senate. In preparing these recommendations, the Committee members ensure that coherence and clarity are maintained while programs and courses are modified.

Process, comments, context, and issues

Generally, the SCC consulted with several schools and departments to address minor problems such as the need to clarify the terms of curriculum proposals, or the need to meet the 60 word requirement for course descriptions. In all cases, the objectives are to ensure that students have access to clear and accurate information, and that programs maintain descriptive coherence.

Comment # 1: While it is not the Committee's mandate, let alone power, to make economic recommendations, the Committee's members wish to note that, in some cases, modifications were made to the curriculum in response to faculty reduction and / or resource reduction.

Comment # 2: With regard to interdisciplinary minors in BSc and BScH, Emma Cochrane and the Committee note that some courses in the interdisciplinary minors require extensive prerequisites. Students need to be advised on this matter.

Comment # 3: The SCC has modified language in question 18.c in curriculum forms 1 and 3 so as to replace the reference to "library staff" with "liaison librarian for the program."

A major issue concerns the decision of the Faculty of Pure and Applied Science to modify its language requirement. The proposal is to replace the required "6 h English or one language other than English" with "6h from the Faculty of Arts selected from the courses with a significant writing component as listed at www.science.acadiau.ca/sigwrtingcourseslist or 6 h of a single language other than English." The SCC invited Peter Williams, Patricia Rigg, Barry Moody, and Romira Worvill to a meeting where the proposal could be debated and clarified. To sum up, P. Williams described the consultation process in the FPAS that led to the formulation of the proposed change, and stated that the chief objectives are to ensure that Science students develop significant reading and writing skills, and that they have access to a variety of courses suiting their interests.

These include English courses, language courses, but also other Arts courses with a significant writing component. B. Moody argued that the practical rationale for making this change is to address the backlog of students who need to fulfill this requirement. P. Rigg and R. Worvill underlined the benefits that students derive from taking English and Languages courses (out of 24 students currently majoring in German, 7 are taking double majors in science). P. Rigg noted that first-year courses in English are capped for pedagogical reasons.

Recommendations

The SCC recommends approval of the following motions:

1. That the curriculum changes for the Faculty of Arts (attached) be approved.
2. That the curriculum changes for the Faculty of Professional Studies (attached) be approved.
3. That the curriculum changes for the Faculty of Pure and Applied Sciences (attached) be approved.

Furthermore, the SCC recommends that:

4. in the event of major interfaculty as well as interdisciplinary curriculum changes or innovations, a mechanism and structure be established that will ensure that proper consultation takes place among Faculties.

Rationale: While the SCC recommends the Faculty of Pure and Applied Science's curriculum change for Senate's approval, its members are concerned that incomplete communication took place between the FPAS and the FA before the change to the language requirement was submitted to the SCC. It is also the view of the members of the Committee that the SCC is not currently mandated to monitor major interfaculty curriculum changes. The problem is as follows: in the case of curriculum changes affecting two programs, the SCC routinely invite members of the schools and departments concerned to discuss the proposals. However, in the case of major changes affecting two or more faculties, the SCC is not in a position to decide who should be selected to discuss an interfaculty curriculum change.

Submission to Senate from the Curriculum Committee – January 2012

Faculty of Arts

English and Theatre

Change in calendar description:

ENGL 2383 **RESTORATION & EARLY 18C LIT**

This course will introduce students to poetry, plays and prose fiction written by both women and men between the years 1660 and 1730.

Becomes:

ENGL 2383 **RESTORATION & EARLY 18C LIT**

This course will introduce students to British literature and culture of the period 1660 to 1730.

Change in calendar description:

ENGL 2476 **VICTORIAN STUDIES**

In this course students read British fiction, poetry, and drama from 1837 - 1901 within cultural, historical, and political contexts. The aim of this course is to introduce students to the works of Tennyson, Browning, Barrett Browning, the Rossettis, Dickens, and others, as well as to convey an understanding of the nineteenth-century issues with which writers were generally preoccupied.

Becomes:

ENGL 2476 **VICTORIAN STUDIES**

In this course students read British fiction, poetry, and drama from 1837 -1901 within cultural, historical, and political contexts. The aim of this course is to introduce students to canonical and non-canonical works, as well as to convey an understanding of the nineteenth-century issues with which writers were generally preoccupied.

Change in calendar description and course title:

ENGL 2773 **EIGHTEENTH-CENTURY NOVEL**

The focus will be on the structural idiom of eighteenth-century fiction.

Becomes:

ENGL 2773 **EIGHTEENTH-CENTURY FICTION**

This course will introduce students to tales and novels written in Britain from the 1680s to the 1790s.

Change in calendar description and course title:

ENGL 2393 **18th-CENTURY LITERATURE**

This course will introduce students to an eclectic mixture of poetry, plays, and prose fiction by both women and men from 1730 to 1789.

Becomes:

ENGL 2393 **LATER EIGHTEENTH-CENTURY LITERATURE**

This course will introduce students to British literature and culture of the period 1730 to 1800.

Change in calendar description:

ENGL 3073 **THEORY**

An advanced course in influential twentieth-century theories of literature and culture. These theories will be studied and discussed with reference to the history of theoretical thought and may include formalism, dialogism, psychoanalysis, structuralism, feminism, cultural studies, new historicism, post-structuralism, gender studies, post-colonialism.

Becomes:

ENGL 3073 THEORY

An advanced course in influential twentieth-century **and contemporary** theories of literature and culture. These theories will be studied and discussed with reference to the history of theoretical thought and may include formalism, dialogism, psychoanalysis, structuralism, feminism, cultural studies, new historicism, **poststructuralism**, gender studies, **postcolonialism**, **sexuality studies**, and **queer studies**.

Change in calendar description:

ENGL 3753 STUDIES IN THE SHORT STORY

A critical study of short story composites in the twentieth century.

Becomes:

ENGL 3753 STUDIES IN THE SHORT STORY

This course will introduce students to the short story written in English.

Change in calendar description, course title, and pre requisites:

THEA 2803 ART OF THE FILM 1

An introduction to narrative film: its grammar and technique, theory, history and aesthetic development. Work is focused on the study of films that are seminal in the development of the cinema or representative of that development, as well as selected critical and theoretical writings. Prereq: second year standing

Becomes:

THEA 2803 TOPICS IN FILM

An introduction to the language and critical vocabulary of narrative and non-narrative film. Mandatory weekly screenings outside of class time. Prereq: ENGL 1406 or ENGL 1413/1423

(ENGL 1406 or 1413/1423 has been added as a prerequisite for all upper level academic Theatre courses providing students with a solid background in English to better prepare them for upper level courses)

Change in calendar description, course title and pre requisites:

THEA 2813 ART OF THE FILM 2

An introduction to narrative film: its grammar and technique, theory, history and aesthetic development. Work is focused on the study of films that are seminal in the development of the cinema or representative of that development, as well as selected critical and theoretical writings. Prereq: second year standing

Becomes:

THEA 2813 ADVANCED TOPICS IN FILM

Advanced study of the formal and stylistic systems of narrative and non-narrative film. Mandatory weekly screenings outside of class time. Prereq: THEA 2803 or permission of the instructor.

Change in calendar description:

THEA 2823 INTRO TO PRODUCTION 1

An introduction to production in the theatre. Basic production elements and procedures will be examined with emphasis on stage management, sets and properties. This course includes practical work to develop basic skills in the theatre.

Becomes:

THEA 2823 INTRO TO PRODUCTION 1

An introduction to production in the theatre. Basic production elements and procedures will be examined including theatre forms and stage management and two of the following - sets, scenic painting, properties, lighting, sound and costumes. This course includes classroom and practical, physical work in the theatre to develop basic skills. Clothing appropriate for work and safety is necessary. Open to non-majors.

Change in calendar description:

THEA 2833 INTRO TO PRODUCTION 2

An introduction to production in the theatre. Basic production elements and procedures will be examined with emphasis on costume, lights and sound. This course includes practical work to develop basic skills in the theatre. Prereq: Thea 2823

Becomes:

THEA 2833 INTRO TO PRODUCTION 2

An introduction to production in the theatre. Continuing from THEA 2823. Basic production elements and procedures will be examined from four of the following - sets, scenic painting, properties, lighting, sound and costumes. This course includes classroom and practical, physical work in the theatre to develop basic skills. Clothing appropriate for work and safety is necessary. Prereq: THEA 2823

Change in calendar description and pre requisite:

THEA 2853 THEATRE MOVEMENT 1

The first half of an introductory movement course. Much of the course work is geared to developing body awareness, alignment, strength and flexibility. Emphasis will also be placed on development of physical skills, awakening creativity and expanding range of expression. Prereq: Thea 1023 or permission of the instructor

Becomes:

THEA 2853 THEATRE MOVEMENT 1

This is an Introductory Movement course. Course work will be geared to developing body awareness, strength and flexibility, and physical skills. Emphasis will also be placed on: creativity, expanding movement range and improvisation/exploration in preparation for performance work. Prereq THEA 1483 or permission of the instructor

Change in calendar description and pre requisite:

THEA 2863 THEATRE MOVEMENT 2

The second half of an introductory movement course. Much of the course work is geared to developing body awareness, alignment, strength and flexibility. Emphasis will also be placed on development of physical skills, awakening creativity and expanding range of expression. Prereq: Thea 2853

Becomes:

THEA 2863 THEATRE MOVEMENT 2

This is the second half of an Introductory Movement course. There will be continued development of body awareness, strength and flexibility, movement vocabulary, and creative use of physicality. Selected dance styles will be introduced as required. Prereq: THEA 2853 or permission of the instructor.

Change in pre requisite:

THEA 2883 THEATRE HISTORY: ORIGINS TO SHAKESPEARE

An examination of the relationship of social environment to the theatrical practice and dramatic literature which developed in various western cultures from pre-Greek origins to the late Renaissance.

Becomes:

THEA 2883 THEATRE HISTORY: ORIGINS TO SHAKESPEARE

An examination of the relationship of social environment to the theatrical practice and dramatic literature which developed in various western cultures from pre-Greek origins to the late Renaissance. Prereq: ENGL 1406 or 1413/1423.

Change in pre requisite:

THEA 2893 THEATRE HISTORY: RESTORATION ENGLAND TO 20TH C

Continuing examination into the relationship of social environment to the theatrical practice and dramatic literature which developed in various western cultures from the late 17th century to the late 20th century.

Becomes:

THEA 2893 THEATRE HISTORY: RESTORATION ENGLAND TO 20TH C

Continuing examination into the relationship of social environment to the theatrical practice and dramatic literature which developed in various western cultures from the late 17th century to the late 20th century.

Prereq: ENGL 1406 or 1413/1423

Change in pre requisite:

THEA 3133 PLAYWRITING

The processes and functions of dramaturgy will be examined in both a practical and theoretical context. Students will learn how to apply critical discourse to text analysis, performance and theatre systems in a manner which reflects the practical needs and working etiquette of the theatre. Dramaturges will be assigned to work in the Acadia Theatre Company's productions. Prereq: Thea 1483/1493 or Thea 1013/1023; for non-majors, Engl 1406 or 1413/1423

Becomes:

THEA 3133 PLAYWRITING

The processes and functions of dramaturgy will be examined in both a practical and theoretical context. Students will learn how to apply critical discourse to text analysis, performance and theatre systems in a manner which reflects the practical needs and working etiquette of the theatre. Dramaturges will be assigned to work in the Acadia Theatre Company's productions. Prereq: THEA 1483/1493 and ENGL 1406 or 1413/1423; for non-majors, ENGL1406 or 1413/1423

Change in pre requisite:

THEA 3243 DRAMATURGY

The processes and functions of dramaturgy will be examined in both a practical and theoretical context. Students will learn how to apply critical discourse to text analysis, performance and theatre systems in a manner which reflects the practical needs and working etiquette of the theatre. Dramaturges will be assigned to work in the Acadia Theatre Company's productions. Prereq: Thea 1483/1493 or Thea 1013/1023; for non-majors, Engl 1406 or 1413/1423

Becomes:

THEA 3243 DRAMATURGY

The processes and functions of dramaturgy will be examined in both a practical and theoretical context. Students will learn how to apply critical discourse to text analysis, performance and theatre systems in a manner which reflects the practical needs and working etiquette of the theatre. Dramaturges will be assigned to work in the Acadia Theatre Company's productions. Prereq: Engl 1406 or 1413/1423 and Thea 1483/1493; for non-majors, Engl 1406 or 1413/1423

Change in pre requisite:

THEA 3313 ACTING AND PERFORMANCE 3

Intermediate development and training in performance and acting. Prereq: THEA 2223 or permission of the Theatre Faculty.

Becomes:

THEA 3313 ACTING AND PERFORMANCE 3

Intermediate development and training in performance and acting. Prereq: THEA 2223 or permission of the instructor.

Change in pre requisite:

THEA 3323 ACTING AND PERFORMANCE 4

Continued intermediate development and training in performance and acting. Prereq: Thea 3313

Becomes:

THEA 3323 ACTING AND PERFORMANCE 4

Continued intermediate development and training in performance and acting. Prereq: THEA 3313 or permission of the instructor.

Change in calendar description:

THEA 3853 THEATRE MOVEMENT 3

The first half of an intermediate movement course which develops a fuller range of physical and emotional expression, along with ease and fluency. It may also touch on contemporary movement and creative process. Prereq: Thea 2863

Becomes:

THEA 3853 THEATRE MOVEMENT 3

An intermediate course with focus on understanding of body mechanics, breaking habits and use of environment along with dance technique. Much of the course work is geared to developing greater movement vocabulary, along with ease and fluency. The goal is to achieve the fullest possible range of physical and emotional expression, and to know how to apply this to performance. Prereq: THEA 2863

Change in calendar description:

THEA 3863 THEATRE MOVEMENT 4

The second half of an intermediate movement course which develops a fuller range of physical and emotional expression, along with ease and fluency. It may also touch on contemporary movement and creative process. Prereq: Thea 3853

Becomes:

THEA 3863 THEATRE MOVEMENT 4

This final Movement course focuses on integration of movement skills from other levels. Students will continue developing movement vocabulary and dance styles, and be introduced to different approaches to composition, and the creative process. The goal is to integrate physical and emotional expression in the body, and to be able to put together coherent original work. Prereq: THEA 3853

Change in pre requisite:

THEA 3923 CANADIAN DRAMA AND FILM

Contemporary theory and practice: an exploration of dramatic and cinematic aesthetics using contemporary Canadian texts and films.

Becomes:

THEA 3923 CANADIAN DRAMA AND FILM

Contemporary theory and practice: an exploration of dramatic and cinematic aesthetics using contemporary Canadian texts and films. Prereq: ENGL 1406 or 1413/1423

Change in calendar description and pre requisite:

THEA 3973 WOMEN AND THEATRE

An historical survey of women working in and for the theatre as performers, actor-managers, playwrights, critics, directors, designers and producers. The reading material includes a range of works from Aphra Behn and Eva La Gallienne to Caryl Churchill and Ann-Marie Macdonald. Various theoretical and historical issues will be raised as they become relevant to our exploration. Prereq: second year standing

Becomes:

THEA 3973 WOMEN AND THEATRE

An historical survey of women working in and for the theatre as performers, playwrights, directors and designers. Prereq: ENGL 1406 or 1413/1423.

Change in calendar description and pre requisite:

THEA 4013 SPECIAL TOPICS IN THEATRE 1

Studies in acting, directing, design, stage management, playwriting, dramaturgy or research. Prereq: permission of the department

Becomes:

THEA 4013 SPECIAL TOPICS IN THEATRE 1

Studies in acting, directing, design, stage management, playwriting, dramaturgy, research, or specialist movement. Prereq: ENGL 1406 or 1413/1423 and permission of the Theatre faculty

Change in calendar description and pre requisite:

THEA 4023 SPECIAL TOPICS IN THEATRE 2

Independent study in acting, directing, design, stage management playwriting, dramaturgy or research. Prereq: permission of the department

Becomes:

THEA 4023 SPECIAL TOPICS IN THEATRE 2

Independent study in acting, directing, design, stage management playwriting, dramaturgy, research or specialist movement. Prereq: ENGL 1406 or 1413/1423 and permission of the Theatre faculty

Change in pre requisite:

THEA 4413 ACTING AND PERFORMANCE 5

Advanced techniques and development in training for performance and acting. Prereq: Thea 3323 or permission of the Theatre faculty

Becomes:

THEA 4413 ACTING AND PERFORMANCE 5

Advanced techniques and development in training for performance and acting. Prereq: Thea 3323, Thea major or permission of the instructor.

Change in pre requisite:

THEA 4423 ACTING AND PERFORMANCE 6

Continued advanced techniques and development in training for performance and acting. Prereq: Thea 4413

Becomes:

THEA 4423 ACTING AND PERFORMANCE 6

Continued advanced techniques and development in training for performance and acting. Prereq: Thea 4413, Theatre Major or permission of the instructor.

Change in pre requisite:

THEA 4833 PLATO TO SCHILLER

Western theatrical theory and criticism from ancient Greece to the Romantic period.

Before:

THEA 4833 PLATO TO SCHILLER

Western theatrical theory and criticism from ancient Greece to the Romantic period. Prereq: ENGL 1406 or 1413/1423.

Change in pre requisite:

THEA 4843 NATURALISM TO THE OPPRESSED

Western theatrical theory and criticism from the late 19th century to the late 20th century.

Becomes:

THEA 4843 NATURALISM TO THE OPPRESSED

Western theatrical theory and criticism from the late 19th century to the late 20th century. Prereq: ENGL 1406 or 1413/1423.

Course deletions:

THEA 4813 THEATRE PRODUCTION FOR SECONDARY SCHOOLS

THEA 4823 DESIGN AND STAGECRAFT FOR SECONDARY SCHOOLS

New Course:

THEA 4313 PERFORMED VIOLENCE 1

Unarmed and non-bladed techniques in the illusion of violence for performance, at an internationally recognized certification level. Prereq: Permission of the instructor

New Course:

THEA 4323 PERFORMED VIOLENCE 2

Bladed techniques in the illusion of violence for performance, at an internationally recognized certification level. Prereq: THEA 4813

History and Classics

New course:

HIST 2593 HISTORY OF CANADA'S FIRST NATIONS

This survey course examines the cultures, economies and politics of Canada's indigenous peoples before and since the Contact period. Particular attention is paid to social structures, the impacts of contact and the resilience of aboriginal cultures within an industrialized, Western nation.

New course:

HIST 4233 SPECIAL TOPICS

Course deletion:

HIST 2583 HISTORY OF INDIGENOUS PEOPLES: POST –COLONIAL PERIOD

Change in course title:

HIST 3613 MAKING CANADA: A NATION OF IMMIGRANTS

Since the time of first contact, Canada has been peopled by diverse groups of newcomers whose expectations of their new land were often at odds with their settlement experience. This course looks at a variety of immigrant groups, examining their efforts to settle here, and the ways 'Canadian' society and culture were transformed by their presence. Prereq: Hist 2783

Becomes:

HIST 3613 CANADIAN IMMIGRATION HISTORY

Since the time of first contact, Canada has been peopled by diverse groups of newcomers whose expectations of their new land were often at odds with their settlement experience. This course looks at a variety of immigrant groups, examining their efforts to settle here, and the ways 'Canadian' society and culture were transformed by their presence. Prereq: Hist 2783

Program modification:

(Under the heading "Bachelor of Arts with Honours in History) 18h at the 4000-level and including 4903 and 4996.

Becomes:

15h at the 4000-level and including 4903 and 4996. Similar re-wording under the heading Bachelor of Arts with Double Major in History.

Languages and Literatures

Course deletion:

FRAN 3353: FILM, FRANCE, FRANCOPHONIE

Program modification:

Program of Proficiency in German: The goal of this program is to provide students with an internationally recognized language certificate in German. ~~Upon successful completion of their examination students will have achieved the language prerequisite to study at universities in a German-Speaking country. Germ 1013, 1023, 2013, 2023, 2513, 2523, 3013, 3023, plus a comprehensive examination.~~ Three levels of examination are available:

1. Zertifikat Deutsch (level three B1) on the six-level scale of competence as defined by the Common European Framework of Reference for Languages;
2. Goethe Zertifikat (B2), level four on CEFR scale;
3. Test Deutsch als Fremdsprache (B2/C1), the language certification that facilitates university admission and is recognized by every university in Germany.

Proficiency programme requirements: Germ 1013, 1023, 2013, 2023, 2513, 2523, 3013, 3023, plus a comprehensive examination.

New course:

IDST 3473 INTRODUCTION TO CONTEMPORARY FRENCH, GERMAN AND SPANISH FILM

A multi-disciplinary course covering developments in French, German and Spanish film as well as the theories shaping them, with a focus on literary adaptations. The course will be offered in English. Students wishing to count this course towards a major in a language will be required to write their assignments and essays in the language of that major.

Program modification:

Bachelor of Arts with Major in Spanish: Span 1013, 1023, 2013, 2023, 2113, 2123, 24h Spanish electives at the 3000 or 4000 level (Span 3103/3203 or equivalent is required).

Becomes:

Bachelor of Arts with Major in Spanish: Span 1023, 2013, 2023, 2113, 2123 and either 2513 or 2523, 24h of Spanish courses at the 3000 or 4000 level that include SPAN 3103/3203 (or equivalent), 3h of Spanish literature, 3h of Spanish American literature, 3h of either Spanish or Spanish American culture (whichever was not taken at the 2000 level), 3h of translation and three other 3h courses chosen in consultation with the department. (42h)

Bachelor of Business Administration with a Major in Spanish: Span 1013, 1023, 2013, 2023, 2113, 2123, 24h Spanish electives at the 3000 or 4000 level (Span 3103/3203 or equivalent is required. (42h) See entry for the School of Business.

Becomes:

Bachelor of Business Administration with a Major in Spanish: Span 1023, 2013, 2023, 2113, 2123 and either 2513 or 2523, 24h of Spanish courses at the 3000 or 4000 level that include SPAN 3103/3203 (or equivalent), 3h of Spanish literature, 3h of Spanish American literature, 3h of either Spanish or Spanish American culture (whichever was not taken at the 2000 level), 3h of translation and three other 3h courses chosen in consultation with the department. (42h) See entry for the School of Business.

Bachelor of Arts with Spanish as a Second Major: Span 1013, 1023, 2013, 2023, 2113, 2123, 24h Spanish electives at the 3000 or 4000 level (Span 3103/3203 or equivalent is required) (42h)

Becomes:

Bachelor of Arts with Spanish as a Second Major: Span 1023, 2013, 2023, 2113, 2123 and either 2513 or 2523, 24h of Spanish courses at the 3000 or 4000 level that include SPAN 3103/3203 (or equivalent), 3h of Spanish literature, 3h of Spanish American literature, 3h of either Spanish or Spanish American culture (whichever was not taken at the 2000 level), 3h of translation and three other 3h courses chosen in consultation with the department. (42h)

Change in calendar description:

SPAN 2513 HISPANIC CIVILIZATION AND CULTURE: SPAIN

There is currently no description of this course; just a title, listed at the end of the Spanish course offerings as a course that may be given.

Becomes:

SPAN 2513 HISPANIC CIVILIZATION AND CULTURE: SPAIN

This course will develop your understanding of present-day Peninsular Spanish culture and society in the light of its historical development. It is also designed to develop command of written and oral Spanish and communication skills. This course is intended for majors and as an elective for non-majors in Spanish. Prerequisite: SPAN 2013 or permission of the department.

Change in calendar description:

SPAN 2523 HISPANIC CIVILIZATION AND CULTURE: SPANISH AMERICA

[Given in English]

An overview of Spanish America covering pre-Columbian civilizations, major historical movements, and political, social and economic developments with emphasis on Mexico, Central America, Venezuela, Peru and Argentina in the twentieth century. The objective is an understanding of present-day Spanish American culture and society.

Becomes:

SPAN 2523 HISPANIC CIVILIZATION AND CULTURE: SPANISH AMERICA

An overview of Spanish America beginning with pre-Columbian civilizations and covering major historical, political, social and economic developments, with an emphasis on the twentieth century and on present-day Spanish American culture and society. Development of written Spanish and communication skills. Intended for majors and as an elective for non-majors in Spanish. Prerequisite: SPAN 2013 or permission of the department.

Change in calendar description:

SPAN 3103/3203 ADVANCED GRAMMAR AND CONVERSATION 1/2

Prereq 3103: Span 2013, 2023, or permission of dept.

Prereq 3203: Span 3103 or permission of dept.

Review of structural material, composition, translation and oral practice. Emphasis is placed on student interaction and exchange of ideas. Oral and written exercise and class presentations.

Becomes:

SPAN 3103/3203 ADVANCED GRAMMAR AND CONVERSATION 1/2

Prereq 3103: Span 2013, 2023 or permission of the department.

Prereq 3203: Span 3103 or permission of the department

Grammar review, composition, translation and oral practice based on literary readings of Spanish and Spanish American authors. Linguistic registers and regional dialects are discussed with reference to vocabulary building in formal and colloquial contexts. Written exercises and assignments based on the texts studied are required. Emphasis is placed on student interaction and exchange of ideas.

Sociology

Change in calendar description and pre requisite:

SOCI 3433 ETHNOGRAPHY: WRITING CULTURES

An ethnographic (*ethnos* Greek for 'nation' or culture, *graphy* used to refer to the writing of) investigation of a particular culture or region of the world. Focus is on the description, interpretation and analysis of experience to draw relevant comparisons between ourselves and others to foster understanding and better communication.

Becomes:

SOCI 3433 ETHNOGRAPHY: WRITING CULTURES

An ethnographic (*ethnos* Greek for 'nation' or culture, *graphy* used to refer to the writing of) investigation of a particular culture or region of the world. Focus is on the description, interpretation and analysis of experience to draw relevant comparisons between ourselves and others to foster understanding and better communication. **Writing ethnography is an important component of the course.** Prerequisite: SOCI 2003 and 2013 or equivalent; restricted to sociology majors, third year standing.

Change in course number and pre requisites:

(courses at the 3000 level require 12 hr sociology as pre requisite, courses at the 2000 level require 6 hrs).

SOCI 3613 SOCIOLOGY OF EDUCATION

The role of schooling in society with particular focus on who gets what type and amount of schooling, the formal and informal workings of school systems and cultures, the social consequences of schooling, and progressive education.

Becomes:

SOCI 2553 SOCIOLOGY OF EDUCATION

The role of schooling in society with particular focus on who gets what type and amount of schooling, the formal and informal workings of school systems and cultures, the social consequences of schooling, and progressive education.

Program modification:

Add **SOC3433** to the list of courses that count towards the Methods requirement at the 3rd year. This change will give Honours, Major and Double Major students another course to choose from to fulfil their methods requirements.

Sociology is a field of study that involves careful inquiry into the activities of individuals and groups within human societies. The discipline seeks to gain a reasoned understanding of the patterned relationships that make up societies. Most courses emphasize the analysis of our Canadian context and the use of Canadian resources. The department's concern is with the kind of educational experience which will enable continued analysis and understanding of social phenomena beyond the immediacy of the university experience.

- Students wishing to transfer to the sociology major must have a grade point average of 2.0. The department offers seven areas of study within the discipline. Students wishing to deepen their understanding of a topic should choose courses within a given field. The areas of strength are:

Anthropology: 1106, 1113, 2113, 2533, 2853, 3223, 3433, 3453, 4113

Social research/methodology: 2003, 2013, 3103, 3113, 3163, 4133

Social theory: 2103, 3013, 3033, 3043, 3053, 3093, 4143, Wgst 3023

Political economy/development: 2113, 2533, 3253, 3523, 4123

Work and occupations: 2223, 2253, 3253, 4153

Gender and feminism: 2363, 2043, 2853, 3253, 3403, 3803, 4163, Wgst 2906,

Criminology: 2713, 2723, 2753, 3703, 3733, 3743, 4183

Culture and Media: 2243, 2533, 3033, 3553, 4113

Bachelor of Arts with Honours in Sociology: 6h from Soci 1006, 1106, or two of 1013/1023/1033/1113 (only 6h from 1006/1013/1033; only 6h from 1106/1023/1113); 2003 and 2013; 2103; 3013, one of 3033, 3043, 3093, Wgst 3023; one of 3103, 3113, 3163, **3433**; 4003; one of 4113, 4123, 4133, 4143, 4153, 4163, 4173, 4183 or 4193; 4996 and 24h additional sociology (60h), no more than 6 hours at the 1000 level; up to 6h Idst may be counted as Sociology credits).

Bachelor of Arts with Honours in Sociology with 2nd Major: 6h from Soci 1006, 1106, or two of 1013/1023/1033/1113 (only 6h from 1006/1013/1033; only 6h from 1106/1023/1113); 2003 and 2013; 2103; 3013, one of 3033, 3043, 3093, Wgst 3023; one of 3103, 3113, 3163, **3433**; 4003; one of 4113, 4123, 4133, 4143, 4153, 4163, 4173, 4183 or 4193; 4996 and 18h additional sociology (54h), no more than 6 hours at the 1000 level.

Bachelor of Arts with Major in Sociology: 6h from Soci 1006, 1106 or two of 1013/1023/1033/1113 (only 6h from 1006/1013/1033; only 6h from 1106/1023/1113); 2003 and 2013; 2103; one of 3013, 3033, 3043, 3093, Wgst 3023; one of Soci 3103, 3113, 3163, **3433**; 4413; and 24h additional sociology (48h), no more than 6 hours at the 1000 level.

Bachelor of Arts with Double Major in Sociology: 6h from Soci 1006, 1106 or two of 1013/1023/1033/1113 (only 6h from 1006/1013/1033; only 6h from 1106/1023/1113); 2003 and 2013; 2103; one of 3013, 3033, 3043, 3093, Wgst 3023; one of Soci 3103, 3113, 3163, **3433**; 4413; and 18h additional sociology (42h), no more than 6 hours at the 1000 level.

Co-op option available – see program description on page 44.

Women's and Gender Studies

New course:

WGST 2913 GLOBAL WOMEN'S MOVEMENTS

The course will focus on women's movements around the globe. Using historical and contemporary case studies, we will explore what leads women to mobilize, the resources that help or hinder these movements, and the conditions of women's lives that spark action for social change. Cases will cover a diversity of regions and issues (such as religion, politics, health, and labour).

Program modification:

The addition of Wgst 2913 as an option in the list of required hours for the major.

Women's and Gender Studies emphasizes gender as a criterion of analysis in areas such as scholarly activity, social relations, cultural expression, and politics. Students are encouraged to develop critical analyses of established theoretical frameworks, institutions, ideologies, history, identity, science, language and culture while exploring feminist alternatives. Students should note that some of the courses have prerequisites within their individual departments.

Bachelor of Arts with Major in Women's and Gender Studies

1. The arts core (30h)
2. 42h of Women's and Gender studies courses including Wgst 1413; [Wgst 2906](#) [or 2913](#); [Wgst 3023](#); at least 12h of the courses must be at the 3000/4000 level
3. 24h to satisfy minor requirements
4. Electives to complete a total of 120h

Bachelor of Arts with Honours in Women's and Gender Studies

1. The arts core (30 h)
2. 48h of Women's and Gender studies courses including [Wgst 1413](#); [Wgst 2906 or 2913](#); [Wgst 3023](#); ~~[Wgst 1413, 2906, 3023](#)~~; at least 12h of the courses must be at the 3000 level
3. One of: Soci 2003 or Crel 3123
4. 6h at the 4000-level and 4996 (thesis)
5. 24h to satisfy minor requirements
6. Electives to complete a total of 120h

Women's and Gender Studies as a Second Major: [Wgst 1413](#); [Wgst 2906 or 2913](#); [Wgst 3023](#); ~~[Wgst 1413, 2906, 3023](#)~~; 24h from the Women's and Gender Studies option courses. (36h)

Women's and Gender Studies as a Minor: A minor in Women's and Gender Studies consists of 24h, including the three required courses of the program. With the exception of Idst or Wgst courses, no more than 12h can be in a single discipline. Some upper-level courses have prerequisites. See the relevant listing under "Multidisciplinary Minors" at www.arts.acadiau.ca or check the Women's and Gender Studies website at <http://womenstudies.acadiau.ca>

Women's and Gender Studies Courses:

Wgst 1413; Wgst 2906 or 2913; and Wgst 3023; ~~[Wgst 1413, 2906, and 3023](#)~~ are required.
Art 3513, Busi 3753, Clas 2663, 3123, 3443, Crel 2533, 2553, 3123, Econ 3883, Educ 4633, Engl 3553, 3833, 3843, 3983, Fran 3203, Hist 2123, 2133, 2263, 2553, 3393, 3493, 3543, 3643, Idst 3123, Kine 3353, Nutr 1513, Phil 2233, Pols 3013, 3513, 4883, Psc 2163, 2183, Soci 2323, 2343 2363, 2403, 2633, 2853, 3253, 3403, 3803, 4163, Thea 3973, Wgst 3123, 3503

Faculty of Professional Studies:

School of Business

Program modification:

The proposed change is to add a course selection (COMM 1223 Communication 2) to the business-related electives available to students wishing to complete a **BBA with Major in Employment**

Relations. category 4 in the calendar description:

15h ~~business~~ electives chosen from the following courses in management and related disciplines: Busi 3483, 3623, 3723, 3733, 3753, 3763, 4323, 4633, 4933/4943, **COMM 1223** (or alternatives approved by the Business school).

Change in pre requisite:

BUSI 3233 INTERNATIONAL FINANCE

This course develops ability to understand and analyze issues in financial management in an international context. Emphasis is on decision-making skills in international capital markets and the financial function in the multinational corporation. Prereq: Busi 2233 with a C- or better

Becomes:

BUSI 3233 INTERNATIONAL FINANCE

This course develops ability to understand and analyze issues in financial management in an international context. Emphasis is on decision-making skills in international capital markets and the financial function in the multinational corporation. Prereq: Busi 2233 with a C- or better, **Busi 3273 or Busi 3243.**

Change in title and course description:

BUSI 3253 PERSONAL FINANCIAL MANAGEMENT FOR BUSINESS STUDENTS

This course develops the principles upon which the sound management of personal financial resources are based. Emphasis is placed on the understanding, mathematical analysis and evaluation of financial products and strategies. Issues related to the providing of advice in the context of the financial services industry are also discussed. Prereq: Busi 2223 with C- or better

Becomes:

BUSI 3253 PERSONAL FINANCIAL MANAGEMENT

This course develops the principles upon which the sound management of personal financial resources are based. Emphasis is placed on the understanding, mathematical analysis and evaluation of financial products and strategies within the context of the Canadian banking and taxation systems. Issues related to providing advice in the context of the financial services industry are emphasized. Prereq: Busi 2223 with C- or better

Change in title, course description and pre requisite:

BUSI4433 MARKETING CHANNELS

This course examines how organizations manage their channels of distribution to successfully achieve their marketing objectives. Students will gain an understanding of why manufacturers use marketing intermediaries and how these relationships can be managed to create the place utility demanded by their customers. Students will explore topics such as retailing, logistics, franchising, disintermediation, and supply chain management. Prereq: Busi 2433, 2513 with a C- or better

Becomes:

BUSI 4433 DIGITAL MARKETING

This course builds on BUSI 2423 and BUSI 2433 as it applies and adapts traditional marketing strategy and actions to a digital context, examining the integration of digital marketing as a vital component of overall marketing strategy. Students will learn to evaluate website effectiveness, use search engines efficiently, create effectual social media strategies, and the basics of viral marketing. Prereq: BUSI 2433 with C- or better

Recreation Management and Kinesiology

Program modification:

To change the current GPA 2.5 requirement in the kinesiology core and implement a B- requirement in the kinesiology core and communication core courses.

Bachelor of Kinesiology with Honours

- Kinesiology core (45h)
- Comm 1213 (3h)
- Arts/Science: Math 1213, 6h from the Faculty of Arts, 6h from the Faculty of Pure and Applied Science, 12h from the Faculty of Arts or Faculty of Pure and Applied Science (27h)
- Kine 3163 (3h)
- Kine 4996 Thesis (6h)
- Kinesiology electives (12h)
- University electives 24h (15h of which must be outside Kine or SRMK)
- Kine 1100, 3100
- At least 50% of the Kine electives offered for the degree must be at the 3000 level or higher.
- Grades of B- or better are required in the kinesiology and communication core. A GPA of 3.00 must be obtained in the kinesiology and communication core. A minimum program GPA of 3.00 is required to graduate.

Program modification:

To change the current GPA 2.5 requirement in the kinesiology core and implement a C- requirement in the kinesiology core and communication core courses.

Bachelor of Kinesiology

- Kinesiology core (45h)
- Comm 1213 (3h)
- Arts/Science: Math 1213, 6h from the Faculty of Arts, 6h from the Faculty of Pure and Applied Science, 12h from the Faculty of Arts or Faculty of Pure and Applied Science (27h)

- Kinesiology electives (21h)
- University electives (24h, 15h of which must be outside Kine or SRMK)
- Kine 1100, 3100
- At least 50% of the Kine electives offered for the degree must be at the 3000 level or higher.
- Grades of C- or better are required in the kinesiology and communication core. A minimum program GPA of 2.00 is required to be eligible to graduate

Modification of BRM and BRMH programs:

The BRM degree is reconfigured to reflect the strengths of faculty anticipated to remain in the Recreation Management and Community Development program over the next few years, and respond to key developments in the profession over the past two decades and for the foreseeable future. The new configuration will prepare students for the twenty-first century and the expected professional demands made of graduates focusing on society's pressing concerns for sustainable recreation management, environmental and sustainability education, community development, and sustainable tourism management.

Courses in Leisure Studies Core: Recr 1213, 1253, 1263, 2013, 2113, 2513, 2523, 3033, 4006, 4033, 4043, 4213, plus 6h from Recr 1163, 1223, 1233, 1243 or Kine 2293 (45h)

Becomes:

Courses in the Recreation Management and Community Development Core: (39h) Recr 1163, 1253, 1263 (or Kine 3133), 2033, 2513, 2523, 3573, 4006, 4033, 4043, 4213, and Comm 1213.

Courses in Recreation Management and Community Development Electives: (12h). Choose from Recreation Management and Community Development electives plus Kine 176D, 180D, 181D, 182D, 184D, 185D, 185H, 276D, 280D, 280S, 281D, 282D, 2293, ECON 3733, 3743, HIST 2283, With the written approval of their academic advisor, students may design a cluster of courses selected from throughout the University to represent an area of emphasis that complements and enriches the focus of their major in Recreation Management and Community Development. Clusters can, for example, focus on environmental and resource management, entrepreneurship, the aged, ethnic groups, health, food security, the poor, people with disabilities, youth, policy and law, theoretical concepts of the recreation experience, physically active living, etc.

Courses in the Liberal Education Core: 27h of arts or science courses taken at the direction of the School.

Becomes

Courses in the Liberal Education Core: arts or science courses taken at the direction of the School.

Core Term and Professional Placement

During the first eight weeks of the 4th year winter semester, all program majors will take Recr 4043 (Professional Issues), Recr 4033 (Global Issues) and Recr 4213 (Policy Planning and Decision-Making), which are taught as a block integrated experience. This block has a broad theme of Sustainable, Healthy Communities and will include a major community engagement and learning project. Students will choose between one of several projects. The final six weeks of the term students will complete Recr 4006 (Professional Placement). This will be a full-time professional placement in a community setting, followed by a mandatory reflection workshop and a retreat at the end of the term. The placement will be developed based on individual student interests. Students must have a 4th year standing for entrance into the core term.

Becomes:

Core Term and Professional Placement

During the first eight weeks of the 4th year winter semester, all program majors will take Recr 4043 (Professional Issues), Recr 4033 (Global Issues) and Recr 4213 (Policy Planning and Decision-Making), which are taught as a block integrated experience. This block has a broad theme of Sustainable, Healthy Communities and will include a major community engagement and learning project. Students will choose between one of a number of projects. The final six weeks of the term students will complete Recr 4006 (Professional Placement). This will be a full-time non-paid professional placement in a community setting, followed by a mandatory reflection workshop and a retreat at the end of the term. The placement will be developed based on individual student interests.

Bachelor of Recreation Management

Leisure studies core (45h)

Management core (18h)

Liberal education core (27h)

Comm 1213 (3h)

Electives at the direction of the School to represent an area of study (27h)

Non-credit requirements: Recr 1210, 2020, 4010. Recr 1210 and 2020 must be completed during the first year in the program.

Students must successfully complete all RECR courses in the 1000, 2000, and 3000 levels to enter the core term or permission of the school.

Grades of C- or better are required in the leisure studies core, the management core, and Comm 1213.

A minimum program GPA of 2.00 is required to be eligible to graduate.

Becomes:

Bachelor of Recreation Management

- Recreation Management and Community Development core (39h)

- Recreation Management and Community Development Electives (12h)

- Management core (18h)

- Liberal education core (27h)

- Electives at the direction of the School to represent an area of study (24h)

- Non-credit requirements: Recr 1100 and 3100. Recr 1100 must be completed during the first year in the program.

- Students must successfully complete all RECR courses in the 1000, 2000, and 3000 levels and must have a 4th year standing for entrance into the core term or permission of the school.

- Grades of C- or better are required in the Recreation Management and Community Development core and the Management core.

- A minimum program GPA of 2.00 is required to be eligible to graduate.

Bachelor of Recreation Management with Honours

- Leisure studies core (45h)

- Management core (18h)

- Liberal education core (27h)

- Comm 1213 (3h)

- Recr 4996 Thesis (6h)

- Approved research course (3h)

- Approved electives to represent an area of study. (18h)

- Non-credit requirements: Recr 1210, 2020, 4010. Recr 1210 and 2020 must be completed during the first year in the program

- Students must successfully complete all RECR courses in the 1000, 2000, and 3000 levels to enter the core term or permission of the school.

- A GPA of 3.0 is required in the courses in the leisure studies core. Grades of C- or better are required in the management core and Comm 1213.

- A minimum program GPA of 3.00 is required to be eligible to graduate in the honours program.

Becomes:

Bachelor of Recreation Management with Honours

- Recreation Management and Community Development core (39h)
- Recreation Management and Community Development Electives (12h).
- Management core (18h)
- Liberal education core (27h)
- Recr 4996 Thesis (6h)
- Approved research course (3h);
- Approved electives to represent an area of study. (15h)
- Non-credit requirements: Recr 1100 and 3100. Recr 1100 must be completed during the first year in the program.
- Students must successfully complete all RECR courses in the 1000, 2000, and 3000 and must have a 4th year standing for entrance into the core term or permission of the school.
- A GPA of 3.0 is required in the courses in the Recreation Management and Community Development core. Grades of C- or better are required in the management core.
- A minimum program GPA of 3.00 is required to be eligible to graduate in the honours program.

Bachelor of Recreation Management with Environment and Sustainability Studies:

- Leisure Studies core (45 h). Can only take one of Recr 2523 or Esst 3003, Recr 1263 or Esst 2003 based on advice of the school
- Management core (18 h)
- Communication courses: Comm 1213 (3 h)
- Electives at the direction of the school (27 h).
- Non-credit requirements: Recr 1210, 2020, 4010. Recr 1210 and 2020 must be completed during the first year of the program.
- Environment and Sustainability Studies Core Courses (12 h): Recr 1183 or Esst 1003, Recr 1263 or Esst 2003, Recr 2523 or Esst 3003, and Esst 4003. Credit cannot be obtained for both Esst 1003 and Recr 1183.
- Environment and Sustainability Studies Concentration Course (3 h) based on a choice of concentration area; Busi 2763, Esst 2013, Phil 2303 or Recr 2033.
- Environment and Sustainability Studies Concentration Courses based on a choice of concentration taken from concentration lists in the Environment and Sustainability Studies (12h)
- Students must successfully complete all RECR courses in the 1000, 2000, and 3000 levels to enter the core term or permission of the School.
- Grades of C- or better are required in the Leisure Studies Core, the Management Core and Comm 1213
- A minimum GPA of 2.00 is required to be eligible to graduate.

Becomes:

Bachelor of Recreation Management with Environment and Sustainability Studies:

- Recreation Management and Community Development core (39 h). Can only take one of Recr 2523 or Esst 3003, Recr 1263 or Esst 2003 based on advice of the school.
- Recreation Management and Community Development Electives core (12h)
- Management core (18 h)
- Environment and Sustainability Studies Core Courses (6 h): Recr 1183 or Esst 1003 and Esst 4003. Credit cannot be obtained for both Esst 1003 and Recr 1183.
- Environment and Sustainability Studies Concentration Course (3 h) based on a choice of concentration area; Busi 2763, Esst 2013, Phil 2303 or a course from the sustainable community concentration in addition to Recr 2033 (this is in the Recreation Management and Community Development core above).
- Environment and Sustainability Studies Concentration Courses based on a choice of concentration taken from concentration lists in the Environment and Sustainability Studies (12h)
- Environment and Sustainability Studies Other Concentration Courses (9)
- Electives at the direction of the school (21 h).

- Non-credit requirements: Recr 1100 and 3100. Recr 1100 must be completed during the first year of the program.
- Students must successfully complete all RECR courses in the 1000, 2000, and 3000 levels and must have a 4th year standing for entrance into the core term or permission of the School.
- Grades of C- or better are required in the Recreation Management and Community Development Core and the Management Core.
- A minimum GPA of 2.00 is required to be eligible to graduate.

Bachelor of Recreation Management with Honours with Environment and Sustainability Studies:

- Leisure Studies core (45h). Can only take one of Recr 2523 or Esst 3003, Recr 1263 or Esst 2003 based on advice of the school. Recr 1163 is required as part of the Leisure Studies Core.
- Management core (18h)
- Communication course: Comm 1213 (3h)
- Honours Thesis, Recr 4996 (6h)
- Approved research course (3h)
- Electives at the direction of the school (18h)
- Non-credit requirements: Recr 1100, 1210, 3100. Recr 1100 and 1210 must be completed during the first year of the program.
- Environment and Sustainability Studies Core Courses (12h): Recr 1183 or Esst 1003, Recr 1263 or Esst 2003, Recr 2523 or Esst 3003, and Esst 4003. Credit cannot be obtained for both Esst 1003 and Recr 1183.
- Environment and Sustainability Studies Concentration Course (3h) based on a choice of concentration area; Busi 2763, Esst 2013, Phil 2303 or Recr 2033.
- Environment and Sustainability Studies Concentration Courses based on a choice of concentration taken from concentration lists in the Environment and Sustainability Studies (12h)
- Students must successfully complete all Recr courses in the 1000, 2000, and 3000 levels to enter the core term or permission of the School.
- Grades of C- or better are required in the Leisure Studies Core, the Management Core and Comm 1213.
- A minimum GPA of 3.00 is required to be eligible to graduate.

Becomes:

Bachelor of Recreation Management with Honours with Environment and Sustainability Studies:

- Recreation Management and Community Development core (39h). Can only take one of Recr 2523 or Esst 3003, Recr 1263 or Esst 2003 based on advice of the school.
- Recreation Management and Community Development Electives core (12h)
- Management core (18h)
- Honours Thesis, Recr 4996 (6h)
- Approved research course (3h)
- Environment and Sustainability Studies Core Courses (6h): Recr 1183 or Esst 1003, and Esst 4003. Credit cannot be obtained for both Esst 1003 and Recr 1183.
- Environment and Sustainability Studies Concentration Course (3h) based on a choice of concentration area; Busi 2763, Esst 2013, Phil 2303 or a course from the sustainable community concentration in addition to Recr 2033 (this is in the Recreation Management and Community Development core above).
- Environment and Sustainability Studies Concentration Courses based on a choice of concentration taken from concentration lists in the Environment and Sustainability Studies (12h)
- Environment and Sustainability Studies Other Concentration Courses (9)
- Electives at the direction of the school (12h)
- Non-credit requirements: Recr 1100 and 3100. Recr 1100 must be completed during the first year of the program.
- Students must successfully complete all Recr courses in the 1000, 2000, and 3000 levels and must have a 4th year standing for entrance into the core term or permission of the School.

- Grades of C- or better are required in the Recreation Management and Community Development Core and the Management Core.
- A minimum GPA of 3.00 is required to be eligible to graduate.

Bachelor of Recreation Management with Psychology

- Leisure studies core (45h)
- Management core (18h)
- Liberal education core (6h)
- Comm 1213 (3h)
- Psychology core: Psyc 1013 and Psyc 1023 (6h)
- Psychology electives courses: (15h)
- Electives at the direction of the School to represent an area of study (27h)
- Non-credit requirements: Recr 1100, 1210, 3100. Recr 1100 and 1210 must be completed during the first year in the program.
- Students must successfully complete all RECR courses in the 1000, 2000, and 3000 levels to enter the core term or permission of the school.
- Grades of C- or better are required in the leisure studies core, the management core, Comm 1213 and the psychology courses.

A minimum program GPA of 2.00 is required to be eligible to graduate

Becomes:

Bachelor of Recreation Management with Psychology

- Recreation Management and Community Development core (39h)
- Recreation Management and Community Development Electives core (12h)
- Management core (18h)
- Liberal education core (6h)
- Psyc 1013, 1023, and 15 additional hours in Psychology (21h)
- Electives at the direction of the School to represent an area of study (24h)
- Non-credit requirements: Recr 1100 and 3100. Recr 1100 must be completed during the first year in the program.
- Students must successfully complete all RECR courses in the 1000, 2000, and 3000 levels and must have a 4th year standing for entrance into the core term or permission of the school.
- Grades of C- or better are required in the Recreation Management and Community Development core, the management core, and the psychology courses.
- A minimum program GPA of 2.00 is required to be eligible to graduate.

Bachelor of Recreation Management with Honours with Psychology

- Leisure studies core (45h)
- Management core (18h)
- Liberal education core (6h)
- Psychology core: Psyc 1013 and Psyc 1023 (6h)
- Psychology elective courses : (15h)
- Comm 1213 (3h)
- Recr 4996 Thesis (6h)
- Approved research course (3h)
- Approved electives to represent an area of study. (18h)
- Non-credit requirements: Recr 1100, 1210, 3100. Recr 1210 and 1100 must be completed during the first year in the program
- Students must successfully complete all RECR courses in the 1000, 2000, and 3000 levels to enter the core term or permission of the school.
- A GPA of 3.0 is required in the courses in the leisure studies core. Grades of C- or better are required in the management core, Comm 1213 and all psychology courses.
- A minimum program GPA of 3.00 is required to be eligible to graduate in the honours program.

Becomes:

Bachelor of Recreation Management with Honours with Psychology

- Recreation Management and Community Development core (39h)
- Recreation Management and Community Development Electives core (12h)
- Management core (18h)
- Liberal education core (6h)
- Psyc 1013, 1023, and 15 additional hours in Psychology (21h)
- Recr 4996 Thesis (6h)
- Approved research course (3h)
- Approved electives to represent an area of study. (15h)
- Non-credit requirements: Recr 1100 and 3100. Recr 1100 must be completed during the first year in the program
- Students must successfully complete all RECR courses in the 1000, 2000, and 3000 levels and must have a 4th year standing for entrance into the core term or permission of the school.
- A GPA of 3.0 is required in the courses in the Recreation Management Community Development core. Grades of C- or better are required in the management core, Comm 1213 and all psychology courses.
- A minimum program GPA of 3.00 is required to be eligible to graduate in the honours program.

New course:

This course and another practicum are being offered currently under the KINE 4293 Health Promotion & Wellness Practicum. As both courses have evolved, it would be pedagogy and technically better to separate these two courses.

KINE 4193 EXERCISE AND TRAINING PRACTICUM

This course provides students an opportunity to apply course material from this area of study in practical settings. Students will be expected to work in diverse situations weekly to develop skills around laboratory fitness testing, developing exercise programs and directing personal training opportunities. Students will also complete a self-directed study toward preparation of theoretical and practical competencies. Prereq: KINE 3343, and permission of the instructor.

Course modification:

Change to the number of lab hours from 1.5h to 3h.

KINE 2033 BIOMECHANICS 1 An introduction to the biomechanics of human movement, including kinematics and kinetics of the musculoskeletal system and mechanics of muscle contraction. Practical examples from sport, rehabilitation and the workplace will be discussed. The lab component will demonstrate these concepts and introduce methods used to quantify the mechanical aspect of human motion. (~~1.5h~~ 3h lab) Prereq: Kine 1413 and 1513.

Faculty of Pure and Applied Science

Multidisciplinary Minors

In place of a minor in a single subject, B.Sc. (Major) and B.Sc. (Honours) students may complete an 18h multidisciplinary minor, subject to specific program requirements. Students interested in this option should discuss it with their academic advisor. Multidisciplinary minors include American Studies, Atlantic Canadian Studies, Canadian Studies, Comparative Religion, Cultural Studies, Diaspora Studies, International Development Studies, Environmental Studies, Legal Studies, Women's and Gender Studies, and World Literatures. Full details and course lists may be found on the Faculty of Science website: <http://science.acadiau.ca/multidisc>

Biology

Program modification

(up to two psychology courses to be used toward the major.)

BIOLOGY * Credit cannot be obtained for both Biol 1113/1123 and Biol 1813/1823. However, students who have taken 1813/1823 and are subsequently transferring to the biology major may use these as science electives. Completion of the Biology major/honours requires that students must take Biol 1113 and 1123, but these courses may be taken concurrently with upper level courses.

* Major credit cannot be obtained for both Biol 3173/3183 and Biol 2823 although Biol 2823 can be used as a science elective. Biology majors usually take Biol 3173/3183.

* Major credit is also given for Chem 2713, 3723, 4723, and Geol 2213, and for up to two Psychology courses from PSYC3053, 3083, 3133, 3323, 3383, and 4343.

Biology core: Biol 1113, 1123, 2013, 2043, 2053, and 2073 (18h). All biology Majors must take at least 6h in chemistry, preferably in the first year. A Minor in the areas of chemistry, physics, or geology must include at least 6h in a course which has a laboratory component to that course.

Bachelor of Science with Major in Biology (120h):

The biology core and an additional 30h or 27h or 24h biology depending upon the Minor (18h of which are to be at the 3000-4000 level **and include at least 3h from the biodiversity stream***). Math 2233, 2243 (6h); 6h chemistry, all with a minimum grade of C-

Biodiversity stream: BIOL 3013, 3073, 3113, 3123, 3243, 3293, 3373, 3843, 4113, 4123, 4153, 4163, 4213, 4543

Bachelor of Science with Honours in Biology (120h):

The biology core, Biol 4023 and 4996 (27h), and 21h additional biology (48h) (18h of which are to be at the 3000-4000 level **and include at least 3h from the biodiversity stream***), completed with a minimum grade of B-. Math 2233, 2243 and 6h chemistry, completed with a minimum grade of C-. All students will take an oral comprehensive examination and defend a thesis during the fourth year of study.

Bachelor of Science with Double Major:

1. Biology as first Major: The biology core and 24h additional biology (18h of which are to be at the 3000-4000 level **and include at least 3h from the biodiversity stream***), (42h); 6h chemistry; Math 2233, 2243 (6h)

2. Biology as second Major: Biol 1113, 1123, 2013, 2073, 2043 or 2053 and 15h additional biology (12h of which are to be at the 3000-4000 level **and include at least 3h from the biodiversity stream***) (30h)

3. Biology with second Major in nutrition: Biology core; 18h additional biology (12h of which must be at the 3000-4000 level) (36h)

* this is a modification to the program

New course:

BIOL4413 RESEARCH TOPICS II

This course consists of advanced laboratory and/or field investigations of some research topic in biology. Each student will write a research paper and present his or her findings. The research must be supervised or co-supervised by a faculty member in the Department of Biology.

Prereq: BIOL3413 – Credit can only be obtained for BIOL4413 if there is minimal overlap with BIOL3413 and BIOL4996.

Change to calendar description:

BIOL2053 MICROBIAL BIODIVERSITY

An overview of the diversity of microorganisms

including bacteria, Archaea, and Protista. The course will focus on the unique and vital roles that these organisms play in nature. (3h lab) Prereq: Biol 1113/1123 or **Biol 1813**

Becomes:

BIOL2053 MICROBIAL BIODIVERSITY

This course is an overview of the diversity of microorganisms on the planet, including Archaea, Bacteria, Protista, Fungi and Viruses, and will focus on the unique and vital roles that these organisms play in their environment. (3h lab) Prereq: Biol 1113/1123 or BIOL1813

Change in calendar description and pre requisite:

BIOL3523 PATHOGENIC MICROBIOLOGY

An examination of microbial diseases predominantly in humans. The pathogenic attributes of various types of infectious disease agents and the host's response to them will be considered. (3h lab)

Prereq: Biol 2053

Becomes:

BIOL3523 PATHOGENIC MICROBIOLOGY

This course examines the ceaseless struggle between the antimicrobial defences of humans and the virulence factors of bacterial and protozoan pathogens. Important human infectious diseases will be studied as examples of the contest between hosts and parasites, and as examples of how modern medicine

is driving evolution of human pathogens. (3h lab) Prereq: Biol 2053 with C- or better.

Change to calendar description and course title:

BIOL3573 APPLIED MICROBIOLOGY

The applications of microorganisms to human society. The course will study microorganisms in the food industry, industry in general, pollution and bioremediation. Examples where possible will be taken from operations in Nova Scotia. (3h lab) Prereq: Biol 2053 with C- or better

Becomes:

BIOL3573 APPLIED AND ENVIRONMENTAL MICROBIOLOGY

The Earth could not support life without the activities of microorganisms. This course will examine the essential roles microbes play in the biosphere, the unusual and surprising ways they have adapted to harsh niches, and how humans are increasingly exploiting their biochemical abilities in food production, water purification, medicines, soil improvement, and energy recovery. (3h lab) Prereq: Biol 2053 with C- or better.

Chemistry

Program deletion:

Delete the description of Bachelor of Science with Double Major Chemistry with Biochemistry and Molecular Biology

Program modification:

Under the section **Bachelor of Science with Honours in Chemistry**: remove the statement "One course (3h) completed with a C+ grade may be replaced by an additional elective chemistry course with a B- grade or better."

Bachelor of Arts with Major in Chemistry: 36h chemistry chosen in consultation with the chemistry department.

Becomes:

Bachelor of Arts with major in Chemistry:

Chem (1013 or 1113), (1023 or 1123), 1053, 2303, 2513, 2533, 2713, (2813 or 2853), (3303, 3313, 3513 or 3523) and 15h additional chemistry, chosen in consultation with the chemistry department (42h)

New course:

CHEM 2773 BIOCHEMISTRY FOR LIFE SCIENCES

An introduction to the structure and function of major micro and macromolecules of living systems, basic

principles of molecular biology and protein biosynthesis, biochemistry of vitamins and enzymes.

Prereq:

Chem 2513 with C- or better.

Change in course title, calendar description and pre requisite:

CHEM 1033 FUNDAMENTAL CHEMISTRY 1

Course content as in Chem 1013. Intended primarily for non-science students, this course is offered through the Division of Continuing Education. The laboratory work consists of video- and computer-ased assignments. Prereq: NS 12 Chemistry or equiv with 60% or better or permission of department
Becomes:

CHEM 1033 BASIC CHEMISTRY 1

Basic concepts in chemistry, including stoichiometry, periodic trends and bonding. Intended primarily for

non-science students, or students who have not completed NS Chemistry 12 or equivalent. This course is

offered through Open Acadia. The laboratory work consists of video- and computer-based assignments.

This course may not be used as a prerequisite for admission to other chemistry courses with the exception

of Chem 1043.

Change in course title, calendar description and pre requisite:

CHEM 1043 FUNDAMENTAL CHEMISTRY 2

Course content as in Chem 1023. Intended primarily for non-science students, this course is offered through the Division of Continuing Education. The laboratory work consists of video- and computer-ased assignments. This is a terminal course. It may not be used as a prerequisite for admission to other chemistry courses. Students wishing to take additional chemistry courses must first upgrade their laboratory skills by completing satisfactorily the laboratory components of Chem 1013 and 1023.

Prereq:

Chem1013 or 1033

Becomes:

CHEM 1043 BASIC CHEMISTRY 2

Basic concepts in chemistry, including properties of gases, liquids, solids and solutions as well as acids and bases. Intended primarily for non-science students, this course is offered through Open Acadia.

The

laboratory work consists of video- and computer-based assignments. This is a terminal course; it may not

be used as a prerequisite for admission to other chemistry courses except Chem 1013 or 1113. Prereq: Chem 1033

Change in pre requisite:

CHEM 3303 INORGANIC CHEMISTRY 2: MAIN GROUP CHEMISTRY

A survey of the main features of the main group elements and an introduction to transition metal chemistry. (3hlab) Prereq: Chem 2303

Becomes:

CHEM 3303 INORGANIC CHEMISTRY 2: MAIN GROUP CHEMISTRY

A survey of the main features of the main group elements and an introduction to transition metal chemistry. (3h lab) Prereq: Chem 2303 with C- or better

Change in pre requisite:

CHEM 3313 INORGANIC CHEMISTRY 2: TRANSITION METAL CHEMISTRY

A survey of the chemistry and bonding of the transition metals, including organometallic chemistry and inorganic compounds of biological interest. (3h lab) Prereq: Chem 2303

becomes:

CHEM 3313 INORGANIC CHEMISTRY 2: TRANSITION METAL CHEMISTRY

A survey of the chemistry and bonding of the transition metals, including organometallic chemistry and inorganic compounds of biological interest. (3h lab) Prereq: Chem 2303 with C- or better

Change in course title and pre requisite:

CHEM 3143 COLLOID AND SURFACE CHEMISTRY

Special topics on the practical aspects of physical chemistry relevant to biological and industrial applications. Emphasis is on colloid, interfacial and surface chemistry. (3h lab) Prereq: Chem 2713 with C- or better

Becomes:

CHEM 3143 SURFACE CHEMISTRY FOR LIFE SCIENCES

Special topics on the practical aspects of physical chemistry relevant to biological and industrial applications. Emphasis is on colloid, interfacial and surface chemistry. (3h lab) Prereq: Chem 2713 or 2773 with C- or better

Change in calendar description and pre requisite:

CHEM 4916 RESEARCH PROJECT FOR CHEMISTRY MAJORS

This course will provide the student with an opportunity to carry out an independent research project under one or more faculty supervisor(s). The course requires 144 hours of research activity, which will normally be spent conducting laboratory experiments or carrying out field work. This course includes a presentation on a research proposal, a presentation on research results, and a written report. Prereq: permission of the supervisor and the department. Credit cannot be obtained for both this course and Chem 4996.

Becomes:

CHEM 4916 RESEARCH PROJECT FOR CHEMISTRY MAJORS

This course consists of 144h of advanced laboratory and/or field investigations of chemical research/education topics. Three platform presentations (research proposal, results, and a final presentation) and a written report are required. Prereq: permission of supervisor and department, and 30h of chemistry courses. Anti-req: Chem 4996. This course does not fulfill the 6h of chemistry at the 4000 level degree requirement.

Change in calendar description and pre requisite:

CHEM 4996 HONOURS THESIS *There is currently no calendar description*

Becomes:

CHEM 4996 HONOURS THESIS

This course provides the student with an opportunity to carry out chemical research/education projects. The course requires 144h of research activity conducting laboratory experiments and/or field work.

This

course includes presentations on a research proposal and research results, a written report and an oral defense. Prereq: permission of thesis supervisor and department, and 30h of chemistry courses. Anti-req:

Chem 4916.

Computer Science

Change in calendar description:

COMP 4983 – PROJECT

Experience in the design, development, implementation and documentation of a significant computer software or hardware system. Prereq: 12h computer science at the 3000 or 4000 level, each with C- or better

Becomes:

COMP 4983 -- PROJECT

Experience in the design, development, implementation and documentation of a significant computer software or hardware system; or a thorough literature review and analysis of an aspect of computer science. A final project report and a presentation to the School are required. Prereq: 12h computer science at the 3000 or 4000 level, each with C- or better

Earth and Environmental Science

Program modification:

Modify the GEOL major requirements in the Geology and Environmental Geoscience major and honours programs to include CHEM 2853, ENVS 3423, ENVS 4613 and BIOL 3033 as major options.

BSc with Honours in Environmental Geoscience:

Change line 1 from:

The environmental geoscience core, GEOL 4996 and 9h elective geology each completed with a minimum grade of B- (57h)

to:

the environmental geoscience core, GEOL 4996 and 9h elective geology, or prescribed cognate courses, each completed with a minimum grade of B-. Cognate courses are BIOL 3033, CHEM 2853 and ENVS 4613. (57h)

BSc with Major in Environmental Geoscience:

Change line 1 from:

The environmental geoscience core, and 9h elective geology each completed with a minimum grade of C- (51h)

to:

The environmental geoscience core, and 9h elective geology, or prescribed cognate courses, each completed with a minimum grade of C-. Cognate courses are BIOL 3033, CHEM 2853 and ENVS 4613. (51h)

BSc with Honours in Geology:

Change line 1 from:

The geology core, GEOL 4996 and 15h elective geology each completed with a minimum grade of B- (54h)

to:

The geology core, GEOL 4996 and 15h elective from geology, or prescribed cognate courses, each completed with a minimum grade of B-. Cognate courses are BIOL 3033, CHEM 2853, ENVS 3423 and ENVS 4613. (54h)

BSc with Major in Geology:

Change line 1 from:

The geology core, and 15h elective geology each completed with a minimum grade of C- (48h)

to:

The geology core, and 15h elective from geology, or prescribed cognate courses, each completed with a minimum grade of C-. Cognate courses are BIOL 3033, CHEM 2853, ENVS 3423 and ENVS 4613. (48h)

Program modification:

To modify the requirements in the Environmental Science honours programs as follows:

- change requirement of GEOL 2133+2043 to two of GEOL 2133, 2043, 2753, 3723
- decrease the number of required GEOL courses by one
- increase the number of advanced level science courses by one (3h) and include HIST 2283, ESST 2013, POLS 3213, POLS 3883 and POLS 4843
- amend the requirement of ENVS 3113 to include also HIST 2283, ESST 2013, POLS 3213

Change line 4c from:

Envs 1013, 1023, 3113, 3423, 3523 (or an approved field course), 4613, 4423, 4996 (27h) (BIOL 3013 may be used as a free elective)

to: Envs 1013, 1023, ~~3113~~, 3423, 3523 (or an approved field course), 4613, 4423, 4996 **and one of ENV5**

3113, HIST 2283, ESST 2013, POLS 3213 (27h) (BIOL 3013 may be used as a free elective)

Change line 4d from:

Geol 1013, 1023, 2703, and 3 h additional Geology at or above the 2000 level (18h)

to:

Geol 1013, 1023, ~~2043, 2133~~, 2703, **two of 2043, 2133, 2753 or 3723** (15h)

Change line 4e from:

9 hr additional from advanced level science courses chosen on an individual basis by consultation with the Department

to:

9 hr additional from advanced level science courses, **HIST 2283, ESST 2013, POLS 3213, POLS 3883 and POLS 4843**, chosen on an individual basis by consultation with the Department.

Program modification:

To modify the requirements in the Environmental Science major program as follows:

- change requirement of GEOL 2133+2043 to two of GEOL 2133, 2043, 2753, 3723
- decrease the number of required GEOL courses by one
- increase the number of advanced level science courses by one (3h) and include HIST 2283, ESST 2013, POLS 3213, POLS 3883 and POLS 4843
- amend the requirement of ENV5 3113 to include also HIST 2283, ESST 2013, POLS 3213

Change line 4c from:

Envs 1013, 1023, 3113, 3423, 3523 (or an approved field course), 4613, 4423 (21h) (BIOL 3013 may be used as a free elective)

used as a free elective)

to:

Envs 1013, 1023, ~~3113~~, 3423, 3523 (or an approved field course), 4613, 4423, **and one of ENV5 3113, HIST 2283, ESST 2013, POLS 3213** (27h) (BIOL 3013 may be used as a free elective)

Change line 4d from:

Geol 1013, 1023, 2043, 2133, 2703, and 3 h additional Geology at or above the 2000 level (18h)

to:

Geol 1013, 1023, ~~2043, 2133~~, 2703, **two of 2043, 2133, 2753 or 3723** (15h)

Change line 4e from:

6 hr additional from advanced level science courses chosen on an individual basis by consultation with the Department

to:

12 hr additional from advanced level science courses, **HIST 2283, ESST 2013, POLS 3213, POLS 3883**

and POLS 4843, chosen on an individual basis by consultation with the Department.

Program modification:

Change the minor requirements for Geology honours and major students so that a minor is viewed as **either** 4 courses in a minor subject with at least 1 course at the 2000 level (option a) **or** 9 courses in BIOL, CHEM, COMP, ENV5, MATH, or PHYS (option b). The latter we would consider a general science minor option. For Geology honours or major students this second option consists of the current 6 required courses (CHEM 1013, 1023, 6 h MATH, and PHYS 1053, 1063) plus 3 other courses from BIOL, CHEM, COMP, ENV5, MATH, or PHYS.

Change in pre requisite:

GEOL 2043 TECHNIQUES IN PETROLOGY AND STRATIGRAPHY

Origin, occurrence, composition, and classification of igneous sedimentary, and metamorphic rocks. An integrated overview of petrogenetic processes in a plate tectonic framework, including magma genesis, clastic and carbonate depositional processes, stratigraphic principles, and metamorphic zones and facies. Laboratory study of rocks in hand sample and thin section. (3h lab) Prereq: Geol 2133

Becomes:

GEOL 2043 TECHNIQUES IN PETROLOGY AND STRATIGRAPHY

Origin, occurrence, composition, and classification of igneous sedimentary, and metamorphic rocks. An integrated overview of petrogenetic processes in a plate tectonic framework, including magma genesis, clastic and carbonate depositional processes, stratigraphic principles, and metamorphic zones and facies. Laboratory study of rocks in hand sample and thin section. (3h lab) Prereq: Geol 2133;

Prereq or Coreq: GEOL 1023

Mathematics and Statistics

New course:

MATH 1533 MATHEMATICAL CONCEPTS I

This course is designed for students planning a career in elementary education. Topics will include problem solving, logic and sets, algebra and functions, integers, rational numbers, decimals, percents, and real numbers. Emphasis is placed on the understanding and use of the various concepts that are introduced. Science students, business students, economics students, and mathematics and statistics majors cannot receive credit for this course.

MATH 1543 MATHEMATICAL CONCEPTS II

This course is designed for students planning a career in elementary education. Topics will include problem solving, probability and data analysis, geometry, measurement, motion geometry. Emphasis is placed on the understanding and use of the various concepts that are introduced. Science students, business students, economics students, and mathematics and statistics majors cannot receive credit for this course.

Change in course pre requisite:

MATH 3713 ORDINARY DIFFERENTIAL EQUATIONS II

Topics include systems of linear differential equations, Sturm-Liouville problems, orthogonal functions, Fourier series, dynamical systems, nonlinear systems. Prereq: Math 2023 or 2723

Becomes:

MATH 3713 ORDINARY DIFFERENTIAL EQUATIONS II

Topics include systems of linear differential equations, Sturm-Liouville problems, orthogonal functions, Fourier series, dynamical systems, nonlinear systems. Prereq: Math 1323 or 1333 and Math 2023 or 2723

Nutrition and Dietetics

Change in academic level:

NUTR 1513 FOOD AND PEOPLE

A study of the diet and changing food habits from a cultural, religious and social context, including the influence of gender roles. Both historical and modern food and cuisine will be examined. Programs and methods for meeting the world's food needs are evaluated and current technology and resources directed to food security and food safety are discussed. Open to nutrition majors and majors/minors of the Women and Gender Studies program.

Becomes:

NUTR 2323 FOOD AND PEOPLE

A study of the diet and changing food habits from a cultural, religious and social context, including the influence of gender roles. Both historical and modern food and cuisine will be examined. Programs and methods for meeting the world's food needs are evaluated and current technology and resources directed to food security and food safety are discussed. Open to nutrition majors and majors/minors of the Women and Gender Studies program

Change in academic level:

NUTR 2203 FOOD COMMODITIES 1

A study of the basic scientific principles underlying the processing of food commodities including vegetables, fruit, meat, fish, poultry. Additional topics will include colloids, sols, gels and rheology. (3h lab)

Becomes:

NUTR 1333 FOOD COMMODITIES 1

A study of the basic scientific principles underlying the processing of food commodities including vegetables, fruit, meat, fish, poultry. Additional topics will include colloids, sols, gels and rheology. (3h lab)

Change in academic level and pre requisite:

NUTR 2213 FOOD COMMODITIES 2

A study of the basic scientific principles underlying the processing of food commodities including cereal grains, dairy products and eggs. Additional topics will include food additives, labelling and food security (3h lab) Prereq: Nutr 2203

Becomes:

NUTR 1343 FOOD COMMODITIES 2

A study of the basic scientific principles underlying the processing of food commodities including cereal grains, dairy products and eggs. Additional topics will include food additives, labelling and food security (3h lab) Prereq: Nutr 1333

Change in calendar description and academic level:

NUTR 2503 HUMAN NUTRITION 1

The nutrients essential to human life and well-being, their function in digestion and metabolism, and their sources in food as it is consumed. Emphasis will be placed on vitamins and minerals. Also open to non-nutrition majors with first or second year standing.

Becomes:

NUTR 1313 HUMAN NUTRITION 1

The nutrients essential to human life and well-being, their function in digestion and metabolism, and their sources in food as it is consumed. Also open to non-nutrition majors with first or second year standing.

Change in academic level and pre requisite:

NUTR 2513 HUMAN NUTRITION 2

The application of nutrition through the life cycle. Prereq: Nutr 2503

Becomes:

NUTR 1323 HUMAN NUTRITION 2

The application of nutrition through the life cycle. Prereq: Nutr 1313

Change in pre requisite:

NUTR 3500 DIETETIC INTERNSHIP PRACTICUM 1

A 16 week supervised practicum in a hospital, other institutional and/or community setting. Students work under supervision of a registered dietitian and a School of Nutrition and Dietetics supervisor towards meeting Dietitians of Canada educational competencies for membership in one of the provincial licensing bodies. Prereq: Nutr 2203/2213 with B-, Nutr 2503/2513 with B- plus third year standing

Becomes:

NUTR 3500 DIETETIC INTERNSHIP PRACTICUM 1

A 16 week supervised practicum in a hospital, other institutional and/or community setting. Students work under supervision of a registered dietitian and a School of Nutrition and Dietetics supervisor towards meeting Dietitians of Canada educational competencies for membership in one of the provincial licensing bodies. Prereq: Nutr 1313/1323 with B-, Nutr 1333/1343 with B- plus third year standing

Change in pre requisite:

NUTR 3513 COMMUNITY NUTRITION

Examination of the essential principles in program planning, development, delivery, assessment and evaluation in community nutrition initiatives. Includes strategies for implementing programs across and within select populations. Prereq: Nutr 2513, 3543

Becomes:

NUTR 3513 COMMUNITY NUTRITION

Examination of the essential principles in program planning, development, delivery, assessment and evaluation in community nutrition initiatives. Includes strategies for implementing programs across and within select populations. Prereq: Nutr 1323, 3543

Change in pre requisite:

NUTR 3533 SPORTS NUTRITION

The scientific basis for the recommendation of nutrients to enhance athletic health and performance.

Prereq: Nutr 2503

Becomes:

NUTR 3533 SPORTS NUTRITION

The scientific basis for the recommendation of nutrients to enhance athletic health and performance.

Prereq: Nutr 1313

Change in pre requisite:

NUTR 3543 NUTRITION EDUCATION

This course examines principles of nutrition education, including program design and implementation, theories of behaviour change, and methods and strategies across the lifespan. Prereq: Nutr 2513

Becomes:

NUTR 3543 NUTRITION EDUCATION

This course examines principles of nutrition education, including program design and implementation, theories of behaviour change, and methods and strategies across the lifespan. Prereq: Nutr 1323

Change in calendar description and pre requisite:

NUTR 3723 PRINCIPLES OF NUTRITIONAL ASSESSMENT

Major principles and methods used in nutritional assessment of individuals/populations in health and disease states will be addressed. Topics include dietary, anthropometric, biochemical and clinical techniques. Prereq: Nutr 2513

Becomes:

NUTR 3723 PRINCIPLES OF NUTRITIONAL ASSESSMENT

Major principles of and methods used in nutritional assessment of populations and individuals in health and disease states including anthropometric, biochemical, clinical, and dietary approaches. Prereq: Nutr 1323

Change in pre requisite:

NUTR 4013 MANAGEMENT IN DIETETICS 1

Food service production and distribution, sanitation, safety, quantity food preparation, strategic planning, menu planning, quality management, risk management, marketing and financial management are examined. Management principles and theory, human resource management and the use of computers as related to food service operations are introduced. (12 hours of Lab Orientation and Safety Tutorials in Nutr 4013 plus six 6 hour labs – spread across Nutr 4013 and 4023). Prereq: Nutr 2213 and fourth year standing, or permission of School

Becomes:

NUTR 4013 MANAGEMENT IN DIETETICS 1

Food service production and distribution, sanitation, safety, quantity food preparation, strategic planning, menu planning, quality management, risk management, marketing and financial management are examined. Management principles and theory, human resource management and the use of computers as related to food service operations are introduced. (12 hours of Lab Orientation and Safety

Tutorials in Nutr 4013 plus six 6 hour labs – spread across Nutr 4013 and 4023). Prereq: Nutr 1343 and fourth year standing, or permission of School

Change in pre requisite:

NUTR 4223 SENSORY EVALUATION OF FOOD

Principles involved in the evaluation of the appearance, taste, smell and texture of foods, with an emphasis on their role in food product development. Evaluation approaches, including consumer and analytical tests are covered in theory and in practice. The laboratory component includes a research project on sensory attributes of foods. (3h lab) Prereq: Math 1223 or 2243, Nutr 2213

Becomes:

NUTR 4223 SENSORY EVALUATION OF FOOD

Principles involved in the evaluation of the appearance, taste, smell and texture of foods, with an emphasis on their role in food product development. Evaluation approaches, including consumer and analytical tests are covered in theory and in practice. The laboratory component includes a research project on sensory attributes of foods. (3h lab) Prereq: Math 1223 or 2243, Nutr 1343

Change in pre requisite;

NUTR 4513 NUTRITION IN HEALTH AND DEVELOPMENT

This course will enable the student to identify problems in global health and nutrition, analyze theories of development and debate the issues around setting of priorities for health and development at home and abroad. It will provide opportunities to formulate and analyze approaches for mobilizing community participation in nutrition and health care. Prereq: Nutr 1513, 2513, 3513, with grade of C- or better or permission of School

Becomes:

NUTR 4513 NUTRITION IN HEALTH AND DEVELOPMENT

This course will enable the student to identify problems in global health and nutrition, analyze theories of development and debate the issues around setting of priorities for health and development at home and abroad. It will provide opportunities to formulate and analyze approaches for mobilizing community participation in nutrition and health care. Prereq: Nutr 1323, 2323, 3513, or permission of School

Change in pre requisite:

NUTR 4523 ADVANCED HUMAN NUTRITION

Recent development in human nutrition. The integration of nutrition, biochemistry and physiology is stressed. Independent survey of periodical literature in this field. Prereq: Biol 2823, Nutr 2513

Becomes:

NUTR 4523 ADVANCED HUMAN NUTRITION

Recent development in human nutrition. The integration of nutrition, biochemistry and physiology is stressed. Independent survey of periodical literature in this field. Prereq: Biol 2823, Nutr 1323

Change in calendar description:

NUTR 4533 NUTRITION AND DISEASE 1

Epidemiology, pathophysiology and role of medical nutrition therapy in the management of several widespread chronic conditions including diabetes, cardiovascular diseases, disorders of energy balance and bone health. Practical applications are studied in case studies (3h lab/tutorial). Prereq: Biol 2823, Nutr 3723

Becomes:

NUTR 4533 NUTRITION AND DISEASE 1

Epidemiology, pathophysiology and the role of medical nutrition therapy in the management of selected chronic conditions. Practical applications are explored through case studies (3h lab/tutorial). Prereq: Biol 2823, Nutr 3723

Change in pre requisite:

NUTR 4543 MATERNAL AND INFANT NUTRITION

The importance of nutrition to the outcome of pregnancy. Topics include; physiology of pregnancy and lactation; nutritional requirements and food habits of pregnant women; methods of feeding, nutritional requirements and growth and development of the infant and pre-schooler. Prereq: Biol 2823, Nutr 2513, Chem 3723 or Biol 2013

Becomes:

NUTR 4543 MATERNAL AND INFANT NUTRITION

The importance of nutrition to the outcome of pregnancy. Topics include; physiology of pregnancy and lactation; nutritional requirements and food habits of pregnant women; methods of feeding, nutritional requirements and growth and development of the infant and pre-schooler. Prereq: Biol 2823, Nutr 1323

Change in pre requisite:

NUTR 4733 FOOD PRODUCT DEVELOPMENT

The chemical, procedural and technological aspects of food product development. The functionality of food ingredients in relation to the formulation of food products is covered. Evaluation techniques employed in measuring the physical and sensory attributes of food systems are included. (3h lab)

Prereq: Nutr 2213

Becomes:

NUTR 4733 FOOD PRODUCT DEVELOPMENT

The chemical, procedural and technological aspects of food product development. The functionality of food ingredients in relation to the formulation of food products is covered. Evaluation techniques employed in measuring the physical and sensory attributes of food systems are included. (3h lab)

Prereq: Nutr 1343

Change in pre requisite:

NUTR 4743 INTRODUCTION TO NUTRITION AND HEALTH RESEARCH

A study of the principles and application of the research process related to nutrition and health. Focus of the course includes identifying a research problem, searching the literature, devising a protocol, and selecting methods of analysis. Ethical and other considerations will be discussed. These principles will be applied in the preparation of a research proposal. Prereq: Math 1223 or 2243, Nutr 2513, third year standing or permission

Becomes:

NUTR 4743 INTRODUCTION TO NUTRITION AND HEALTH RESEARCH

A study of the principles and application of the research process related to nutrition and health. Focus of the course includes identifying a research problem, searching the literature, devising a protocol, and selecting methods of analysis. Ethical and other considerations will be discussed. These principles will be applied in the preparation of a research proposal. Prereq: Math 1223 or 2243, Nutr 1323, third year standing or permission of School

Change in pre requisite:

NUTR 4913 SPECIAL TOPICS IN NUTRITION

In depth study of a selected topic in the field. Designed to enable students to take advantage of a particular expertise of visiting or permanent faculty. Prereq; Nutr 2513 and permission of School

Becomes:

NUTR 4913 SPECIAL TOPICS IN NUTRITION

In depth study of a selected topic in the field. Designed to enable students to take advantage of a particular expertise of visiting or permanent faculty. Prereq; Nutr 1323 and permission of School

Change in calendar description:

NUTR 4996 HONOURS THESIS

Prereq: Nutr 4743

Becomes:

NUTR 4996 HONOURS THESIS

The Honours Thesis provides an opportunity for a student, under the guidance of a supervisor, to select a research topic, conduct a literature review of the topic, write a research proposal, carry out the research, and present it in a professional manner both orally and as a written thesis. Prereq: Nutr 4743

Program modification:

Increasing the CGPA for admission to the Bachelor of Science in Nutrition (Honours) program and requiring the agreement of a faculty member to supervise the thesis.

Program description:

Bachelor of Science in Nutrition (Honours): A CGPA of ~~3.0~~ **3.33** or better in 120h is required for honours. A minimum 48h in nutrition courses must each be passed with a B- grade or better. A Minor consists of 12h in another subject, each course passed with a grade of C- or better. A thesis is mandatory. Students in the Kinesiology option may use Kine 3013 and Kine 4333 as part of their nutrition requirement. **Admission also requires agreement of a faculty member in the School to supervise the thesis.**

Program modification:

The following text is to be inserted between the Bachelor of Science (Health and Development option) and Co-op option in the School of Nutrition and Dietetics section. It is all new text.

Multidisciplinary Minors

In place of a minor in a single subject, Bachelor of Science in Nutrition and Bachelor of Science in Nutrition (Honours) students may complete an 18h multidisciplinary minor, subject to specific program requirements. Students interested in this option should discuss it with their academic advisor.

Multidisciplinary minors include American Studies, Atlantic Canadian Studies, Canadian Studies, Comparative Religion, Cultural Studies, Diaspora Studies, International Development Studies, Environmental Studies, Legal Studies, Women's and Gender Studies, and World Literatures

Physics

Change in calendar description:

PHYS 1013 INTRODUCTORY PHYSICS 1 Classical mechanics, including kinematics, dynamics, energy, systems of particles, rotational motion, oscillations, waves and sound. Topics are developed using vectors and elementary calculus. (2h lecture/4h studio) Prereq: Grade 12 physics recommended. Coreq: Math 1013

becomes:

PHYS 1013 INTRODUCTORY PHYSICS Physics 1 Classical mechanics, including kinematics, dynamics, energy, systems of particles, rotational motion, oscillations, waves and sound. Topics are developed using vectors and elementary calculus. (3h lecture/3h studio) Prereq: Grade 12 physics recommended. Coreq: Math 1013

Change in calendar description:

PHYS 1023 INTRODUCTORY PHYSICS 2 Electric and magnetic fields and modern physics. Topics include Gauss's law, electric potential, capacitors, Ohm's law, D.C. circuits, Faraday's law, inductance, and topics in modern physics. (2h lecture/4h studio) Prereq: Phys 1013 or 1063; Coreq: Math 1023

becomes:

PHYS 1023 INTRODUCTORY PHYSICS 2 Electric and magnetic fields and modern physics. Topics include Gauss's law, electric potential, capacitors, Ohm's law, D.C. circuits, Faraday's law, inductance, and topics in modern physics. (3h lecture/3h studio) Prereq: Phys 1013 or 1063; Coreq: Math 1023

Change in calendar description and pre requisite:

PHYS 3433 QUANTUM MECHANICS 1

Careful attention is given to establishing the fundamental concepts of the theory. Topics include discussion of the wave function and the Fourier integral, operator methods, matrix mechanics, solutions of one and three-dimensional systems, perturbation theory, the harmonic oscillator and one-electron atoms.

Becomes:

PHYS 3433 QUANTUM MECHANICS 1

Careful attention is given to establishing the fundamental concepts of the theory. Topics include discussion of the wave function and the Fourier integral; solutions of one-dimensional systems, including the harmonic oscillator; operator methods and matrix mechanics; solutions of three-dimensional systems, including one-electron atoms; and time-independent perturbation theory.

Prereq: Phys [2413](#) (with a minimum grade of B-) or permission of the department, Math [2023](#) or [2723](#) , Math [2013](#) or [2753](#).

Change in calendar description and pre requisite:

PHYS 4433 QUANTUM MECHANICS 2

Phys 4433 is a continuation of Phys 3433. The student is introduced to time-dependent perturbation theory and other approximation methods, as well as applications of the theory including many particle systems, charged particles and the electromagnetic field, selected topics on radiation, and collision theory.

Becomes:

PHYS 4433 QUANTUM MECHANICS 2

Phys 4433 is a continuation of Phys 3433. The student is introduced to time-dependent perturbation theory and other approximation methods, as well as applications of the theory including many particle systems, selected topics on radiation, and scattering theory.

Prereq: Phys [3433](#) , Phys [3253](#)

New course:

PHYS 4773 FLUID DYNAMICS (also MATH 4773)

Topics may include the Navier-Stokes equations, streamlines, circulation, vorticity, irrotational flow, potential flow, laminar flow, gravity waves, dimensional analysis, geophysical fluid dynamics, turbulence, hydrodynamic instability. Prereq/Coreq: Math 4753 or permission of instructor

Program modification:

Revising the core course requirements for the Physics major to replace the option of APSC 1413 & APSC 2613 with an option of two of APSC 1413, APSC 2613, COMP 1113, and COMP 1123.

Physics core (27h): Phys 1013 or 1053/1063, 1023, 2113, 2203, 2213, 2413, 2523, 3253, and 3613. Phys 1053/1063, 1513/1523, 1543 and 1553 may not be offered to fulfill Major requirements. Students must offer a minimum of Math 1013, 1023, 1333 or 1323, 2723, 2753 (15h), and Chem 1013/1023 or Chem 1113/1123 or two of APSC 1413, 2613, Comp 1113, 1123 (6h).

Bachelor of Science with Double Major

1. Physics as first Major: Phys 1013 or 1053/1063, 1023, 2113, 2203, 2213, 2413, 2523, 3253, 3613, 9h additional physics; Math 1013/1023, 1333 or 1323, 2723/2753 or 2013/2023 (15h); Chem 1013/1023 or Chem 1113/1123 or two of APSC 1413, 2613, Comp 1113, 1123 (6h).

Psychology

New course:

PSYC 4413 SPECIAL TOPICS IN NEUROSCIENCE The focus and instructor will vary as determined by the department. Restricted to students with backgrounds appropriate to the particular subject matter. Prereq: Psyc 2023 and permission of the Psychology Department.

New course:

PSYC 4423 SPECIAL TOPICS IN APPLIED PSYCHOLOGY

The focus and instructor will vary as determined by the department. Restricted to students with backgrounds appropriate to the particular subject matter. Prereq: Psyc 2023 and permission of the Psychology Department.

Change in course description and pre requisite:

PSYC 3373 CLINICAL PSYCHOLOGY

Roles and functions of clinical psychologists will be presented, with special emphasis on psychological assessment, therapeutic intervention, and community consultation. Also included in the course will be issues in method and inference associated with clinical research, and ethical issues that arise in clinical psychology. Students will be expected to have a thorough grounding in research methods, abnormal psychology, and personality. Prereq: Psyc 2013, 2113; Psyc 2123 or Musi 1553

Becomes:

PSYC 3373 CLINICAL PSYCHOLOGY

Roles and functions of clinical psychologists will be presented, with special emphasis on psychological assessment, therapeutic intervention, and community consultation. Also included in the course will be issues in method and inference associated with clinical research, and ethical issues that arise in clinical psychology. Prereq: Psyc 2113; Psyc 2123 recommended.

Program modification:

Adding another pair of courses to satisfy the math requirements, adding reference to revised special topics course numbering, and correcting wording to allow students to count more than one lab course toward the applied option.

Psychology core (27h):

1. Psyc 1013, 1023, 2013, 2023
2. Math 1213, 1223 or Math 2233, 2243 **or Math 2213, 2223**
3. 3h from Psyc 2113 or 2123
4. 3h from Psyc 2133, 2143 or 2173
5. 3h from Psyc 2103 or 2153

The same course cannot be used to fulfill both core and psychology electives.

Bachelor of Arts with Honours in Psychology

1. The psychology core (27h)
2. Psyc 3023, 3243, 4183, 4996 (15h)
3. A 3000-level psychology course with a laboratory component (e.g. 3053, 3083, 3353, or 3363 or Biol 3063) (3h)
4. 9h additional Psyc; 3h of which must be at 3000 or 4000 level
5. B- or better is required in all courses offered to fulfill these requirements.

Admission to the honours program is competitive and normally open only to students with a program GPA of 3.33 or better, and at least a B- in Psyc 3243. Admission also requires permission of the department and agreement of a faculty member in the department to supervise the thesis. Application is made in the penultimate year, following procedures published by the department.

Bachelor of Arts with Major in Psychology

1. The psychology core (27h)
2. 18h additional Psyc 12h, of which must be at the 3000/4000 level
3. C- or better is required in all courses offered to fulfill these requirements.

The same course cannot be used to fulfill more than one requirement.

Bachelor of Arts with Double Major

1. Psychology as first major: the psychology core (27h), 15h of Psyc, 9h of which must be at the 3000/4000 level
2. Psychology as second major: the psychology core (27h); 9h of Psyc at 3000/4000 level.

Bachelor of Arts with Major in Psychology (Applied Psychology Option)

1. The psychology core (27 h)
2. 18h (with a 15h minor), or 21h (with a 12h minor), from Psyc 2183, 3183, 3193, 3373, 3383, 4053, 4103, 4203, **4423**, 3353(L), 3363(L), Kine 2433, Kine 3683, at least 3 h of which must be a course with a laboratory component, as indicated by “(L)”.
3. C- or better is required in all courses offered to fulfill these requirements

Bachelor of Arts with Honours in Psychology (Applied Psychology Option)

1. The psychology core (27 h)
2. Psyc 3023, 3243, 4183, 4996 (15 h)
3. 18 h from Psyc 2183, 3183, 3193, 3373, 3383, 4053, 4103, 4203, **4423**, 3353(L), 32363(L), Kine 2433, Kine 3683, at least 3 h of which must be a course with a laboratory component, as indicated by “(L)”.
4. B- or better is required in all courses offered to fulfill these requirements

Program modification:

Psychology core (27h):

1. Psyc 1013, 1023, 2013, 2023
2. Math 1213, 1223 or Math 2233, 2243 or **Math 2213, 2223**
3. 3h from Psyc 2113 or 2123
4. 3h from Psyc 2133, 2143 or 2173
5. 3h from Psyc 2103 or 2153

The same course cannot be used to fulfill both core and psychology electives.

Bachelor of Science with Honours in Psychology

1. The psychology core (27h)
2. Psyc 3023, 3243, 4183, 4996 (15h)
3. A 3000-level psychology course with a laboratory component (3053, 3083, 3353, or 3363 or Biol 3063) (3h)
4. 9h additional Psyc; 3h of which must be at 3000 or 4000 level
5. B- or better is required in all courses offered to fulfill these requirements.

Admission to the honours program is competitive and normally open only to students with a program GPA of 3.33 or better, and at least a B- in Psyc 3243. Admission also requires permission of the department and agreement of a faculty member in the department to supervise the thesis. Application is made in the penultimate year, following procedures published by the department.

Bachelor of Science with Major in Psychology

1. The psychology core (27h)
2. a) 18h Psyc (with a 15h Minor), 12h of which must be at the 3000/4000 level; OR
b) 21h Psyc (with a 12h Minor), 15h of which must be at the 3000/4000 level; OR
c) 9h Psyc (with two 18h Minors), all of which must be at the 3000/4000 level
3. C- or better is required in all courses offered to fulfill these requirements.

The same course cannot be used to fulfill more than one requirement.

Bachelor of Science with Major in Psychology (Neuroscience Option)

1. The psychology core (27 h)
2. Psyc 2133, and one of Psyc 2143 or Psyc 2173 (Note: one of Psyc 2133 or Psyc 2143 will be counted in the psychology core)
3. 18h from Psyc 3133, 3323, 3383, 3613, 4323, 4343, **4413**, 3053(L), 3083(L). Biol 3063(L) Biol 3143, Kine 4373, at least 3 h of which must be a course with a laboratory component, as indicated by “(L)”.
4. C- or better is required in all courses offered to fulfill these requirements

Bachelor of Science with Honours in Psychology (Neuroscience Option)

Students must complete all requirements specified in both the BSc with Honours in Psychology program and BSc with Major in Psychology (Neuroscience Option) program including achieving a grade of B- or better on requirements listed in the BSc with Honours in Psychology.

Bachelor of Science with Major in Psychology (Applied Psychology Option)

1. The psychology core (27 h)
2. 18h (with a 15h minor), or 21h (with a 12h minor), from Psyc 2183, 3183, 3193, 3373, 3383, 4053, 4103, 4203, **4423**, 3353(L), 3363(L), Kine 2433, Kine 3683, at least 3 h of which must be a course with a laboratory component, as indicated by “(L)”.
3. C- or better is required in all courses offered to fulfill these requirements

Bachelor of Science with Honours in Psychology (Applied Psychology Option)

1. The psychology core (27 h)
2. Psyc 3023, 3243, 4183, 4996 (15 h)
3. 18h from Psyc 2183, 3183, 3193, 3373, 3383, 4053, 4103, 4203, **4423**, 3353(L), 3363(L), Kine 2433, Kine 3683, at least 3 h of which must be a course with a lab component, as indicated by “(L)..
4. B- or better is required in all courses offered to fulfill these requirements

Faculty of Pure and Applied Science

Program modifications:

Delete

- ~~1. 6h English or one language other than English~~

And replace with

1. 6h from the Faculty of Arts selected from the courses with a significant writing component as listed at www.science.acadiau.ca/sigwrtingcourseslist or 6h of a single language other than English.

In the descriptions for the

- **Bachelor of Science (Major),**
- **Bachelor of Science (Double Major),**
- **Bachelor of Science with Honours,**
- **Bachelor of Science with Honours and Second Major, and**
- **Bachelor of Science (Foundation Option) (42/18/18/18 Major)**

Add the option of multi-disciplinary minors for B.Sc. (Major) and B.Sc. (Honours) students. The modification would be restricted to students completing an 18h minor.

Computer Science

Modifications to programs:

For BCS, BCSH and BCSS degrees

4. 6h English or one language other than English

Becomes:

4. 6h from the Faculty of Arts selected from the courses with a significant writing component as listed at www.science.acadiau.ca/sigwrtingcourseslist ,or 6h of a single language other than English, or Comm 1213 and 1223.

Nutrition and Dietetics

Program modification:

Renumbering of five core nutrition courses (housekeeping). Revising the language requirement for the program..

Nutrition core: Nutr ~~1513, 2203, 2213, 2503, 2513~~, **1313, 1323, 1333, 1343, 2323**, 3713, 3723, 4533, 4903 (27h)

Bachelor of Science in Nutrition

1. The nutrition core (27h)
2. Biol 1813, 2053, 2813, 2823 (12h)
3. Chem 1013, 1023, 2513, 2713 (12h)
4. Math 1213/1223 or 2233/2243 (6h)
5. Psyc 1013,1023 (6h)
6. Nutr 3543, 4223, 4523, 6h Nutr electives (15h)

7. ~~English or one language other than English (6h)~~ **6h from the Faculty of Arts selected from the courses with a significant writing component listed at www.science.acadiau.ca/sigwritingcourseslist (6h)**
8. 6h from the Faculty of Arts (6h)
9. 30h university electives (30h)

Program modification:

Bachelor of Science in Nutrition (Dietetics option)

1. The nutrition core (27h)
2. Biol 1813, 2053, 2813, 2823 (12h)
3. Chem 1013, 1023, 2513, 2713 (12h)
4. Math 1213/1223 or 2233/2243 (6h)
5. Nutr 3513, 3543, 4013, 4023, 4223, 4523, 4553, 4743, 3h Nutr elective (27h)
6. Psys 1013, 1023 (6h)
7. ~~English or one language other than English (6h)~~ **6h from the Faculty of Arts selected from the courses with a significant writing component listed at www.science.acadiau.ca/sigwritingcourseslist (6h)**
8. 6h from the Faculty of Arts (6h)
9. 18h university electives (18h)

Students completing this option will meet the eligibility requirements for application to accredited Dietitians of Canada internships.

Program modification:

Bachelor of Science in Nutrition (Health and Development option)

1. The nutrition core (27h)
2. Biol 1813, 2013, 2053, 2813, 2823 (15h)
3. Kine 2493 (3h)
4. Chem 1013, 1023 (6h)
5. Math 1213/1223 or 2233/2243 (6h)
6. Psys 1013, 1023 (6h)
7. Nutr 3513, 3523, 3543, 4513, 4543 (15h)
8. ~~English or one language other than English (6h)~~ **6h from the Faculty of Arts selected from the courses with a significant writing component listed at www.science.acadiau.ca/sigwritingcourseslist (6h)**
9. 6h from the Faculty of Arts (6h)
10. 30h university electives (30h)

Program modification:

Adding Nutr 4223 (Sensory Evaluation of Food) as a required course (to replace one of the 3h nutrition electives) and 6 hours of Arts electives (thereby reducing the number of University electives) is for consistency with our other programs. Revising the language requirement is to ensure that students going into third and fourth year have a stronger background in writing, which to this point may not have been included in their program of study.

Bachelor of Science in Nutrition (Kinesiology option)

1. The nutrition core (27h)
2. Kine 3013 and 12h Kine electives (other than Kine 2293, 2413, 2423) (15h)
3. Biol 1813, 3h Biol elective, Biol 2813/2823 or Kine 2413/2423 (credit can only be obtained for one of these pairs of courses) (12h)
4. Chem 1013, 1023, 2513, 2713 (12h)
5. Math 1213/1223 or 2233/2243 (6h)
6. Psys 1013, 1023 (6h)
7. Nutr 3543, **4223**, 4523, ~~9h~~ **6h** Nutr electives (15h)
8. ~~English or one language other than English (6h)~~ **6h from the Faculty of Arts selected from the courses with a significant writing component listed at www.science.acadiau.ca/sigwritingcourseslist (6h)**

9. **6h from the Faculty of Arts (6h)**

10. ~~24h~~ **15h** university electives (**15h**)

A maximum of 12 students will be accepted each year.

Students interested in this option will be considered for admission in the winter semester of their second year in the Bachelor of Science in Nutrition program.

An overall cumulative GPA of 2.75 is required for ~~Admissions~~ **admission** to this option.

Program modification:

This change is to ensure that students going into third and fourth year have a stronger background in writing, which to this point may not have been included in their program of study.

Bachelor of Science in Nutrition with **second major in Biology**

1. The nutrition core (27h)
2. Biol 1113/1123 or 1813/1823, 2013, 2043 or 2053, 2073, 15h additional Biol (12h of which must be at the 3000/4000 level) completed with a C- or higher (30h)
3. Chem 1013, 1023, 2513, 2713 (12h)
4. Math 2233, 2243 (6h)
5. Psyc 1013, 1023 (6h)
6. Nutr 3543, 4223, 4523, 6h Nutr electives (15h)
7. ~~English or one language other than English (6h)~~ **6h from the Faculty of Arts selected from the courses with a significant writing component listed at www.science.acadiau.ca/sigwritingcourseslist (6h)**
8. 6h from the Faculty of Arts (6h)
9. 12h university electives (12h)

GRADUATE SUPERVISION

Responsibilities of faculty, students, and administrators

NOTE: The responsibilities and dispute resolution processes outlined in this document apply to students in the 13 masters programs at Acadia within the Faculties of Arts, Professional Studies, and Pure and Applied Science, as well as to students in the PhD program in Educational Studies.

Introduction

This document is intended to provide clear and succinct guidelines for graduate students, faculty supervisors, and administrators on issues related to the supervision of graduate theses and research projects. This is an area of critical importance to the University. Undertaking research is an essential component of graduate study. A good supervisory relationship creates a healthy and supportive environment in which students can accomplish their research and scholarly goals. It also creates a positive and productive environment for faculty supervisors. For many faculty members, the research done by their graduate students not only contributes to their personal research programs, it is frequently an indispensable component of it.

This document has been prepared by the Office of Research and Graduate Studies, at the behest and with the support and approval of the Senate Committee on Graduate Studies. It was undertaken with a view to establishing University-wide policy to guide the supervision of graduate-level research. The policies and guidelines contained in this document are intended to bring clarity to the expectations and responsibilities of graduate students and supervisors, and to outline procedures for dealing with conflict and otherwise problematic circumstances in the supervision of graduate research.

Responsibilities

Joint Responsibilities of supervisors and students:

- **Respect.** Every student and faculty supervisor has a right to be treated respectfully. This includes, but is not limited to, the following:
 - Maintaining appointments, except in cases of extenuating circumstances. If cancellation is necessary, provide as much advanced notice as possible.
 - Coming to meetings having read or prepared whatever was agreed upon prior to the appointment.
 - Allowing for disagreements, but recognizing that it is the supervisor's responsibility to guide the direction of, and approach to, the study; no research project will proceed to a public defense without the agreement and written consent of the supervisor. If disagreements or disputes arise in the relationship, faculty and students are expected to treat each other in ways that are not hurtful or otherwise disrespectful.
 - Maintaining confidentiality. While not all aspects of a supervisory relationship are confidential, areas that have been identified by one or the other as being such must be respected.
 - Constructing a joint relationship that is free of stereotyping, discrimination, and prejudicial behaviour.

Responsibilities of Supervisors

- **Topic Development.** Supervisors are expected to provide guidance for students in the development of thesis/project topics. This includes offering ideas and generally assisting students in identifying areas within a disciplinary realm that are ripe for investigation. In instances where a student enters the relationship with a well-developed idea for a research study, the faculty supervisor can assist in refining the research focus and delimiting the study.
- **Proposal Development.** Every thesis-based research project at Acadia begins with the development of a formal research proposal by the student. While the length and substance will vary among departments and schools, a formal proposal serves as a type of contract, in that it defines what a student is expected to do in order to produce a thesis of high quality. Once the proposal is at the stage where the supervisor feels the study is ready to be launched, he or she will sign a proposal acceptance form and file it, along with a copy of the proposal, in the departmental or school office. A copy will be provided for the student.

Signing a formal research proposal does not preclude the possibility that research studies can change due to unforeseen circumstances, creating a situation where the purpose of the study as originally stated is not achievable. Where this happens, changes must be jointly agreed upon by the supervisor and the student, and must adhere to departmental or school policy. Substantial changes in focus may require the preparation and submission of a new proposal.

- **Reasonable Access.** Faculty members who have agreed to supervise graduate students are expected to be reasonably accessible for thesis consultation, occasionally on short notice. This may be especially necessary as the research nears completion and defense or graduation/convocation dates near. To whatever extent possible, supervisors should plan with students around likely completion dates in order to avoid interruptions and delays caused by vacations or conference attendance. In cases of leaves of absence or sabbaticals, the supervisor is responsible for arranging continuity of supervision.
- **Length of Study.** It is the responsibility of the faculty supervisor to assist a graduate student in designing a study that is achievable in a reasonable period of time.
- **Constructive and Timely Feedback.** A central component of the research process for graduate students is constructive and timely feedback from supervisors. This is crucial in allowing a student to maintain consistent progress.

Constructive and timely feedback is equally crucial in instances where students are not meeting academic expectations. While these conversations can be difficult, it serves no one's interest to prolong a study if success is unlikely.

- **Professional Growth.** Supervisors are expected to support students' professional development by encouraging participation in discipline-specific professional gatherings (e.g., conferences, symposia). Where appropriate, supervisors should encourage the publication (jointly or otherwise) of a student's work.
- **Thesis quality.** It is the responsibility of the supervisor to ensure that the final thesis meets or exceeds the standards of graduate level work at Acadia.

Responsibilities of Students

- **Commitment to Research.** Graduate research takes time and commitment on behalf of students. In discussion with faculty supervisors, students need to plan for sufficient time to complete a thesis or project of substantial scholarly merit. This includes (i) time needed to gain sufficient background and skills in the research area before initiating the study, (ii) time required to undertake the fieldwork/analysis in a comprehensive and rigorous manner, and (iii) time to produce a thesis manuscript that is thorough, well organized, and lucidly written.
- **Research Proposal.** Each thesis student is required to write and submit a research proposal in consultation with their supervisor that meets the standards established by their department or school.
- **Communication.** Students are expected to maintain regular contact with supervisors to inform them of progress and make them aware of factors that may cause problems or interruptions. It may be helpful if students and supervisors agree upon a schedule of meetings and event horizons, although this may not always be possible. It is important for students to recognize that faculty members have other responsibilities which can delay access on short notice.
- **Ethical Behaviour.** All students are expected to adhere to high ethical standards in undertaking research that involves humans or other animals. This includes close familiarity with the protocols established by the Research Ethics Board or the Animal Care Committee.

Dispute Resolution

At times conflict arises in a supervisory relationship. As uncomfortable as this may be, it is imperative that troubling issues be addressed in their early stages before they lead to a deterioration of the working relationship. Resolution at an early stage should be between the student and the supervisor, without the necessity of involving others. However, given the power imbalance in a supervisor relationship, if students are uncomfortable approaching their supervisors on issues of conflict, or if the supervisory relationship has deteriorated to the point where the likelihood of resolution at this informal stage is remote, the following procedures are to be employed:

- **Graduate Coordinator.** All departments and schools offering graduate programs select a faculty member to serve as their graduate program coordinator. This individual is normally responsible for providing academic counselling for graduate students. However, in cases of conflict in the supervisory relationship, the coordinator serves as the first external point of contact for the student and/or supervisor in seeking resolution. In instances where the graduate coordinator is the supervisor, recourse will be directly to the head or director.
- **Head or Director.** In instances where the graduate coordinator is unable to construct an acceptable solution to the conflict, the head of the department or director of the school will be engaged through the graduate coordinator. In some cases, it may be in the best interest of the student to have a new supervisor appointed. This is done by the head/director and coordinator, in consultation with the student. Appointing a new supervisor will be done without penalty or disadvantage to the graduate student.

In instances where the head or director is the supervisor, recourse will be directly to the Dean of Research and Graduate Studies.

A dispute involving a student in Social and Political Thought will skip this step and proceed directly to the Dean of Research and Graduate Studies.

- **Dean of Research and Graduate Studies.** If the dispute is unable to be resolved within the unit, the graduate coordinator or head/director will bring the matter to the attention of the Dean of Research and Graduate Studies. Where appropriate, the Dean will meet with the student or faculty member to seek a resolution. As Acadia does not have a faculty of graduate studies, in instances that directly involve faculty, the Dean of Research and Graduate Studies may request the involvement of the relevant program dean. When necessary, the Dean of RGS will bring the matter to the attention of the Vice President Academic.

Situations that cannot be resolved through these procedures can proceed to the stage of formal appeal as outlined in the University Calendar.

Submitted by,

David MacKinnon
Chair
Senate Committee on Graduate Studies

Recommendation

The Senate Committee on Graduate Studies recommends approval of the following motion:

1. That the policy regarding Graduate Supervision: Responsibilities of Faculty, Students, and Administrators be approved.

Tenure-Track Teaching Complement Allocation Committee

Annual Report for 2011-2012

Committee Members 2011-2012

Darren Kruisselbrink, Non-voting Chair

Zelda Abramson, Faculty of Arts representative

Rene Murphy, Faculty of Professional Studies representative

Holger Teismann, Faculty of Pure and Applied Science representative

Barry Moody, Acting Dean of Arts (replaced Robert Perrins, Dean of Arts) *ex officio*

Heather Hemming, Dean of Professional Studies, *ex officio*

Peter Williams, Dean of Pure and Applied Science, *ex officio*

Summary of Activities

The committee met in person on three occasions, Sept. 30, Oct. 26 and Feb. 1. At its Oct 26 and Feb 1 meeting, the committee discussed several policy issues and made several changes or clarifications to its procedures. Specifically:

- (a) In the more than a year since its December 2010 Re-ranking report to Senate, the committee has been provided with no clarity regarding the issue of program viability. At that time it was suggested that “a committee be formed to consider program issues across the university (e.g., what existing programs, if any, should be phased out and how; what new programs, if any should be developed).” Although issues of program viability have become more acute over the past year, the committee continues to rank tenure-track position needs in the absence of a coherent strategic context. Furthermore, the criteria and procedures guiding the committee’s work fundamentally perpetuate the status quo without regard for the value of a status quo model for the university. This issue was brought to the Senate Executive at its Nov 28 meeting where advice was sought regarding how a larger framework of academic priorities/values might be created to provide a strategic context in which the committee could work. Senate would be well served by outlining a framework of academic priorities for the university for the short and medium term.
- (b) Another outstanding issue discussed by the committee has been the academic nature of deliberations in 2011-12. From the preparation of relevant data by the Registrar’s Office, to the generation of submissions by units, to the ranking of submissions within Faculties, to the merging of ranked lists at the TTTCAC, the volume of time and energy directed to a process that ostensibly produced no return has been trying. The committee feels that, in the absence of any follow-up action, this time and energy could be much more productively spent on other pursuits. Therefore, the committee recommends to Senate that the TTTCAC shall initiate the ranking process only if the Vice-President Academic has notified the Chair of the TTTCAC, by late May of a given year, that tenure-track searches will be authorized.
- (c) Notwithstanding the aforementioned, the committee considered several procedural issues. The document containing a detailed explanation of the data to be considered by the TTTCAC was merged with the TTTCAC Procedures, Criteria and Timelines document so that information relevant to the functioning of the committee would be contained in a single document (see attached).

- (d) The TTTCAC Procedures, Criteria and Timelines document was indexed to more easily identify the location of procedural items within the document.
- (e) A timeline of September 15 was formally established as the date by which the TTTCAC will have completed its initial fall ranking. This hard date was formalized to enable units to begin advertising authorized tenure-track positions by Oct. 1.
- (f) A mechanism for considering trans-disciplinary submissions was outlined (Section 1.7). Briefly, the units involved will prepare a joint submission. The faculty of each unit involved will rank the joint submission within their overall ranking. At the TTTCAC, when the trans-faculty application appears at the top of the list for a faculty, it will remain on the table for that faculty and will be automatically removed from the ranked lists of the other faculties involved.

Recommendations

The TTTCAC recommends that:

1. The committee shall initiate the ranking process only if the Vice-President Academic has notified the Chair of the TTTCAC, by late May of a given year, that tenure-track searches will be authorized;
2. Senate outline a value based framework of academic priorities for the university for the short and medium term;

Looking ahead, the committee has plans to meet in mid-May to discuss its mandate and criteria. I thank the committee members for their time, dedication and thought provoking discussion.

Respectfully submitted,

Darren Kruisselbrink, Non-Voting Chair

**Tenure-Track Teaching Complement Allocation Committee (TTTCAC)
Procedures, Criteria, and Timelines**

February 2012

1. General Overview

- 1.1. The basic student data for each year of the most recent ten-year period available will be generated by the Registrar's Office. The Chair of the TTTCAC will generate a spreadsheet showing five-year average scores, for all units and Faculties.
- 1.2. All units will be provided with these data from the Committee, to ensure consistency. Units will also be provided with a copy of the TTTCAC Procedures, Criteria and Timelines document, outlining the most recent procedures, criteria, and timelines, as presented to Senate.
- 1.3. Units will then develop a two-page document (single-spaced, in a reasonable font size) outlining their rationale for requesting either a replacement or a new position.
- 1.4. Units must also prepare a Unit Complement Report, identifying all their available teaching personnel, and explaining any variations from standard teaching loads for each person. This Report must be accompanied by a BYDISC2 report, generated by Eden. The two-page document does not need to repeat data from the Registrar's Office or the Unit Complement Report (the Committee will have access to those data), although this information may certainly be referred to.
- 1.5. Units will then submit their two-page document (along with the Unit Complement Report and the BYDISC2 report) to their Faculty for ranking.
- 1.6. Submissions within a Faculty will be ranked by the relevant body within each Faculty, and each faculty's ranked list, along with the accompanying unit submissions, will be considered by the Committee.
- 1.7. Trans-faculty submissions
 - 1.7.1. The units involved will jointly prepare a submission
 - 1.7.2. Each of the faculties involved will consider and rank that submission within their overall ranking
 - 1.7.3. The TTTCAC will follow its usual process of merging the ranked faculty lists. When the trans-faculty application comes to the top of the list for a faculty, it will remain on the table for that faculty and will be automatically removed from the ranked lists of the other faculties.

2. Timelines

- 2.1. Late May/early June: The Committee will forward the data generated by the Registrar's Office, the five-year average figures compiled by the Chair, and a copy of this document outlining the relevant procedures and criteria, to all units.
- 2.2. September 1: Faculties must complete their preparation of unit submissions, and Faculty ranking procedures over the summer, and the Chair must receive them by September 1.
- 2.3. September 15: The Committee will meet on or before September 15 to prepare the initial annual master ranked list. The Committee respectfully recommends that all parties involved be prepared to proceed with preparation of job ads, required approvals, etc., in a timely fashion, so that positions are ready to be advertised by October 1 of each year.
- 2.4. At the September meeting, the Committee will consider
 - 2.4.1. (a) requests for new positions,
 - 2.4.2. (b) requests for replacements for currently unfilled positions, and
 - 2.4.3. (c) requests for replacements for anticipated future vacancies.
- 2.5. Up to two additional meetings will be held, if necessary, in late October and in mid-December, to deal with any additional submissions arising from late notice of resignations or retirements. Positions arising from resignations or retirements announced after December 15 will be considered in the following year's rankings.
- 2.6. The Committee will evaluate its current policies, procedures, criteria, and timelines each year, and make any necessary adjustments. These changes will be presented at the January meeting of Senate as part of its annual review of the functioning of the Committee.

3. Committee Procedures

- 3.1. Quorum shall be all six voting members of the committee.
- 3.2. Every effort shall be made to schedule meetings that all committee members can attend. However, in the event a committee member is unable to attend a meeting in a reasonable period of time, due to illness or travel, an alternate from the same Faculty, elected by the Faculty, shall replace that committee member. To prepare for this eventuality, alternate committee members shall attend the meeting(s) in which the Faculty ranks their positions.
- 3.3. Committee members need not recuse themselves when a position from their own unit is being considered.

3.4. Initial Annual Rankings

- 3.4.1. The Committee shall be provided with the list of positions that are required to be converted to tenure stream by the Vice President, Academic's office as per Article 10.09.1.
- 3.4.2. Positions that have been previously authorized will remain so unless the relevant Faculty requests otherwise.
- 3.4.3. The Committee may not alter the order of ranking as determined by a Faculty – i.e. if a Faculty is assigned N positions, they must go to the top N positions in the list provided by that Faculty.
- 3.4.4. At each round of voting, the top unassigned position from each Faculty will be considered.
- 3.4.5. Prior to each round of voting, a representative from each Faculty, normally the Dean, will speak to the rationale for the position being considered. Following these presentations the floor will be opened for questions and discussion.
- 3.4.6. Voting in the Committee shall be by open ballot. Each committee member will record their 1st, 2nd and 3rd choice on a ballot to be retained by the Chair. Each 1st choice will be assigned 1 point, each 2nd choice will be assigned 2 points, and each 3rd choice will be assigned 3 points. The position receiving the fewest points will go onto the master list and will be replaced in the next round by the next highest ranked request from the same faculty. I.e., in the first round the Committee would vote on the top-ranked positions from each Faculty. If, after that round, the position from Faculty A received the most votes, in the next round, the Committee would vote on the top ranked positions from Faculty B and C and the second ranked position from Faculty A. If, at any point, only two Faculties remain, members will record their 1st choice and 2nd choice.
- 3.4.7. In the case of a tie, further discussion and a tie-breaking vote will be held. Positions that remain tied after two rounds of voting will be considered deadlocked and will both occupy the same rank.

3.5. Re- Ranking Due to Late Position Openings

- 3.5.1. Positions already granted permission to be advertised in the initial annual ranking procedures will be set aside as List A; they will proceed to be advertised, and will not be involved in any re-ranking procedures. The remainder of the list will form List B.

- 3.5.2. Units that experienced late resignations will be given an opportunity to prepare 2-page submissions advocating for a replacement position. To ensure equity/comparability, the official data these units will use, and the data primarily considered by the Committee, will be the same as that circulated and used for the initial annual rankings. However, if the units wish to mention any other data in their two-page submission, they are free to do so.
- 3.5.3. Given that new vacancies may alter existing dynamics within a department, units that experienced late resignations may also, if desired, revise their 2-page submissions for other positions already contained within List B. However, units that did not experience late resignations will not revise their existing submissions.
- 3.5.4. Faculties that experienced late resignations will prepare a new revised Faculty ranking, containing both new vacancies and previously-ranked positions from List B. In this revised Faculty ranking, the new positions, plus any other positions in units that experienced late resignations, may appear in any order. However, the relative rank order of any units that did not experience late resignations must remain exactly the same as in List B.
- 3.5.5. The first position(s) on the revised list(s) from any Faculty or Faculties that experienced late resignations will then compete for positions against the remaining positions in List B, in order. In cases where previously-ranked positions from two or more Faculties are competing against each other, the relative rank order of those positions from the initial ranking will hold, unless something about the applications has changed (e.g., one of the units has experienced a late resignation). Otherwise, voting proceeds exactly as specified in the existing Committee Procedures for the initial annual ranking.
- 3.5.6. Note that no changes in the relative ranking of positions within Faculties that did not experience a late resignation can occur. Positions from Faculties that experienced late resignations will simply be collated into the existing list.

4. Criteria

- 4.1. The Committee will publish annually the criteria that it will use in assessing requests. The current criteria were developed with input from all Heads and Directors.
- 4.2. The general objective of the Committee is to ensure that the academic integrity of the University's programs is preserved and that the resources needed to meet that objective are distributed in as equitable a fashion as possible.

- 4.3. It was decided that although quantitative data will be used in arriving at decisions, it would not be possible to make decisions in a purely formulaic fashion, as there are other factors that must be considered.
- 4.4. The following list of criteria is presented in no particular order.
 - 4.4.1. The committee will value trans-disciplinary and interdisciplinary submissions.
 - 4.4.2. Program Viability – if not awarding a position to a unit will make the program offered by that unit non-viable, and the Faculty in question feels that the ability to offer said program is essential to its overall objectives, they may give a position request a high ranking on this basis. Examples of how this might apply could include;
 - 4.4.2.1. A small academic unit that does not have particularly high enrolments but a reduction in Faculty complement would make it impossible to continue to offer the major
 - 4.4.2.2. Accreditation requirements stipulate a minimum number of faculty and/or courses be offered
 - 4.4.3. Curriculum delivery – there are numerous factors that need to be considered with respect to delivery of curriculum. Examples include;
 - 4.4.3.1. Need for small class sizes in languages and areas where class discussion is an important pedagogical tool
 - 4.4.3.2. Ability to offer courses in an appropriate sequence at the appropriate level
 - 4.4.3.3. Level of reliance on CLTs or part-time instruction
 - 4.4.4. Full Course Equivalents (FCE) – We will examine these numbers for the most recent ten-year period to detect any trends. In addition to total FCE count, we will also examine the FCE by major and non-major enrollments to assess the relative contributions of core and service courses
 - 4.4.5. Lab enrolments
 - 4.4.6. Number of majors, number of combined majors, and number of students enrolled in special programs (e.g. language competency certificates)
 - 4.4.7. Number of honours theses
 - 4.4.8. Number of Full time Equivalents (FTE)
 - 4.4.9. Full-time and part-time graduate enrolments
 - 4.4.10. Existing staffing levels within the unit by category

- 4.4.11. Overall equity – is there a reasonable balance of enrolments and faculty across all disciplines and faculties?
- 4.4.12. Special considerations – any recommendations that arise from program review, new initiatives, etc.
- 4.5. Comparisons will be made on a Faculty level, between Faculties, and to the university total. To facilitate such comparisons, five-year averages will be calculated for a number of these variables, for each department/school and Faculty.
- 4.6. In order to facilitate the evaluation of trends, parameters that are sensitive to global enrolments will be normalized to totals.

5. Data for TTTCAC Consideration

- 5.1. This section gives definitions and parameters for the data provided from the Registrar's Office to the TTTCAC on an annual basis.
- 5.2. Each worksheet in the workbook provided by the Registrar contains all the information required for a particular department. If Interdisciplinary (IDST) courses are attributed to a department, they are included for the particular department.
- 5.3. All counts are as of December 1 of a given year. Official counts for the year are generated on that day, allowing consistency in longitudinal analysis. Acadia Divinity College courses and programs are not included. Open Acadia courses are also excluded.
- 5.4. Definitions:
 - 5.4.1. **Full-time undergraduate:** Registered in 9 credit hours or more in the first term on the December 1 count date. This is the count of the students registered in a particular program, as determined by their first degree and major.
 - 5.4.2. **Part-time undergraduate:** Registered in fewer than 9 but more than 0 credit hours in the first term on the December 1 count date. This is the count of the students registered in a particular program, as determined by their first degree and major.
 - 5.4.3. **Full Time Equivalent (FTE) in Program (undergraduate):** Any undergraduate student enrolled as a full-time student is considered one (1.00) FTE. A student taking greater than a normal course load is still considered 1.00 FTE. For part time students, portions of an FTE are determined by dividing the number of credit hours in which the student is enrolled by 30. For example, if a department had one full-time student, plus one student taking one 3 credit hour course, the FTE would be $1.00 + (3/30) = 1.1$.

- 5.4.4. **Full-time graduate:** Determined by program requirements. Non-Masters of Education graduate students are marked as full-time for their first, and if appropriate, second year. Until 2008, Masters of Education students have been marked as full-time or part time depending on their status at admission. A full-time graduate is one (1.00) FTE.
- 5.4.5. **Part time graduate:** As per Statistics Canada and Maritime Provinces Higher Education definitions, a part time graduate student is .33 FTE regardless of the number of credit hours enrolled.
- 5.4.6. **Second degrees:** Counts of students enrolled in a second degree simultaneously with the first degree. An example would be BASC/CAS.
- 5.4.7. **Second majors:** Counts of students enrolled in a second major simultaneously with the first major. The second major count combines full-time and part time counts and is used for information purposes. It does not factor into the FTE.
- 5.4.8. **Full Course Equivalents (FCE):** Full course equivalents are determined by multiplying the count of enrolment in a course by the course credit hour weight and dividing by six. For example, a 3 credit hour course with four students enrolled would be:
- $(4*3)/6= 2 \text{ FCE}$
- FCE is based on the number of students enrolled in the course (first term, second term and full year) as of December 1.
- 5.4.9. **Major FCE:** Full course equivalents of the students who are in the degree or major that match the discipline. For example, BBA students would be considered in the major for Business courses, but BRM students who require Business courses for their program would not be considered in the major. Communications courses were assigned to Business or the School of Recreation Management FCE's by section.
- 5.4.10. **Non-Major FCE:** Full course equivalents of students who are not in the degree or major that matches the discipline. For example, IDST always has all enrolments in the non-major FCE category.
- 5.4.11. **FCE as a % of the Total FCE for Acadia:** To normalize the FCE compared to the overall enrolments at Acadia University, the FCE percentages presented are based on the FCE of the course divided by the total undergraduate FCE's for the university for that year.

For departments with multiple disciplines (History and Classics, or Languages, for example), FCE's are given for each of the disciplines, then for the department.

5.4.12. **Labs:** Head counts in laboratories associated with courses within the discipline. Lab head counts are of those enrolments for first term and second term as of December 1.

5.4.13. **Non-credit Head Counts:** Head counts in non-credit courses within the discipline. Non-credit head counts are of those enrolments for first term and second term as of December 1.

5.4.14. **Enrolments in Thesis Courses:** Enrolments per year. Does not reflect a completed thesis in that year, so students may be counted in the thesis counts more than one year.

5.4.15. **Grads(FCE):** Head count is the total number of students registered in graduate courses in the discipline in the Fall/Winter term in the given year (i.e., number of students in each course times the number of courses). FCE is determined as above. Non-credit is as above. Open Acadia courses are not included.

5.4.16. **Average class size:** Total number of students enrolled in the class on December 1 for first term and second term courses. Students who have dropped with a 'W' are not included. Coop, Intern, Labs, Open Acadia and Exchange courses are not included. Average class sizes are given separately for undergraduate and graduate.

Additional Information

5.5. In addition to the raw data provided by the registrar's office, the TTTCAC also calculates additional information to facilitate comparisons across units. For example, average scores for each unit across the past five years are calculated for a number of measures, and appear in the summary page (last tab) of the registrar's spreadsheet. Averages are calculated for the following fields:

5.5.1. FTES in program;

5.5.2. number of second majors;

5.5.3. major, non-major, and

5.5.4. total FCEs (as a percentage of overall enrollment, as described above);

5.5.5. head counts in labs;

5.5.6. number of undergrad theses;

5.5.7. number of grad theses;

5.5.8. grad student FCEs; and

5.5.9. average class size for years 1-4 and overall.

5.5.10. For departments/ schools with multiple disciplines, totals are calculated for most fields, but the average class sizes are for the largest sub-discipline within the department. The committee recognizes that average scores may mask considerable variability across time, and will examine the year-by-year data for trends over time, in addition to these averages.

- 5.6. To assist in visualizing trends in total FCEs over time, the TTTCAC also creates a graph for each discipline, plotting the Total FCE% (i.e., number of FCEs in that unit as a percentage of the total FCEs at the university) against time, usually across the last decade. A few anomalous points have been excluded from these graphs. For example, in English and Theatre Studies, there was a significant spike in 2001 associated with the “no declared major” experiment in Arts. We have therefore only graphed the trend for the years 2002-2010 for English.
- 5.7. To assist in comparison of these trend lines, we also took the slope of the line of best fit for each graph. This value appears below the graph in the main spreadsheet and in the column “FCE Trend” in the summary spreadsheet. In general, a positive value for this number indicates that enrolment within the unit has shown an increasing trend over time; a negative value indicates that enrolment has been decreasing over time; and a value close to zero indicates stable enrolment over time.
- 5.7.1. More specifically, a “Normalized FCE Trend” value of 10×10^{-4} indicates that, on average, the “Total FCE%” for that unit rose by 0.1% per year. Thus, if the unit started with 2% of the total FCEs in year 1, by the end of the decade (nine years later), they would have increased to approximately 2.9% of the total FCEs. Again, of course, there may be considerable variability across time, and the committee will also examine the actual graphs, not just these summary numbers.
- 5.8. In addition to the information contained in the circulated spreadsheet, the TTTCAC also calculates some additional values once the Unit Complement Reports have been received. Specifically, to facilitate comparisons across units of different sizes, the TTTCAC calculates three measures of FCEs adjusted by the number of available teaching staff within the unit: (1) FCEs / Tenure Track faculty members; (2) FCEs / full-time professors; and (3) FCEs (including labs) / full-time teaching staff.

These figures are calculated for the last year for which complete data are available, normally the previous academic year. Information on part-time faculty members are collected in the Unit Complement Reports for context, but they are not included in these calculations, as counting part-time instructors is occasionally complex, and the committee is focused on TT replacements.

It is acknowledged that there may be alternative ways of calculating these numbers, and that slight inaccuracies may exist in some instances; however, the intention is to come up with some justifiable set of numbers that can then be applied consistently across all units.

5.8.1. FCEs / Tenure Track faculty members:

- 5.8.1.1. FCEs are total FCEs (sum of major and non-major FCEs), as reported by the registrar, not including labs.

5.8.1.2. Tenure track (TT) faculty members are as reported in the Unit Complement Report (1st line). This number includes the Head or Director, if they are tenured or tenure-track. Fractional appointments are included as the appropriate fraction (e.g., a half-time TT faculty member counts as 0.5). CRC chairs are counted as 1/5 or 0.2 of a TT faculty member, as they normally teach 1 course (out of a standard load of 5 courses).

5.8.2. FCEs / full-time professors:

5.8.2.1. FCEs are as defined in 5.8.1.1

5.8.2.2. Full time (FT) professors include TT faculty members as defined in 5.8.1.2, plus CLTs and Teaching Instructors.

5.8.2.2.1. CLTs are as reported in lines 2-4 of the Unit Complement report, and include on-going or protected CLTs, replacement CLTs for individuals on leave, and non-replacement CLTs.

5.8.2.2.2. Teaching Instructors (line 5 of the Unit Complement report) are individuals who taught the equivalent of a full-time load of part-time courses for 3+ years in a row, and were converted to Instructor status according to Article 11.14 of the 13th Collective Agreement. They are counted as “professors”, rather than “instructors”, because their teaching patterns more closely resemble those of professors (i.e., their standard load is 15 hours, and they generally teach regular courses, not labs). Again, fractional appointments are reported as the appropriate fraction.

5.8.3. FCEs (including labs) / full-time teaching staff:

5.8.3.1. FCEs as defined in 5.8.1.1 are added to lab numbers, converted into FCE equivalents. One FCE is equivalent to one student taking one 6-hour lecture course. To translate the lab numbers as reported by the registrar into FCE equivalents, some conversion is necessary. First, the number of students enrolled in the lab, as reported by the registrar, is divided by 2, because lab hours only count as 1/2 of lecture hours, in terms of course credit and payment. The resulting number is then divided by 2 again, for 3-hour labs, or by 4, for 1.5-hour labs. This is done because the number provided by the registrar for labs is a simple head count, rather than being reported in 6-hour FCE units. Thus, one student taking two three-hour labs counts as 2 units in the registrar’s number, but is really equivalent to only one 6-hour FCE.

5.8.3.2. The resulting number for FCEs including labs is then divided by the total number of full-time teaching staff. This number includes full-time professors, as defined in 5.8.2.2, plus Instructors (lines 6 and 7 of the Unit Complement Report). Instructors are counted as equivalent to $9/15$ (or 0.6) of a tenure-track faculty member, using the following reasoning: the normal teaching load for instructors is 18 hours of lab time, which is deemed equivalent to 9 hours of class/lecture time. The normal teaching load for TT faculty members is 15 class/lecture hours, therefore instructors teach the equivalent of $9/15$ of a TT faculty member.